

Torrance High School
Single Plan for Student
Achievement
2016-2017

August 29, 2016

Stakeholder Input Timeline (Torrance High School) 2016-2017

EVENT	LOCATION	DATE
THS Faculty Meeting	Auditorium	9/6/2016
School Site Council Meeting	Library	9/14/2016
PTSA Meeting	Library	9/14/2016
ELMAC Meeting - change date	Library	9/30/2016
PTSA Meeting	Library	10/12/2016
ELMAC Meeting	Library	10/5/2016
School Site Council Meeting	Library	10/12/2016
TTA Site Meeting - change date	PCR	10/15/2016

GOAL 1

Identified Need	Action/Service	Expenditure	Expected Outcomes
Achievement towards college and career readiness through increased number of students completing A-G requirements.	Credit Recovery will allow students an additional opportunity in completing A-G requirements.	\$15K	Students will receive semester credit in English, Math and Social Science.

Analysis of Results. What happened and why? What else did you notice?	THS increased the amount of sections of summer Credit Recovery to allow students additional opportunities to receive semester credits in English, Math and Social Studies. Between 2015-2016, the A-G completion rate grew from 50.2% to 53.6%. Within the last 5 years, a there was a 9% increase in A-G completion rates.		
Changes in actions/ services as a result of these outcomes.	Students will be provided opportunities to concurrently enroll in Mathematics and English to complete A-G requirem		

GOAL 2

Identified Need	Action/Service	Expenditure	Expected Outcomes
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Increase student achievement.	Provide faculty tutoring, before and after school in core academic subjects, including foreign language.	\$25K	Decrease D/F rate and increase graduation rate.
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Analysis of Results. What happened and why? What else did you notice?	Additional opportunities were created for students to be exposed to content with qualified instructors. Students received direct instruction from our faculty tutors. During interactions with parents and students, the faculty tutoring program gave THS staff a tangible solution to refer students and parents to for extra help.		
Changes in actions/ services as a result of these outcomes.	The tutoring program has enabled our staff to add an accountability piece for students' success.		

GOAL 3

Identified Need	Action/Service	Expenditure	Expected Outcomes
Increase the number of students in targeted populations that are completing A-G requirements.	Identify and support targeted students.	\$50K	Increase the number of students in targeted populations enrolled in core academic classes, including Honors and AP classes.

Analysis of Results. What happened and why? What else did you notice?	Increased collaboration between THS intervention team, parents and targeted population to increase student achievement and further college/career readiness. (input intervention data)		
Changes in actions/ services as a result of these outcomes.	Evidence-based data supports and guides the THS Tier 1 and Tier 2 instructional plan.		

GOAL 1:	THS will insure that all students will have access to textbooks, technology and classroom resources and materials that are aligned with the standards in order to access all curriculum.		Related State and/or Local Priorities:
			1__ 2__ 3_X 4_X 5__ 6__ 7__ 8__
			School Priority: Academic support for all students
			TUSD LCAP Goal/Action: 3/4 E
Identified Need :	Teachers need access to a variety of resources and materials for further implementation of CCSS/NGSS/ELD/CMAST to enhance student learning.		
Goal Applies to:	Schools:	Torrance High School	
LCAP Year: 2016-2017	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	All core-subject classrooms including foreign language will have daily access to a minimum of three Chromebook carts. All classrooms will have document cameras and mounted LCD projectors to enhance our instructional program. The THS library will have a "Cloud Lab" with 40 computers that students will have access to throughout the school day.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Equip classrooms with technology and equipment to ensure that all students have access to learning that uses relevant technology and engages students in the integration of appropriate technology, equipment and materials as learning tools.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$30,000
B: Provide teachers with materials and resources to ensure that all students have access to the necessary tools to enhance our daily instruction.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$3,772
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

GOAL 2:	Torrance High School will maintain an effective Professional Development model that enhances learning for all students, while implementing CCSS/NGSS/ELD standards.	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> School Priority: Professional Development TUSD LCAP Goal/Action: 2 ABC	
Identified Need :	Full implementation of CCSS/NGSS/ELD standards in all classrooms.		
Goal Applies to:	Schools:	Torrance High School	
LCAP Year: 2016-2017	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	All core-subject area teachers will identify essential standards, learning targets, create and implement formative common assessments, collectively analyze data, and make data-driven decisions for our instructional pathways.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Provide teachers opportunities to attend and participate in ongoing professional development through conferences and workshops to support and drive the following: Formative Assessments/Differentiation/RTI/PLC/NGSS/CCSS/ELD.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$17,000
B. Provide teachers opportunities to collaborate within subject areas and district-wide to develop common assessments, rubrics, and benchmark exams. Furthermore, opportunities to analyze data to improve instructional strategies by making data-driven decisions.		<input checked="" type="checkbox"/> ALL	\$10,000
C. Provide teachers opportunities to collaborate within subject areas to develop, analyze, and modify curricular maps and pacing guides.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	10,000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
GOAL 3:	Torrance High will provide support and programs to improve schoolwide student achievement.	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> School Priority: Support all students TUSD LCAP Goal/Action:5/A	
Identified Need :	Increase A-G completion rate; maintain graduation rate; decrease D/F rate; Increase the reclassification rate of EL students.		
Goal Applies to:	Schools:	Torrance High School	
	Applicable Pupil Subgroups:	All	

LCAP Year: 2016-2017			
Expected Annual Measurable Outcomes:		A-G completion rate will increase by 3%; maintain graduation rate of 98% or above; D/F rate will decrease by 2%; Increase reclassification rate of EL students by 2%	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention Counselor focusing on Tier 1/2 instruction, social/emotional support for targeted students & acting as parent liasion in our EL program.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$75,000
THS will provide faculty tutoring in core subjects including foreign language before and after school.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$35,000
THS will provide students with an opportunity to rehabilitate their grades through credit recovery (i.e. Odysseyware).	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$37,000
Provide programs and services such as Achieve 3000, Guided Reading, Guided Writing, and Learning Together, professional development, equipment and materials to support our EL population.	EL Population	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$25,000

GOAL 4:	THS will insure that parents and community members are provided with varied avenues of school involvement opportunities throughout the school year.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5__ 6__ 7__ 8__ School Priority: Parent and community outreach TUSD LCAP Goal/Action: 3/4 E
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Identified Need :	Parent and community involvement will support student learning and achievement.		
Goal Applies to:	Schools:	Torrance High School	
	Applicable Pupil Subgroups:	All	

LCAP Year: 2016-2017			
Expected Annual Measurable Outcomes:		Torrance High School will build a positive school connection with families and parents that helps support student achievement and learning.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. EL Coordinator will regularly host ELMAC and DELMAC meetings throughout the school year.		<input checked="" type="checkbox"/> ALL	

	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
B. Alpha and College Career Counselors will coordinate with parent nights and programs on campus to assist with a college and career ready culture.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
C. Torrance High School will regularly communicate with parents through the THS Website, Intouch Notification Services, Naviance, email, Twitter, Facebook, phone calls, and in-person conferences.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
D. Torrance High school will regularly host PTSA and SSC meetings throughout the school year.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	

Torrance HS 2016-2017

As of September 2015

Funding Source	SPSA Goal #	Supp.	SA/SA PD	Title I	other	Total	District Funded
2015-16 Budgets		\$235,765	\$40,537				
Technology							
Chromebooks	1	\$15,000				\$15,000	
Technology Accessories	1	\$18,765	\$10,000			\$28,765	
						\$0	
						\$0	
Enrichment/Intervention Support							
Intervention Specialist	3	\$75,000				\$75,000	
Faculty Tutoring	3	\$35,000				\$35,000	
Credit Recovery including Odysseyware	3	\$37,000				\$37,000	
						\$0	
English Language Learners							
Achieve 3000, Guided Reading, Materials, PD, Classroom Support	3	\$25,000				\$25,000	
						\$0	
						\$0	
						\$0	
Professional Development							
Professional Development	2	\$20,000	\$15,537			\$35,537	
Conferences and Training	2	\$10,000	\$15,000			\$25,000	
						\$0	
(Category #5)							
						\$0	
						\$0	
						\$0	
						\$0	
Totals:		\$235,765	\$40,537	\$0	\$0		
Balance:		\$0	\$0	\$0	\$0		

**Form D: School Site
Council Membership**

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 make-up of the school site council is as follows:[1]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Karim Girgis	X				
Tracy Clark		X			
Lois Graham		X			
Debbie Lanham		X			
Danny Yee		X			
Theresa Hollis			X		
Edith Coit				X	
Shari Kaku				X	
Geri Lynn Mauch				X	
Subin Cho					X
Ruby Gi					X
Ian Lutap					X
Mason Tiratira					X
Andrew Santamaria					X
Numbers of members of each category	1				

[1] 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.

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

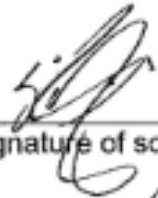
Gifted and Talented Education Program Advisory Committee

Other (*list*) *PTSA*

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: 10/2/16.

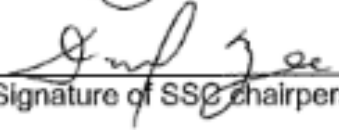
Attested:

Karim Gitis
Typed name of school principal


Signature of school principal

10/15/16
Date

DANIEL YEE
Typed name of SSC chairperson


Signature of SSC chairperson

10/19/16
Date