The Single Plan for Student Achievement

School: Troy High School

CDS Code: 3066514-3037496

District: Fullerton Joint Union High School District

Principal: William Mynster

Revision Date: September 7, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Troy High School's Vision and Mission Statements
MISSION STATEMENT
Educating today the leaders of tomorrow.

VISION STATEMENT
Troy High School seeks to provide a comprehensive liberal arts program and a specialized program of study for all students of all abilities and backgrounds. In each class, program and pathway of study, students are being shaped into good citizens, critical thinkers, effective communicators, and lifelong learners. As such, they are encouraged to articulate and pursue a personal and professional vision for their future. Troy's educational community is committed to helping its students achieve success in the post-secondary experiences that they envision for themselves.

LEARNER OUTCOMES

Students of Troy High School will be:
Good Citizens who
Demonstrate respect for and acceptance of difference between people and cultures,
Contribute their talents to improve the quality of life in their school, local and global communities,
Demonstrate honesty and integrity in their work

Critical Thinkers who
Use technology and apply problem-solving processes in real-life situations,
Evaluate, analyze, and interpret concepts as necessary,
Use information and resources effectively;

Effective Communicators who
Work collaboratively with others from diverse backgrounds,
Interpret and convey information using a variety of media

Knowledgeable Graduates who
Demonstrate academic preparedness for postsecondary education or a career of their choice,
Matriculate with confidence into college, university, or other professional training

Life-Long Learners who
Establish informed and responsible personal and professional goals,
Identify and acquire the skills necessary to attain these goals,
Appreciate and explore the fine and performing arts,
Learn about and use new technology, and
Understand the importance of health consciousness and apply it to their everyday lives.

School Profile

Established in 1964, Troy High School is a comprehensive four-year public high school in the Fullerton Joint Union High School District (FJUHSD). Troy is located next to California State University, Fullerton, which offers unique, high-level educational opportunities to Troy's students. With over 2610 students, Troy High School's diverse student population includes 38% Asian, 26% Hispanic, 14% Caucasian, 7% Filipino, 6% Two or more races, and 1% African-American. In 2014/15, students at Troy participated in the first California Assessment of Student Performance and Progress (CAASPP) statewide summative assessment. The results were 89% of 11th grade students met or exceeded the English Language Arts/Literacy standards, with 78% of those same students meeting or exceeding the mathematics standards. These scores placed Troy High School #2 (mathematics) and #3 (English) in Orange County, and #15 (mathematics) and #18 (English) in the state of California. In 2015/16 Troy again greatly surpassed the County and State average scoring 87% met or exceeded in English Language Arts and 77% met or exceeded in Mathematics. In 2016/17 Troy once again surpassed the County and State averages on the CAASPP with 88% met or exceeded in English Language

Arts and 79% met or exceeded in Mathematics. In 2016/17, 42 students were recognized as National Merit Semi-finalists. In 2017, Troy was recognized by the California Department of Education as a California Gold Ribbon School for the Troy Tech Magnet Program. In 2017/2018, Troy maintained a high test average in both ELA (86%) and Math (77%) even with an 8% increase in SED students (31%). In 2018, 331 IB exams were taken by 82 candidates with a 99% pass rate. Troy continues to be highly ranked by outside entities such as Niche.com; Troy is currently ranked the #1 Public High School in Los Angeles Metro area, the #1 Public High School in Orange County, #1 Best High School for STEM in Orange County, #3 Best Public High School in California, #33 Best Public High School in America, #28 Best College Prep Public High School in America (Niche.com). In 2017, Troy was also ranked by the U.S. News and World Report in the following categories, #32 Best STEM High School in the Nation, #51 Best Public High School in California, #65 Best Magnet High School Nationwide (U.S. News and World Report). Troy has been awarded Golden Bell Awards by the California Department of Education for their Best Buddies program and for Troy Tech. In 2018, 99.7% of Troy's seniors graduated, and ninety-nine percent of Troy High School's graduates attend colleges and universities, with 72% attending 4-year institutions and 27% attending 2-year colleges.

There are variety of academic programs available to students including Advanced Placement, International Baccalaureate, the Troy Tech specialized secondary magnet program in math, science, and technology, and AVID. 77% of the student population is enrolled in one or more of Troy's accelerated programs - honors, advanced placement, and/or International Baccalaureate courses. Troy offers 31 AP subjects across the curriculum and administered 3,477 exams in 2018 with AP students passing at a rate of 90.2%.

Students who have successfully completed the necessary complement of courses in their freshman and sophomore years may matriculate into the IB Diploma Program in the junior year. This program requires students to complete six one- and two-year university-level courses and exams, as well as a 100-hour Theory of Knowledge course, a 150-hour community service project, and a 4,000-word independently researched paper. In 2018, 82 students took 331 IB exams with a pass rate of 99.0%. In 2018, 41/41 IB seniors met the International Baccalaureate requirements for the full IB diploma.

Troy Tech was founded in 1986 under a grant from the State of California. Currently, 1,716 or 65% of students participate in Troy Tech and are either residents of the Troy High School attendance area, residents of the FJUHSD at large, or are residents of districts in four surrounding counties: Orange, San Bernardino, Los Angeles, and Riverside. Students who live in the FJUHSD, but outside Troy High School's attendance area, may choose to attend Troy through Open Enrollment. Students residing outside the FJUHSD attendance area must test into the Troy Tech program in order to attend Troy High School. Troy Tech is a four-year program that supplements the academic day with required freshman classes in AP Computer Science Principles and elective sophomore and junior courses in computer science, business, media arts, engineering, and/or governmental leadership. In the senior year, Troy Tech students are required to work with a mentor in business, industry, or academia, completing a 150-hour, year-long or summer-long, internship in a career or academic field of interest. Students in Troy Tech have completed internships locally, throughout the state, nation, and globally.

Troy is entering its fifth year offering the Advancement Via Individual Determination (AVID) program. There are 245 students participating in the four-year academic program that supports the "middle-student" in achieving college readiness and preparing for success in a global society. A parent booster group, extra-curricular student club, and AVID coaches compliment the elective AVID class providing additional support for and opportunities to students.

Troy offers a rich array of co-curricular and extracurricular classes and activities, including CIF-sanctioned sports, performing and visual arts, journalism, yearbook, ASB, competitive academic teams, with over 100 academic, community service, and personal interest clubs. In 2018, Troy's Science Olympiad team was once again recognized as state champion and took home the National Championship for the 12th time overall and fourth time in the last five years. Troy's Navy JROTC program, with 326 cadets, is one of the largest west of the Mississippi, and was recognized as the Top Area 11 Program in 2018 and while also competing in eight additional national level competitions. Troy scholars are distinguished by their membership and participation in the school's chapters of the California Scholarship Federation and the National Honor Society. Students also compete for recognition in the American Mathematics Contest, the American Chemical Society, Future Business Leaders of America, and other test sponsoring organizations. Troy's dance program has consistently earned dance competition championships from 1998 through 2018. Troy's competitive athletic programs consistently receive league and CIF recognition each year, winning 10 Freeway League championships with 19/22 programs competing in CIF playoffs including State runner up in Girls' Golf in 2018.

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).

To address concerns and strengthen FJUHSD and Troy High School, the district has conducted LCAP Surveys the past 3 years, including in 2017/2018, which brought in information from all stakeholders, including teachers, parents, students and staff. The results for the survey were reviewed by the District Advisory Committee through meetings in the Spring semesters of each school year.

The common themes that arose from the consultation meetings impacted the formulation of the LCAP in several key areas:
- Increased guidance to help students identify, monitor, and achieve post-secondary goals while in high school and help identify and support struggling students through interventions tailored to their needs
- Professional development for staff members to implement the CCSS and other State standards. Professional development for staff members to learn and collaborate in ways that will integrate best instructional

practices with approved standards
- Increase the use of technology for students and staff members such that technology is used by both as an instructional tool and learning resource
- Increase parental involvement by providing translation in both written and verbal communication. Break down language and cultural barriers with personal contact and through building relationships
- Increase students' opportunities by encouraging them to take CTE courses, increasing the "a – g" completion rate and opening up Honors/AP/IB courses to more students
- Focus on critical thinking, college and career level writing, communication, and practical skills students will need after high school
- Improve school climate by increasing safety training and creating a climate of customer service to students, parents, and staff members

Based on the results of the surveys, demographic data, internal and external assessments, the goals for the school district are:

1. College and Career Ready

2. Support Overall Learning Program and Increase Student Opportunities

3. High Quality Instruction

4. Improve Internal and External Communication

5. Additional Supports to Students

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In 2017/18, 37 tenured, probationary, and temporary teachers were formally evaluated, with all teachers on campus being observed by at least one administrator during the course of the year. Tenured teachers were observed at least three times throughout the year by at least two administrators. At least one of these observations was a full period, bell-to-bell visit. A summary of findings was documented using the FJUHSD Evaluation template and presented to the teacher in at least one post-observation conference.

There were 14 probationary or temporary teachers that were evaluated. They were observed in their classrooms at least three times per semester by at least three administrators. At least two administrators observed teaching and learning for a full period each semester. A summary of findings was documented using the FJUHSD Evaluation template and presented to the teacher in at least one post-observation conference.

In addition, each administrator planned to participate in 10 classroom visits per week, with each visit lasting at least 10 minutes. Per FSTO contract, there is no formal documentation of findings but rather the visits encourage professional dialogue between the administrator and teacher related to teaching and learning, curriculum and instruction.

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Analysis of Current Instructional Program

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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

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

WASC findings indicate that school-wide structures should be implemented to create and analyze assessments in an effort to inform instruction and improve student achievement. AP and IB and other internal common assessments are used to monitor students' proficiency and college readiness.

The Nelson Denny reading test replaced the Gates-MacGinite test for the 2018/2019 school year and was administered to all freshmen and sophomores during the first week in all college preparatory classes. The test measures the level of reading achievement of individual students. This data was disaggregated and shared with the staff via email. Many teachers reported making a change to their instructional strategies after reviewing the test data. The data provides teachers with quick and easily accessible information about students who need additional support. Teachers can use the information to make targeted instructional decisions and implement appropriate intervention programs. The exam provides relevant student performance data; however, it is only administered to freshmen and sophomores, creating a gap in reading data for current juniors and seniors. Also, training on how to further analyze the data has not been offered. This is a valuable tool that warrants further discussion within and between departments.

Illuminate Software in used district-wide and allows for quantitative analysis of assessments by question thereby improving assessment of student understanding of curriculum. Teachers can determine the validity of each question and modify future exams and instruction accordingly. The science department is actively collaborating to use previous assessment data to modify current assessments and create more balanced exams. Math teachers also use Illuminate to analyze test questions and student performance. Additional training on the full scope of disaggregation tools available through Illuminate is necessary as at this moment, about half of teachers report not using this function within the program.

All incoming TT students are tested and evaluated based on their performance on the entrance exam. Students are placed in their freshman year math, English, science, and social science courses according to their scores on the English and math sections. The TT coordinator, school administrators, and the math and English department chairs work collaboratively to analyze the scores and determine appropriate placement for students. In an effort to refine this placement tool, the English portion of the TT entrance exam is modified yearly. The written portion was changed from a response to poetry to a rhetorical analysis of a non-fiction text to better align with with Common Core. The verbal reasoning portion was omitted but has been reinstated to provide for a more accurate diagnostic tool.

In an effort to collect more data regarding current math coursework at Troy's feeder junior high schools, data collected through the online test registration process was modified in November 2015 and again in November of 2016. There are over 100 feeder junior highs in our Troy Tech applicant pool. The modification included collection of school district, junior high, and current math course title. Families upload this information when completing the test application. The 2018/2019 online application process will continue to collect student math course data, including math grades, to guide our placement process.

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

    WASC findings indicate that school-wide structures should be implemented to create and analyze assessments to monitor student progress and inform instruction. Individual teachers analyze their assessment data and modify instruction accordingly. Departments were tasked with updating their scope and sequence for the 2017-18 school year, with one of the key efforts being Vertical Alignment. This process allowed departments to recognize a need to meet more often each year in vertical teams to improve their alignment of curriculum within department levels. Data is currently being compiled from curricular areas to compare recommended placements at registration to current course placement and grades, along with data on how well these students performed throughout the school year. Math and English will be tracking progress this school year to determine any changes that need to be addressed in assessments given, current curriculum and support for students.   The school district has provided time and resources to help develop district-wide benchmarks in both Math and English in order to have the data to address instruction in the classrooms. For the 2018-19 school year, the math department will again be piloting two different publishers and will be using a variety of assessment tools to help guide their decision on which to adopt.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    In 2017/18, 100% of the teachers were considered highly qualified.

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

    In 2017/18, 100% of the teachers were considered highly qualified.
    Professional development included AP and IB training, as well as District sponsored professional development in Common Core State Standards. The district has invested in training for teachers as we adopt new textbooks and new curriculum, specifically in the Math and English Departments. Ongoing Technology training continues through our Digital Literacy Coaches within our departments at our Late Start Meetings which occur twice a month as well as one on one training are scheduled as needed during conference periods.

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

    District sponsored professional development focused on the scoping, pacing, and sequencing of content in alignment with Common Core State Standards. WASC findings indicate the need for a professional development plan based on assessed student performance and professional needs.   The District has provided professional development support through the company, Elevated Achievement Group (EAG). Currently, all our newly hired teachers are actively attending training provided by EAG.

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

    District sponsored instructional coaches and professional development opportunities are provided to guide the development and implementation of pacing and sequencing guides aligned to Common Core Standards; to present and model instructional strategies that support differentiation and student engagement; and provide peer-to-peer classroom observations opportunities, yielding reflective inquiry and collaborative discussions on instruction, learning, and engagement. Currently, the district provides support to our site in the areas of English, Math, and Science through TOSA's and each of these areas we have an identified content coach to help their respective content teachers with pedagogical refinement and exploring new teaching strategies . Troy's technology coordinator and digital literacy coaches provide a structure for on-going training for teachers in technology apps and software to enhance their teaching. This has become more important with the implementation of 1:1 Chromebook devices district-wide. The district has continued to provide for a General Education Instructional Aide for the 2018/19 school year to help in addressing the needs of our at-risk population as well as . Additionally, there has been a rise in SpEd professional development opportunities through out school site and the district office through our local SELPA. Training has broadened the knowledge of Common Core requirements for SpEd teachers, which are then shared with general education teachers.

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

    Late start bell schedules occurred twice per month to accommodate Professional Learning Communities (PLCs). Bi-monthly PLCs allow departments to meet and plan collaboratively. PLC agendas are designed to support a collaborative focus on goals and outcomes related to instruction and learning. In addition to the late start meetings, release time is also provided for department/program planning each semester.

    Several staff development days have been devoted to technology training. The technology committee has provided several training sessions on everything from Chrome books to Google Apps, Aeries and Illuminate. As a result of the training, more teachers are using Google classroom, Google docs, and Chrome books. The staff has expressed a strong interest in additional technology training. Some suggestions for modifications include: expanded input from teachers for more individualized and hands-on training, more options for those teachers who have an intermediate to advanced knowledge of technology tools, and adjust the pacing of each session to align with the skill-level of the participants. These requests have morphed into the department plans for the 2017-18 school year, which include late start meetings and department pull-out days that will include further and more in-depth technology training. The school district including Troy are now a 1:1 Chromebook district, which now provides our students and staff with this new added tool to use in the classroom.

    The number of PD days in the form of late starts that directly address our critical needs has increased over the last three years. These breakout groups serve as an opportunity to share best practices and receive training in a multitude of areas. The results are visible in the number of teachers who have implemented AVID strategies in their classes, have created Google Classroom, and who want additional technology training. This will continue to be developed and enhanced for the 2017-18 school year.

Teaching and Learning

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

    Guided by District-wide professional development, math and English teachers have worked to align curriculum and instruction to Common Core State Standards for grades 9, 10, and 11 college preparatory courses. 12th Grade teachers in college preparatory have aligned their curriculum to the ERWC (Expository Reading and Writing Course) course, designed by the CSU system, which is a rhetoric-based English language arts course for grade12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). Science teachers across the curriculum have engaged in a series of workshops and professional developments to design the district framework for the Next Generation Science Standards (NGSS). WASC findings indicate that a structure of collecting and analyzing performance data is needed to ensure the alignment of curriculum, instruction, and materials supports student proficiency.

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

    Not applicable

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

    Troy High School has increased the number of intervention courses built into the master schedule to assist general and special education students in college prep, and higher level courses. These courses include:
    AVID 1, 2, 3 and 4
    Algebra Foundations (two year Algebra course)
    3 sections of "Read 180" Course has been added to address low reading and comprehension levels for 9th and 10th grade students, who are also identified as at-risk students.
    Remedial courses in core academic areas (Special Education)

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

    In 2017/18, no violations were reported. All textbooks and instructional materials provided to students are standards-based and Board approved.

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

All curriculum, courses, and instructional materials are CDE-adopted, Board approved, and aligned to state standards.

Opportunity and Equal Educational Access

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

WASC findings indicate that structures should be developed that allow for the active search for at-risk students and the development of interventions that support under-performing students in meeting state standards and graduation requirements. We have increased our sections of "READ 180" support class from 1 section to 3 sections for the 2018/19 school year as data has guided us to this need. Reading comprehension was documented in our READ 180 class from 2017/18 as improving 2.5 to 3.5 grade levels in one year. These gains have driven the decision to restructure the support classes and placement data we offer to be centered around the READ 180 curriculum. has been provided for every school site through district funds in order to address the needs of our low performing students and raise their reading levels. Algebra Foundations, a two-year Algebra 1 course, is designed to support the at- risk student. Foundational math skills, mathematical fluency, conceptual understanding, and number sense are strengthened while closing gaps in learning. AVID continues as a four year program to support college and career readiness, as well as promote access and success in honors, AP, and IB courses. Targeted supports and interventions are needed for EL and Special Education students to close learning gaps and support success in the general education setting. In response, the district has added the support of an EL Liaison at every school site to help address the needs of these students and the community.

14. Research-based educational practices to raise student achievement

WASC findings indicate that a professional development plan be implemented that includes training in research-based instructional strategies targeted to increase achievement for all students.
Elevated Achievement Group (EAG) has been provided by the district office to help support in enhancing our teaching and learning practices. Both the administrative and leadership teams are reviewing student-centered best practices. Administrative instructional walk-throughs are complementing the strategies reviewed at the trainings. The next step in the process is to include the leadership team in this process to help support the rest of the staff. Additionally, newly hired teachers attended full day EAG workshops and they observed various teachers in the classrooms. They have also been supported by EAG on site in order to better address their needs. The leadership and administrative teams are currently in the process of discussing how to most effectively develop the strategies learned through the EAG workshops on a school-wide level.

Parental Involvement

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

EIA and special education funding provide additional resources for under-achieving students. Teaching fifths have been allocated toward the READ 180 classes, an intervention to support at-risk, under performing students in a class where they can enhance their reading comprehension levels. Teaching fifths have been allocated to implement the AVID program, which is now in their fourth year, supporting the "mid-student" in preparing for college and career readiness. After school tutoring by content specialists to support students in English, math, science, social science, computer science and world language is offered four days per week. Parent Organizations support the school through donations that fall under Student Services, such as extra AVID Tutors, extended library hours, furniture for various spaces, as well as extra materials for our library.

16. 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)

Not applicable

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

Categorical funds take care of our after school tutoring program which provides one-on-one support by content specialists in English, math, science, social science, computer science and world language.

18. Fiscal support (EPC)

Fiscal support is provided by the District (AVID, IB, AP training, AVID tutors); by the school (READ 180, AVID elective courses), and EIA funding (after-school tutoring). Support from parent groups is provided allowing for the integration of technology that supports differentiated instruction, provides interactive feedback, and allows for data collection and analysis. Parent Organizations also support the school through donations that fall under Student Services, such as extra AVID Tutors, extended library hours, furniture for various spaces, as well as extra materials for our library.

Description of Barriers and Related School Goals

The ease of data collection by educators presents barriers in the analysis of student performance data. Thus, informing and modifying instruction and the pacing and sequencing of curriculum is negatively impacted, as is the disaggregation of achievement data by sub-groups. We hoped teachers would have access to a student performance disaggregation tool along the lines of AERIES Analytics. Alas, this has not yet come to pass. This year Troy admin will closely work with teachers at grade marking periods to closely identify students within subgroups we see performing poorly via D/F marks. This will draw more attention to student need thereby enabling teachers to create class, course, and subject data to better track student performance and effective instructional strategies. While staff has had numerous opportunities for training with technology and instructional strategies using technology to increase student engagement, until the use of Chrome Books become ubiquitous, unfamiliarity with technology as a tool for instruction will remain a barrier for some educators and students.

With the current grade level and frequency of Common Core and SBAC testing, the lack of sequential achievement data presents opportunities for teachers to explore Performance Task modeled quarterly benchmark assessments. Concerns about test security and academic dishonesty have presented barriers in teachers' willingness to develop comprehensive common assessments within courses in the past. Departments are encouraged by administration and Troy leadership to work together in course alike groups and create common quarterly benchmark assessments with categorized questions by rigor. A next step would be to construct these benchmarks so they may be administered on Chromebooks and model the SBAC style of examination.

Also, based on the examination of the 2017 WASC Student/Community profile and the progress report at the mid-cycle review, the following continue to be areas of need that were identified.

School-wide communication was at an all-time low during the last self-study in 2014. Some of the changes that have been implemented have improved communication providing staff and parents with timely and relevant information regarding school and student academics, events, and activities. This information should be easily accessible and consistent. We will continue to pursue and refine more effective school-wide channels of communication.

While we have made improvements implementing a variety of instructional strategies across content areas, more time and resources need to be put into identifying and implementing research-based programs that address the needs of our at-risk population. Teachers noted the need for greater data support in this area especially in identification of needs pertaining to at-risk students. We need more data about individual students.

A few years ago quintile group discussions began the conversation regarding student data and "who they are, and what is going on with them." However, by last year quintiles have played out their usefulness as we have realized the need for a more narrow focus than 20% cross sections that contain too many variables to effectively address. We will continue to work toward the development of data tools to facilitate the evaluation of student performance, achievement of all sub-groups, and establish measurable achievement goals in order to narrow the achievement gap between all subgroups. Using data, we will need to continue refining the placement tools for incoming freshmen and increase access to honors, AP and IB courses for all students.

The staff expressed the understandable desire for a Professional Development plan that explicitly addresses our critical needs and is presented at the start of the school year. Suggestions for further training include common areas of data to disaggregate and how to analyze and use disaggregated data across content areas. The staff has made significant strides toward increasing access to honors, AP, and IB courses across the curriculum. Over the last two years a considerable amount of time has been spent training the staff on Google Apps for Education as well as the Chromebooks roll out during 2017-18 as a new tool in the classroom. Some PLC time for the 2018-19 school year will continue to provide training and support for the continued integration of this tool, with the Digital Literacy Coaches as guides within their own departments.

Lastly, the 2014 WASC self-study revealed that there is only a general integration of the Learner Outcomes (LOs) in most classes across the curriculum. This is due in part to the ambiguity of some of the LOs. This year is a WASC self study year for the 2020 full WASC visit in which we need to address how we fulfilled the past WASC recommendations. Upon the conclusion of our self-study we will have recommendations for improvement. A key part of our current self study includes a formal discussion and re-evaluation of the school's Learner Outcomes, and a review of the school's vision statement, and mission statement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade **11**	604	683	654	535	663	612	535	663	612	88.6	97.1	96.3
All Grades	604	683	654	535	663	612	535	663	612	88.6	97.1	96.3

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade **11**	2688.4	2699.1	2696	61	65.76	63	26	21.87	23	9	8.75	11	4	3.62	4
All Grades	N/A	N/A	N/A	61	65.76	63	26	21.87	23	9	8.75	11	4	3.62	4

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade **11**	58	68.48	63	37	27.00	31	5	4.52	6
All Grades	58	68.48	63	37	27.00	31	5	4.52	6

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade **11**	69	72.73	71	27	22.12	23	4	5.15	6
All Grades	69	72.73	71	27	22.12	23	4	5.15	6

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade **11**	47	52.49	51	48	43.44	45	5	4.07	4
All Grades	47	52.49	51	48	43.44	45	5	4.07	4

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Grade **11**	57	65.16	62	38	30.92	32	4	3.92	6
All Grades	57	65.16	62	38	30.92	32	4	3.92	6

Conclusions based on this data:

1. While Troy High School outperformed the state, county, and district averages across the board, the percentage of students scoring above average decreased in reading, writing, and research/inquiry. The percentage of student scoring above average increased in listening. The percentage of students at or near standard increased in reading, writing, and research/inquiry while decreasing slightly in listening. Since the percentage of students scoring below average in these four categories remained statistically static (4%-5%), more analysis needs to be done to explain the shift between the "at or near standard" group and the "above standard" group. In addition, approximately 69 students opted out of the test, indicating a potential inaccurate sample of students. (For example, students choosing to opt out could be students with higher GPAs and subsequent test scores)

2. Overall, only 13% of students did not meet the standards in English Language Arts.

3. While 58% and 69% of students demonstrate "above average" in reading and writing respectively, only 47% and 57% of students scored above average on listening and research inquiry. With less than 50% of the students scoring at or near the standard of demonstrating effective communication skills, a gap is identified that can help drive instruction.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15/16	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**
Grade **11**	604	683	635	533	663	610	530	663	610	88.2	97.1	96.0
All Grades	604	683	635	533	663	610	530	663	610	88.2	97.1	96.0

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15/16	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**
Grade **11**	2715.0	2720.6	2712	57	56.56	56	20	22.47	21	13	11.46	15	10	9.50	8
All Grades	N/A	N/A	N/A	57	56.56	56	20	22.47	21	13	11.46	15	10	9.50	8

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15/16	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**
Grade **11**	70	69.53	71	18	18.10	18	12	12.37	11
All Grades	70	69.53	71	18	18.10	18	12	12.37	11

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**		
	15/16	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**
Grade **11**	55	56.11	52	33	31.67	38	12	12.22	10
All Grades	55	56.11	52	33	31.67	38	12	12.22	10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15/16	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**	**15/16**	**16/17**	**17/18**
Grade **11**	59	59.13	57	33	35.60	36	8	5.28	7
All Grades	59	59.13	57	33	35.60	36	8	5.28	7

Conclusions based on this data:

1. Troy High School exceeded the state, county, and district averages in all mathematical categories, and maintained those high marks for the third straight year.

2. 77% of students met or exceeded the standards with 21% not meeting the standard.

3. When broken down, while 70% of the students were above the standard on applying mathematical concepts and procedures, only 55% scored above standard when asked to use appropriate tools and strategies to solve real world and mathematical problems; and only 59% scored above average when asked to demonstrate their ability to support mathematical conclusions. These discrepancies suggest focus areas to drive instruction.

School and Student Performance Data

California Standards Test (CST)
Science

Grade Level	CAASPP Science Results for All Students											
	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
10	88			8			2			2		

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15/16	16-17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
9	14	37	0	68	58	0	11		0	7	5	0			0
10	21	6	0	58	69	0	16	25	0	5		0			0
11	22	30	0	56	50	0	22	20	0			0			0
12	29	50	0	57	50	0	14		0			0			0
Total	19	28	0	62	58	0	14	11	0	5	2	0			0

Conclusions based on this data:

1. New for 2017/18 was the use of a special projects liaison, paid for by district, to support EL students in the reclassification process.

2. WASC findings indicate the need for an Early Warning System to systematically identify and monitor the progress of at-risk students, such as English learners, in meeting graduation requirements and achieving college readiness. To address this need, articulation with feeder schools has improved to supply reading levels at the end of their 8th grade year which has produced 3 sections of READ 180 to help increase language acquisition and literacy levels.

3. The 2017/18 data no longer indicates anything as 2017/18 was the first year that annual language assessments were conduced through ELPAC. Moving into the 2018/19 school year, ELPAC will fully be implemented and the CELDT will be discontinued fully.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
9	47	55	72	41	41	16	6		0	4	3	0	2		12
10	21	6	45.7	46	72	42.9	21	22	0	8		5.7	4		5.7
11	18	25	47.5	55	58	45	18	17	5	9		2.5			0
12	30	44	44.7	40	56	41.2	10		7.1			2.4	20		4.7
Total	35	35	49.2	44	54	38.9	11	9	4.3	5	1	2.7	4		4.9

Conclusions based on this data:

1.

ELPAC
(English Languge Proficiency Assessments for California)

Grade	Percent of Students by Proficiency Level on ELPAC Summtive Assessment											
	WellDeveloped (Level4)			ModeratelyDeveloped (Level3)			Intermediate (Level2)			MinimallyDeveloped (Level1)		
	17/18			17/18			17/18			17/18		
9	35%			20%			20%			25%		
10	36.4%			18.2%			0%			45%		
11	33.3%			0%			33.3%			33.3%		
12	57.1%			0%			0%			42.9%		
Total	47.8%			22.4%			9%			20.9%		

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Ready
LEA GOAL:
Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, writing literacy, technology fluency, and the other twenty-first-century skills (State Priority 4 and 8)
SCHOOL GOAL #1:
All students will be enrolled in a broad course of study that meets District and State requirements and students will be afforded the opportunity to enroll in courses that challenge them academically and/or appeal to their interests, needs, abilities, and career or post-secondary aspirations. Troy High School will implement research based instructional strategies and programs to identify and close achievement gaps among subgroups of students and provide students with the support needed to achieve academic proficiency and college- and career-readiness. TRHS will continue to increase access to honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. AVID will continue to be one of the base supports for our students striving to be college and career ready. This goal directly relates to the following WASC goals: WASC Goal #6:The Troy High School administration and staff should develop a professional development plan that is aligned to identified critical needs. This plan includes schoolwide instructional best practices, formal PLC time, training in instructional strategies and technology in order to achieve long term success for all Troy students. WASC Goal #7: Track achievement of all sub-groups and establish measurable achievement goals in order to narrow the achievement gap between all sub-groups and increase access to honors, AP, and IB courses. This goal directly relates to the following Board Priorities: Board Priority A (Preserve Core Programs) Board Priority C (Employee and District Excellence) Board Priority E (Common Core Standards) Board Priority F (Technology Plan) Board Priority H (At-Risk Students)
Data Used to Form this Goal:
WASC findings indicate that the analysis of assessment data is required to ensure a system that assesses whether or not college preparatory and at-risk students are achieving at their highest levels and meeting their personal goals. WASC findings indicate that research-based instructional strategies are needed to: *expand the use of technological resources to engage students in differentiated instruction based on student needs *incorporate more school-wide learning strategies to ensure the academic success of each and every student *incorporate more interactive group activities in all content areas

*utilize more discussion/seminar style lessons rather than direct instruction
*develop a plan to incorporate more lessons and pedagogy that will ensure academic growth of the remedial and college prep sub-groups

D/F rates, the meeting of "a – g" requirements, honors/AP/IB enrollment and retention rates, graduation rates, college matriculation, AP/IB exams (participation and passage), EAP results.

Findings from the Analysis of this Data:

2017/18 yielded a 5.6% D/F rate school wide, averaged both semesters. The analysis of data from 2017/18 indicates 80% of students meeting "a – g" requirements.

76.7% of students are enrolled in at least one honors, Advanced Placement, and/or IB course in 2017. In 2018, 99% of Troy's graduates were accepted into a college and/or university. In 2018, and 3,477 AP and 331 IB tests were taken with an AP pass rate of 90.2% and an IB pass rate of 99%. 2018 CAASPP results indicated that 86% of students tested in English and 77% of students tested in Math met/exceed standards.

It was discovered that almost 90% of our academy students were reading below grade level and would greatly benefit from our READ 180 program where most students raised their reading levels 1.5-2.0 in one school year.

How the School will Evaluate the Progress of this Goal:

Analyze student access to and retention in honors level courses by analyzing registration and drop-out data. Collect D/F, graduation, college matriculation. Continued development of an Early Warning System that identifies, supports, and monitors students at-risk of meeting graduation requirements; analyze students achievement of "a – g" requirements. Monitor the progress of AVID students and their access to honors level courses. Incorporate research based instructional strategies into the professional development plan. Monitor the number of students participating and passing high stakes exams. Analyze the effectiveness of Troy Central (after school tutoring program) by monitoring student achievement and continue to structure the program to meet student needs. Troy made the decision to no longer offer our Academy classes and instead make these remediation offerings all READ 180. Troy will continue to monitor the progress of students that have been placed in the Read 180 course.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Interventions and supports will be provided based on the IEP, 504 Plan, and SIT recommendations.	Ongoing	Special Education, Guidance, Teacher of Record	Release time to attend IEPs, 504, SIT meetings	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000
				2000-2999: Classified Personnel Salaries	LCFF - Base	1000
Collection of data to monitor and analyze progress, access, and achievement	Ongoing	Administration and Leadership Team	Stipends	0001-0999: Unrestricted: Locally Defined	LCFF - Base	2500
			Release time	0001-0999: Unrestricted: Locally Defined	LCFF - Base	2000
			Staff support	2000-2999: Classified Personnel Salaries	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development plan to include research-based instructional strategies	Ongoing	Leadership team				
Implementation of AVID year 5	Ongoing	AVID team	Training	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2000
			Release time	1000-1999: Certificated Personnel Salaries	LCFF - Base	1000
			Tutors	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
			AVID Classes / Instruction	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,000
			Staff Support	2000-2999: Classified Personnel Salaries	LCFF - Base	5000
Troy Central tutoring	Ongoing (daily)	Site Administration; Program Lead; Content area teachers	Hourly pay	1000-1999: Certificated Personnel Salaries	LCFF - Base	15000
			Stipend	1000-1999: Certificated Personnel Salaries	LCFF - Base	3000
AVID instructional strategies training for staff development	Fall 2015 to ongoing	AVID team	Release time	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000
Development of an Early Warning System	Ongoing	Guidance Department, Administration, and Leadership Team	No expense			
Internship Coaching	Fall 2016 to ongoing	Teachers	Stipends	1000-1999: Certificated Personnel Salaries	Foundation	7000
			Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	5000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Support Overall Learning Program and Increase Student Opportunities
LEA GOAL:
District schools will support the overall student learning environment and increase student opportunities by encouraging and guiding them to take a broad course of study including fine arts, CTE, courses meeting students in "a-g" requirements, AP and/or IB courses and by training teachers to better support struggling students in advanced courses. (State Priority 1 and 7)
SCHOOL GOAL #2:
Troy High School will implement research based instructional strategies and programs to identify and close achievement gaps among subgroups of students and provide students with the support needed to achieve academic proficiency and college- and career-readiness. TRHS will continue to increase access to honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. Troy will continue with the successful AVID program.   All Troy students will learn from highly-qualified (NCLB compliant) teachers and will be provided Board-approved textbooks and instructional materials within facilities that are safe and maintained in good repair.   This goal directly relates to the following WASC goals: Goal #2: Continued collaboration of teachers and administrators toward the identification and implementation of research-based programs for at-risk students is necessary.   Goal #6:The Troy High School administration and staff should develop a professional development plan that is aligned to identified critical needs. This plan includes schoolwide instructional best practices, formal PLC time, training in instructional strategies and technology in order to achieve long term success for all Troy students.   Goal #7: Track achievement of all sub-groups and establish measurable achievement goals in order to narrow the achievement gap between all sub-groups and increase access to honors, AP, and IB courses.   This school goal relates to the following Board Priorities: Board Priority A (Preserve Core Programs)   Board Priority C (Employee and District Excellence)   Board Priority F (Technology Plan)   Board Priority H (At-Risk Students)
Data Used to Form this Goal:
CBEDs; School Accountability Report (SARC); Williams Settlement reports; WASC focus group meetings; classroom observations; WASC self-study report; stakeholder input; stakeholder survey results; grant proposals;
Findings from the Analysis of this Data:
In 2017/18, 100% of the teachers were considered highly qualified and there are none teaching outside their credentialed area. There were no Williams Settlement complaints filed during the 2017/18 school year.   WASC self- study Mid-cycle review findings from March of 2017, indicated the need to expand the use of technology to engage students through differentiated instruction. Furthermore, WASC findings promote the design of a systemic process for collecting and analyzing performance data to ensure all students

are making progress toward academic proficiency. Weekly classroom visits by administration indicate inconsistencies in the technology available to teachers, as well as teachers making use of available technology to enhance learning. Staff consistently reports the need for technology training. The Digital Literacy Coaches led by a teacher on special assignments (TOSA) provide trainings within department meetings during PLC release time, indicate the staff's commitment to improving their skills. Requests for funds and equipment (Carl Perkins and TSO) indicate that some of the staff are interested in incorporating technology into instruction and learning. The school administration is committed to providing for proven educational software to be used with the Chromebooks for teachers to continue enhancing their educational toolbox.

How the School will Evaluate the Progress of this Goal:

In 2018/19 Troy will continue to monitor and evaluate CBEDs to determine the percentage of highly-qualified teachers. Identifying students without Board-adopted textbooks and instructional materials will be evaluated and reported bi-annually; facility walk-throughs will be conducted quarterly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Highly-qualified teachers will be placed in vacancies.	Summer 2018 to Spring 2018	Site/District Leadership	No Expense			
Collection of data to monitor and analyze progress, access, and achievement	Ongoing	Administration and Leadership Team	Teacher leaders will be asked to analyze data to inform staff on direction of department plans.	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000
Ensure that all students receive the required standards-based materials for all classes.	Semesters	Administration	Supplemental materials needed to run rigorous programs for our students to enhance their learning in the classrooms. This includes both textbooks and online resources.	4000-4999: Books And Supplies	LCFF - Base	50000
AVID tutors	Ongoing	Site Administration; AVID coordinator; AVID teachers	Release time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
			Tutors	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
			Teacher Trainings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000
			AVID Instructional Materials	4000-4999: Books And Supplies	LCFF - Supplemental	30000
Parent-Student Aeries and Naviance training at student counseling appointment	August 2016 to ongoing	Guidance	Aeries and Naviance Software is purchased by the District Office			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Guidance Counselors will be providing Q & A opportunities for our parents in order to provide information on Aeries and Naviance	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000
AVID instructional strategies training for staff development	Fall 2016 to ongoing	AVID team	Release time	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000.00
Development of an Early Warning System	Ongoing	Guidance Department and APSS	Counselors, Teachers and APSS will be working to establish a structure to address the needs of our at-risk population.	1000-1999: Certificated Personnel Salaries	LCFF - Base	1000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
AP/IB training	Ongoing	Teachers	Conference expenses	1000-1999: Certificated Personnel Salaries	LCFF - Base	20000.00
Internship Coaching	Fall 2016 to ongoing	Teachers	There are 8 Internship Coaches that work with our students to prepare them and guide them through their internship year. (see goal 1)	1000-1999: Certificated Personnel Salaries	Foundation	7000
				1000-1999: Certificated Personnel Salaries	LCFF - Base	5000
Develop a more collaborative, student-centered classroom environment with modular desks and tables/chairs vs conventional student desks	Ongoing	District and Site Administration	Purchase	4000-4999: Books And Supplies	LCFF - Base	12,000
Technology Applications to enhance the learning environment with the	Fall 2017 and ongoing	Site Administration and Digital Literacy	Purchase of tech apps	4000-4999: Books And Supplies	LCFF - Base	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
new tech tools provided by the district.		Coaches				
Online Research Programs to enhance learning and extend Library Resources	Fall 2017 and ongoing	Site Administration	Purchase supplemental online licenses for various content areas (eg; Albert IO) and online resources (EBSCO) for all students.	5000-5999: Services And Other Operating Expenditures	LCFF - Base	10000
Develop a tutoring program for our at-risk students that addresses their needs in the classroom.	Fall of 2017 and ongoing	Site Administration and Troy Central Coordinator	Release time for teachers to work on plan and implement	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000
			Materials needed for implementation	4000-4999: Books And Supplies	LCFF - Base	1000
			Resources related to implementation of plan	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5000

Planned Improvements in Student Performance

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School Goal #3

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: High Quality Instruction
LEA GOAL:
The District will hire and retain high-quality teachers through the provision of professional learning and collaboration opportunities for staff to continue implementing state standards, integrate best instructional practices and use technology as both a learning and teaching tool. (State Priority 1 and 2)
SCHOOL GOAL #3:
All students will receive instruction in State and Board-adopted learning standards, emphasizing interdisciplinary literacy, from highly effective teachers. Students will use instructional materials aligned with State and Board-adopted standards. Performance and progress will be assessed in accordance with grade level outcomes identified in State and Board-adopted standards.   Troy High School administration and staff members will implement ongoing professional learning (OPL) to: introduce school-wide instructional best practices, formalize PLC time designed toward analyzing specific subgroups of students, enhance engagement and student-centered classrooms, and implement technology trainings (Illuminate, Google, and Aeries.net) in order to achieve long term success for students. TRHS will increase the efficacy of students and staff members in regards to technology used both as an instructional tool and a learning resource. Troy High School Leadership will develop departmental plans that will include Vertical Teaming opportunities for teachers to address the need to prepare students for our most rigorous courses.   This goal directly relates to the following WASC goals: Goal #6: The Troy High School administration and staff should develop a professional development plan that is aligned to identified critical needs. This plan includes schoolwide instructional best practices, formal PLC time, training in instructional strategies and technology in order to achieve long term success for all Troy students.   Goal #8 That a formal system of measurement of students' achievement of the Learner Outcomes be developed and used to monitor student progress and achievement of the outcomes.   This school goal directly relates to the following Board Priorities: Board Priority A (Preserve Core Programs)   Board Priority C (Employee and District Excellence)   Board Priority E (Common Core Standards)   Board Priority H (At-Risk Students)
Data Used to Form this Goal:
WASC focus group meetings, leadership team agendas and meeting minutes, course catalog, Board-approved instructional materials catalog; District curriculum committee agendas and meeting minutes, WASC self-study report, District-sponsored professional development; classroom observations; PLC agendas, and meeting minutes; conversations with department leaders and program coordinators; standardized assessments, graduation rates, and "a – g" data.
Findings from the Analysis of this Data:

2017/18 yielded a 5.6% D/F rate for all marks school wide averaged both semesters. The analysis of data from 2017/18 also indicates 80% of students meeting "a – g" requirements.

WASC self-study findings indicate that the Troy staff requires training on programs such as Illuminate and Aeries.net to provide and analyze data from formative assessments and disaggregate that data by sub-groups. Findings also indicate that PLC time should be formalized and focused on looking at data and making assessments. The analysis of assessment data is required to ensure a system that assesses whether or not all students are achieving at their highest levels and meeting their personal goals. Troy has 10 dedicated staff development meeting days in its calendar as "late-starts". PLCs were formally re-structured in the summer between the 2014/15 and 2016/17 school years to provide staff the ability to collaborate and analyze data in a cross-curricular forum. PLC's will also need to address student preparedness for our most rigorous courses. Bi-monthly Leadership and Department/PLC meeting agendas and minutes indicate a commitment to address WASC action plan items at each meeting through the design and progress monitoring of established goals.

Professional development and department collaboration are available to teachers. All teachers, District-wide, are provided department-specific Common Core training throughout the school year. Site general funds are budgeted for teachers within programs, departments, and/or courses are provided release time to align grading practices, pace and sequence content, and develop curriculum and assessments.

How the School will Evaluate the Progress of this Goal:

Assessments (CAHSEE and Compass) will be analyzed to determine mastery of English, math, and college-readiness standards; Analysis of D/F data, student course retention data, and common/benchmark assessment data. The number of students meeting "a – g" requirements will be assessed. Monitor implementation of the school's professional development plan; evaluate the structure PLCs and the progress toward achieving WASC recommendations through agendas, meeting minutes. Leadership team agendas and meeting minutes; D/F data, honors, AP, and IB enrollment data, student course retention data, and common/benchmark assessment data will be evaluated; professional development/technology training agendas and minutes.

The Digital Literacy Coaches have developed a living plan that: 1) provides teacher training in Aeries.net, Google, website, and Illuminate, 2) work effectively with the district technology implementations and vision. The DLC group will also execute their plan through release days in which they are available to the rest of the staff to continue with training to enhance their use of technology in the classroom.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development plan; collaborative planning and training	Ongoing	Leadership Team and Technology Committee	Release Time for Tech Leads will work on a tech plan for the staff.	1000-1999: Certificated Personnel Salaries	LCFF - Base	7000
Ongoing collection of student achievement data in order to analyze our student performance.	Ongoing	Site administration and Tech Coordinator	Stipend	1000-1999: Certificated Personnel Salaries	LCFF - Base	1000
			Release time	1000-1999: Certificated Personnel Salaries	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time for Digital Literacy Coaches to meet, design, and deliver Aeries, Google, website, Illuminate and GAFE training.	Ongoing	Technology Committee	Release time to help support other staff members.	1000-1999: Certificated Personnel Salaries	LCFF - Base	10000
Continue with formalized PLC structure and add curricular PLC time; vertical planning.	Fall 2018	Site Leadership Team	No expense, meetings take place during late starts that.			0
Professional development to continue for our AP/IB and AVID teachers and staff	Ongoing	Site administration	Registration fees and travel expenses	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	20,000.00
			Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6000.00
			Tutor Support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
Alignment of grading practices, instructional materials, and curriculum pacing and sequencing to current education standards (Common Core, NGSS, etc.), Vertical teaming among courses in order to improve	Ongoing	Department and Program leaders	Materials, and release time and paid substitutes for teachers to meet with their colleagues to work on these goals.	1000-1999: Certificated Personnel Salaries	LCFF - Base	75,000.00
Verification that Board adopted instructional materials are provided for all courses	Ongoing	Department chairs, curriculum committees, site administration	No expense			0
Digital Literacy Coaches to support teachers in their development of technology use within their curriculum.	Fall 2016 to ongoing	Teachers	Stipends	1000-1999: Certificated Personnel Salaries	Foundation	4000.00
				1000-1999: Certificated Personnel Salaries	LCFF - Base	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CTE Teachers to work enhancing their programs to expand to all students.	Fall 2017 to ongoing	CTE Teachers	Perkins money will be spent on equipment, classroom materials, professional development, and studio maintenance.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2000
				4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	2000
				5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3900

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve Internal and External Communication
LEA GOAL:
The District will improve internal and external communication and break down language and cultural barriers to families of EL students with increased personal contact and through building relationships. (State Priority 3 and 5)
SCHOOL GOAL #4:
Troy High School will build relationships among stakeholders, employing a shared decision-making philosophy that allows all stakeholders to work collaboratively toward achieving common goals and a common vision. We will continue to work with our at-risk students in order to give them the support that they need in order to be successful at Troy High School. This goal directly relates to the following WASC goal: Goal #1 (Area of Improvement) Maintain and continually improve effective school-wide communication channels. In the past, school-wide communication has been an issue. Goal #3: A reliable intervention program for at-risk-students needs to be established, regardless of budgetary limitations. Goal #4: Staff members need to develop disaggregation tools to facilitate evaluation of student performance, and staff need to refine placement tools for incoming freshman. This school goal directly relates to the following Board Priorities: Board Priority A (Preserve Core Programs) Board Priority C (Employee and District Excellence) Board Priority E (Common Core Standards) Board Priority F (Technology Plan) Board Priority H (At- Risk Students)
Data Used to Form this Goal:
WASC self-study report, WASC Visiting Committee Recommendations, WASC Action Plan, stakeholder surveys; SARC report
Findings from the Analysis of this Data:
WASC findings indicate that Troy High School lacks systems to gain full stakeholder involvement and consistent communication. A formal process for stakeholders to review the vision, mission, and learner objectives is needed.
How the School will Evaluate the Progress of this Goal:
Leadership Team and PLC meeting agendas and minutes; Professional Development agendas and products, annual stakeholder surveys, PTSA agenda and minutes, TSO agenda and minutes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Annual stakeholder survey	Spring 2018	Leadership Team	No expense			0
Parent support organizations organized in a collaborative model around a joint campaign	Ongoing	Administration Multiple parent support organizations	No expense Parents have created a Parent Welcome Center at Orientation that includes Q&A for Freshman Parents.			
Move Bi-Monthly Leadership Team meetings to a date and time all leadership members can attend.	Fall 2018 and ongoing	Leadership Team	No Expense			
PLC days promote collaboration and increase communication	Ongoing	Leadership Team and Site Administration	No Expense			
Increase stakeholder involvement - school site council, Digital Literacy Coaches, AVID team, safety committee	Fall 2018 / ongoing	Administration	No expense			0
Administration and Teacher attendance at parent group/program meetings	Ongoing	Administration	No expense			0
Administration will increase visibility and accessibility	Ongoing	Administration	No expense			
Weekly newsletter by the Principal e-mailed to students, parents, and staff members.	Ongoing	Administration	No expense			
Guidance initiated parent-student meetings and events	Fall 2018 and ongoing	Guidance Department	Staff Support	2000-2999: Classified Personnel Salaries	LCFF - Base	2000.00
Regular and timely distribution of Leadership meeting minutes to staff	Fall 2016 (bi-monthly) and ongoing	Administration	No expense			
Regular and timely distribution of PLC agendas and meeting minutes to administration	Fall 2018 (bi-monthly) and ongoing	Department and program leaders	No expense			0.00
Meetings between	Fall 2018 / ongoing	Administration	No expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
department/program leaders and administration at least 3 times a year						
Use of Blackboard District System to communicate with parents and students on a regular basis regarding news and upcoming events	Fall 2018 and ongoing	Administration	District Expense			
Use of Website and Social Media to communicate with all stakeholders along with increased marketing of our school programs.	Fall of 2018 and ongoing	Administration and Lead Teachers	Webmaster Stipend	1000-1999: Certificated Personnel Salaries	LCFF - Base	2500
			Resources in order to continue with student outreach	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	15000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Additional Support to Students
LEA GOAL:
District schools will include restorative practices to the overall educational program and provide students with mental health, social/emotional and/or interpersonal relational skills training, in addition to traditional academic support according to how these conditions affect academic performance. (State Priority 5 and 6)
SCHOOL GOAL #5:
Troy High School will continue to build and refine programs and policies to support the overall educational, social, and emotional well-being of each student. This goal directly relates to the following WASC goals: Goal #2: Continued collaboration of teachers and administrators toward the identification and implementation of research-based programs for at-risk students is necessary. Goal #3: A reliable intervention program for at-risk students needs to be established, regardless of budgetary limitations. Goal #4: Staff members need to continue development of disaggregation tools to facilitate evaluation of student performance, and the need to refine placement tools for incoming freshmen. Goal #5: General education teachers and Special Education case managers need to have increased collaboration time available, and staff would like to continue refining Common Core guidelines for Special Education students. Goal #7: Track achievement of all sub-groups and establish measurable achievement goals in order to narrow the achievement gap between all sub-groups and increase access to honors, AP, and IB courses. This school goal directly relates to the following Board Priorities: Board Priority A (Preserve Core Programs) Board Priority C (Employee and District Excellence) Board Priority E (Common Core Standards) Board Priority F (Technology Plan) Board Priority H (At- Risk Students)
Data Used to Form this Goal:
WASC self-study report, WASC Visiting Committee Recommendations, WASC Action Plan, stakeholder surveys; SARC report
Findings from the Analysis of this Data:
WASC findings indicate that Troy High School needs to continue to implement research-based programs for at-risk students and programs that support the emotional and social well-being of all students. Troy high school currently implements a progressive discipline model to ensure restorative practices.
How the School will Evaluate the Progress of this Goal:

Leadership Team and PLC meeting agendas and minutes; Professional Development agendas and products, annual stakeholder surveys, PTSA agenda and minutes, TSO agenda and minutes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Annual stakeholder survey	Fall 2018	Leadership Team	No expense			
Parent support organizations organized in a collaborative model around a joint campaign	Ongoing	Administration Multiple parent support organizations	No expense			
Bi-Monthly Leadership Team are held at a time all staff members can attend	Ongoing	Leadership Team	No Expense			
PLC days promote collaboration and increase communication	Ongoing	Leadership Team Administration	Lead teacher will be helping organize and plan the PLC days with administration	1000-1999: Certificated Personnel Salaries	LCFF - Base	2000
Increase stakeholder involvement - school site council, technology committee, Digital Literacy Coaches, AVID team, safety committee	Fall 2016 to ongoing	Administration	No expense			
Increase operating hours of the library	Fall 2018 to ongoing	Administration; Instructional Aides; Classified Staff	Hourly Pay	2000-2999: Classified Personnel Salaries	Foundation	10,000.00
READ 180 class needing material support	Ongoing	Administration; lead teacher	Materials will be supporting the needs in the classroom for at-risk and EL students	4000-4999: Books And Supplies	Title III	500
				4000-4999: Books And Supplies	LCFF - Base	5000
Teachers will continue to enhance their training on technology use in the classroom to enhance student learning.	Ongoing	Digital Learning Coaches, Administration	Workshop Attendance and Trainings	5000-5999: Services And Other Operating Expenditures	LCFF - Base	12000.00
Internship coaches	Fall 2018 to ongoing	Teachers	Stipend (see goal 1)	1000-1999: Certificated Personnel Salaries	Foundation	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID coaches	Ongoing	Teachers	Stipend	1000-1999: Certificated Personnel Salaries	Foundation	4500.00
Additional counseling for McKinney-Vento and foster youth (Leaders in Resiliency)	Fall 2018 to ongoing	District administrator; site administrator	No Expense			
Library and various campus spaces renovated to be transformed into Health and Wellness areas for students. (Student Commons & D. Madrid Reading Nook)	Fall 2018 to Spring 2019	Site Administration, teachers, Foundation	Purchase new library resources in order to create a better learning environment and to promote health and wellness for students.	4000-4999: Books And Supplies	Foundation	70000.00
				4000-4999: Books And Supplies	Other	20000.00
				4000-4999: Books And Supplies	LCFF - Base	10000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Base	254000	-49,000.00
LCFF - Supplemental	93000	-57,000.00
Title III	500	0.00
Title II Part A: Improving Teacher	7900	0.00
Other	20000	0.00
Foundation	102000	-500.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Foundation	102,500.00
General Fund	0.00
LCFF - Base	303,000.00
LCFF - Supplemental	150,000.00
None Specified	0.00
Other	20,000.00
Title II Part A: Improving Teacher Quality	7,900.00
Title III	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	0.00
0001-0999: Unrestricted: Locally Defined	4,500.00
1000-1999: Certificated Personnel Salaries	241,000.00
2000-2999: Classified Personnel Salaries	64,000.00
4000-4999: Books And Supplies	206,500.00
5000-5999: Services And Other Operating Expenditures	52,900.00
5800: Professional/Consulting Services And Operating	15,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Foundation	22,500.00
2000-2999: Classified Personnel Salaries	Foundation	10,000.00
4000-4999: Books And Supplies	Foundation	70,000.00
0000: Unrestricted	General Fund	0.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	163,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	9,000.00
4000-4999: Books And Supplies	LCFF - Base	84,000.00
5000-5999: Services And Other Operating	LCFF - Base	27,000.00
5800: Professional/Consulting Services And	LCFF - Base	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	53,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	45,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	30,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	22,000.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	20,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	2,000.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	3,900.00
4000-4999: Books And Supplies	Title III	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	103,500.00
Goal 2	177,000.00
Goal 3	149,900.00
Goal 4	19,500.00
Goal 5	134,000.00
Goal 6	0.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
William Mynster	X				
Jesse Knowles		X			
Deliana Park		X			
William Fritz		X			
Maria Williams			X		
Shannon Cogswell			X		
Hasan Saifee					X
Anthony Bui					X
Kim Blanks				X	
Maria Cover				X	
Kim Cusick				X	
Numbers of members of each category:	**1**	**3**	**2**	**3**	**3**

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 02, 2018.

Attested:

William Mynster		
Typed Name of School Principal	Signature of School Principal	Date

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date