

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Troy High School	3066514-3037496	11/18/2021	

## Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Troy High School is a comprehensive public high school with a technology magnet program, International Baccalaureate Diploma Program, AVID Program, and the formerly named, Endeavor Special Education, now called F.A.C.E. East Special Education program for approximately thirty children with developmentally exceptional needs. Troy High School remains a comprehensive high school serving the needs of all students in the community. Troy meets ESSA requirements, aligning the school district's LCAP, and school WASC plans with this SPSA. This SPSA plan is revisited each year and updated to reflect changes in budgets, programs, student needs, and staffing.

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. Additionally, the ELAC committee will have the opportunity to review and provide input as part of the annual review and approval of the SPSA. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

First we will gather input from all of our stakeholders. We will hold meetings and send out surveys to ensure input is gathered from all stakeholders. Then we will see how that data aligns with our WASC Goals. Once we have all of this data and input, then we will align our SPSA with the Local Control and Accountability Plan. We will ensure that we are able to align resources with our goals, which we will monitor for progress throughout the year by gathering data and reviewing it as a school community.

# 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 5 years, including in 2020/2021, 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 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/Cambridge 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:

Goal 1 - Students will be prepared for college and careers through standards-based instruction focusing on critical thinking, practical skills, reading and writing fluency, technology fluency, and the other twenty-first-century Skills Actions/Services (specific actions and services are listed in the LCAP):

1. Staffing to improve and increase student and family engagement and academic outcomes
2. Equipment, supplies, and technology to improve instruction, foster technology literacy, and support digital instructional material platforms.
3. Services to provide academic guidance support and college exploration (a key feature based on stakeholder engagement from parents and students)

Goal 2 - All students will enjoy equity in access to courses, qualified teachers, and curriculum and instruction that is based on state standards; including English learners, foster youth, students with disabilities, and students from low-income families.

Actions/Services

1. Basic Staffing, salaries, and benefits to provide professional learning, and extended learning opportunities for all students
2. Equipment, supplies, and technology to ensure standards-based instruction and to maintain clean and safe learning environments
3. Equipment, supplies, and technology to provide educational technology primarily targeting the needs of English learners, foster youth, and students from low-income families
4. Services to provide training, educational technology, learning intervention strategies, and to provide interpreting services

Goal 3 - The District engages students and their families as partners to create a climate of support and success

Actions/Services

1. Staffing to provide oversight and support to unduplicated student populations and all students

2. Equipment, supplies, and technology to reduce suspensions and help students develop coping strategies
3. Services to support student success and contribute to building a climate of support (another key feature requested highly by stakeholders specifically in the area of mental health services and social/emotional learning. The District invested highly in appropriate mental health support providers to respond to student emotional needs coming out of the pandemic and now facing in-person instruction in the fall).

## **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 2020/21, 88 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. For permanent teachers, 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 5 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, for these drop-in visits, 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.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

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, IB, Cambridge, and other internal/external common assessments are used to monitor students' proficiency and college readiness.

The Nelson Denny reading test was again administered to all freshmen and sophomores during the first week of the 2021-2022 school year in all college preparatory English 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. Following the pandemic, we were most interested in the reading levels of our freshman and sophomores as the feeder schools were unable to provide any data indicating who would need our reading intervention course, which is based on READ 180's research based program. Additionally, teachers can use the information to make targeted instructional decisions and implement appropriate intervention programs. The exam provides relevant student performance data as students start their voyage at the comprehensive high school level.

Illuminate Software is 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 will be tested and evaluated based on their performance on the entrance exam. Last year (2020/2021) the pandemic prevented us to hold our yearly entrance assessments to assist our school in placement recommendation. For our 2022-2023 cohort will once again be assessed this year in the month of January. For our 2021-2022 freshman cohort, students were placed in their freshman year math, English, science, and social science courses based on previous course enrollment from their feeder 8th grade report cards as well as an optional writing sample.

#### 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 as well as content teams (algebra 2, biology, world history, etc) when ever possible analyze their assessment data and modify instruction accordingly. Departments are encouraged to have their content teams aligned in their scope and sequence as well as to create common assessments whenever possible to maintain consistency for all learners as they progress through each course. Additionally, departments have been working on aligning their vertical sequences so students and teachers are best prepared for the next sequential course. These goals are worked on through professional development time each month via late start time. 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.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers at Troy High School are confirmed as highly qualified.

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

Professional development included AP, IB, and Cambridge A.I.C.E., 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, but has become a new necessity in most TT pathways as Cambridge materials are needed as most departments are now a part of the various Cambridge courses that lead to the opportunity to take A Level exams at the completions of their 2 year course of study. Ongoing Technology training continues in concert with our Digital Literacy Coaches (DLC's) and Viewsonic trainers as Troy high school will be a 1:1 school with every room of instruction equipped with a large 76" touch screen by the start of the first semester. These training's will occur during our four full day professional development days provided at the beginning of the school year and a day during each semester, which are scheduled and provided by the district. Additional trainings can be added throughout the year as needed during monthly late start time provided to departments as well as one on one training that is scheduled as needed during conference periods and supported by our DLC's.

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, which is being addressed. The District has provided professional development support through the company, Elevated Achievement Group (EAG), for all of our newly hired teachers.

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, Science, ELD, and CTE 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 (DLC's) 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 Viewsonic touch screens in every classroom at Troy during the 2021/2022 school year. The district has continued to provide a structure for push-in General Education Instructional Aides for the classes that have the most need. Additionally, there has been a rise in SpEd professional development opportunities the past few years throughout all school sites 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.

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

Late start bell schedules occur once per month to accommodate Professional Learning Communities (PLCs). These 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 as needed. Most departments utilize this release time each year but English, Math, Science, and Social Science are scheduled for the 2021-2022 school year to prepare for their incoming Cambridge courses in the next year.

## Teaching and Learning

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

Guided by District-wide professional development, math, English and science 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 English 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 grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking). With the introduction of Cambridge courses at Troy high school has provided an increase of PD opportunities for teachers to align their educational practices by course by the introduction of this curriculum. 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.

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

Not applicable.

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

Math Essentials (based on the Math 180 curriculum for those well below high school level math competency).

Algebra Foundations (two year Algebra course)

Academic Intervention (Based on the "Read 180" curriculum to address low reading and comprehension levels for 9th and 10th grade students and designed to achieve multi lexile level reading growth in just one year.)

English Language Development (ELD) 1, 2, and 3 courses.

Remedial courses in core academic areas (Special Education)

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

In 2020/21, no violations were reported. All textbooks and instructional materials provided to students are standards-based and Board approved.

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

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 offer "READ 180" support classes for the identified at-risk students as data from the first week assessments guided us to those students of need. The number of READ 180 courses offered in 2020/21 decreased from 3 sections to 2 based on data. Troy Math now offers two courses to support underperforming students to support deficient algebra proficiency. New last year and again being offered in 2021-2022 is our Math Essentials course for students well below grade level math proficiency that ideally prepares some for regular algebra but most tend to flow into our Algebra Foundations course. Algebra Foundations, a two-year Algebra 1 course, is also 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, IB, & Cambridge 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.

Evidence-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 Engagement

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, Math 180, and ELD classes to support our most at risk populations. Teaching fifths have been allocated to continue the strong AVID program at Troy, which supports our "mid-student" in preparing for college and career readiness. After school tutoring by content specialists to support students in English, math, science, social science 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 or equipment for various spaces.

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.

### Funding

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

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

Fiscal support (EPC)

Fiscal support is provided by the District (AVID, IB, Cambridge and AP training, AVID tutors); by the school (READ 180, Math 180 and 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 AVID mentors, extended library hours, furniture and equipment for various on campus spaces and for various school programs like Link Crew.

## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

The school consulted with school, district, site personnel, ELAC and the SSC to comprise the SPSA Annual Review and Update. The SPSA document was reviewed and approved by Troy's SSC and ELAC on November 18, 2021.

## Resource Inequities

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

There are no CA acknowledged resource inequities at Troy that are not California Department of Education and State of California mandated de jure inequities, which are funded through the LCFF at the State level.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.15%	0.15%	0.2%	4	4	6
African American	1.26%	1.19%	0.9%	33	31	23
Asian	44.95%	43.97%	44.9%	1,175	1,144	1,158
Filipino	7.84%	7.76%	7.2%	205	202	186
Hispanic/Latino	26.7%	27.21%	28.0%	698	708	722
Pacific Islander	0.34%	0.31%	0.4%	9	8	10
White	14.46%	14.37%	13.5%	378	374	349
Multiple/No Response	4.09%	4.8%	4.5%	107	125	117
	<b>Total Enrollment</b>			2,614	2,602	2,577

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	688	673	691
Grade 10	658	648	621
Grade 11	644	646	642
Grade 12	624	635	623
<b>Total Enrollment</b>	2,614	2,602	2,577

### Conclusions based on this data:

1. Total enrollment has fallen slightly over the past three years. This is consistent with the overall declining enrollment in Orange County.
2. Student subgroups remain largely stable with gains and losses of less than 1% over the past three years with the exception of the Multiple/No Response subgroup with showed a 4.65% increase.
3. (2021-2022 enrollment has jumped up to 2604. Showing a stability trend for the past 4 years.)

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	84	68	108	3.2%	2.6%	4.2%
Fluent English Proficient (FEP)	1,100	1,104	1105	42.1%	42.4%	42.9%
Reclassified Fluent English Proficient (RFEP)	23	42	10	29.5%	50.0%	14.7%

### Conclusions based on this data:

1. The total number and percentage of EL students remains relatively consistent over the three year period, with a slight drop in 2019/20 but a noticeable jump up in 20-21.
2. English proficiency has increased over the past three years to over 42.9%, but overall is very steady and consistent year after year, despite a noticeable increase of EL students last year.
3. Reclassified (RFEP) students remains consistent with a noticeable decrease in 20-21 that can largely be understood by the affect that optional in person attendance last year during the pandemic where we observed a majority of our at risk students opting to stay home all year which had noticeable negative affects on attendance, thus student performance.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	618	622	625	612	620	577	612	620	573	99	99.7	92.3
All Grades	618	622	625	612	620	577	612	620	573	99	99.7	92.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2696.	2698.	2719.	62.91	66.61	67.54	22.71	20.97	21.12	10.78	7.74	6.63	3.59	4.68	4.71
All Grades	N/A	N/A	N/A	62.91	66.61	67.54	22.71	20.97	21.12	10.78	7.74	6.63	3.59	4.68	4.71

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	62.75	64.19	63.60	31.37	27.74	32.33	5.88	8.06	4.06
All Grades	62.75	64.19	63.60	31.37	27.74	32.33	5.88	8.06	4.06

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	70.92	74.52	67.61	23.37	22.58	27.79	5.72	2.90	4.60
All Grades	70.92	74.52	67.61	23.37	22.58	27.79	5.72	2.90	4.60

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	51.47	51.61	33.63	44.61	42.90	62.50	3.92	5.48	3.87
All Grades	51.47	51.61	33.63	44.61	42.90	62.50	3.92	5.48	3.87

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	62.25	62.90	61.43	32.19	30.97	36.30	5.56	6.13	2.27
All Grades	62.25	62.90	61.43	32.19	30.97	36.30	5.56	6.13	2.27

2019-20 Data:

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

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, there was no CAASPP Data collected from any students in California post March 13, 2020 during the 2019-20 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	618	622	625	610	620	567	610	620	565	98.7	99.7	90.7
<b>All Grades</b>	618	622	625	610	620	567	610	620	565	98.7	99.7	90.7

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	2712.	2717.	2752.	55.74	55.00	66.19	21.31	25.16	19.65	15.08	11.94	8.67	7.87	7.90	5.49
<b>All Grades</b>	N/A	N/A	N/A	55.74	55.00	66.19	21.31	25.16	19.65	15.08	11.94	8.67	7.87	7.90	5.49

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	70.82	69.35	75.75	17.70	18.39	20.35	11.48	12.26	3.89
<b>All Grades</b>	70.82	69.35	75.75	17.70	18.39	20.35	11.48	12.26	3.89

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	52.30	55.16	61.77	38.03	35.81	30.09	9.67	9.03	8.14
<b>All Grades</b>	52.30	55.16	61.77	38.03	35.81	30.09	9.67	9.03	8.14

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	57.05	58.55	59.12	36.23	34.68	35.04	6.72	6.77	5.84
<b>All Grades</b>	57.05	58.55	59.12	36.23	34.68	35.04	6.72	6.77	5.84

2019-20 Data:

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

**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. (2018-19 was the last full year of CAASPP testing).
2. 80% of students met or exceeded the standards with 20% not meeting the standard. (This is based upon 2018-19 CAASPP testing data).
3. Troy has continued to support all students in mathematics and continues to do so despite the lack of any additional data due to the cancellation of most CAASPP testing in 2019-20 due to the COVID-19 pandemic.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1537.9	1614.1	1553.7	1525.2	1621.4	1551.3	1550.1	1606.5	1555.6	20	34	39
10	1567.7	*	1547.4	1589.7	*	1537.3	1545.0	*	1556.9	11	6	29
11	*	*	1592.4	*	*	1585.7	*	*	1598.4	*	*	14
12	*	*	*	*	*	*	*	*	*	*	7	8
All Grades										47	50	90

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	52.94	20.51	*	23.53	28.21	*	17.65	35.90	*	5.88	13.38	20	34	39
10	*	*	31.03	*	*	41.38		*	13.79	*	*	13.79	11	*	29
11	*	*	28.57	*	*	21.43	*	*	50.00	*	*	0.00	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.30	48.00	23.33	*	24.00	35.56	*	20.00	27.78	31.91	8.00	13.33	47	50	90

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	52.94	28.21	*	29.41	33.33	*	17.65	28.21	*	0.00	10.26	20	34	39
10	*	*	48.28	*	*	31.03		*	10.34	*	*	10.34	11	*	29
11	*	*	50.00	*	*	35.71		*	7.14	*	*	7.14	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.06	52.00	40.00	*	24.00	32.22	*	24.00	16.67	27.66	0.00	11.11	47	50	90

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	32.35	17.95	*	35.29	20.51	*	20.59	38.46	*	11.76	23.08	20	34	39
10	*	*	27.59	*	*	37.93		*	17.24	*	*	17.24	11	*	29
11	*	*	14.29	*	*	14.29	*	*	64.29	*	*	7.14	*	*	14
12	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	25.53	28.00	18.89	*	32.00	24.44	*	22.00	37.78	38.30	18.00	18.89	47	50	90

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	55.00	26.47	20.51	*	64.71	51.28	*	8.82	28.21	20	34	39
10	*	*	20.69	*	*	62.07	*	*	17.24	11	*	29
11	*	*	7.14	*	*	85.71	*	*	7.14	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.94	20.00	16.67	23.40	68.00	62.22	27.66	12.00	21.11	47	50	90

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	76.47	58.97	*	20.59	28.21	*	2.94	12.82	20	34	39
10	*	*	82.76	*	*	3.45	*	*	13.79	11	*	29
11	*	*	78.57	*	*	21.43	*	*	0.00	*	*	14
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.94	78.00	70.00	29.79	20.00	17.78	*	2.00	12.22	47	50	90

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	44.12	25.64	*	47.06	41.03	*	8.82	33.33	20	34	39
<b>10</b>	*	*	34.48		*	51.72	*	*	13.79	11	*	29
<b>11</b>	*	*	21.43	*	*	50.00	*	*	28.57	*	*	14
<b>12</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	31.91	38.00	25.56	23.40	46.00	47.78	44.68	16.00	26.67	47	50	90

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	26.47	10.26	*	61.76	69.23	*	11.76	20.51	20	34	39
<b>10</b>	*	*	10.34	*	*	72.41	*	*	17.24	11	*	29
<b>11</b>	*	*	14.29	*	*	85.71	*	*	0.00	*	*	14
<b>12</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	31.91	24.00	12.22	38.30	62.00	71.11	29.79	14.00	16.67	47	50	90

2019-20 Data:

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

**Conclusions based on this data:**

3. There was no CAASPP testing data in 2019-20 due to the COVID-19 pandemic.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2577</b>	<b>25.9</b>	<b>4.2</b>	<b>0.1</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	4.2
Foster Youth	2	0.1
Homeless	16	0.6
Socioeconomically Disadvantaged	668	25.9
Students with Disabilities	171	6.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	0.9
American Indian or Alaska Native	6	0.2
Asian	1158	44.9
Filipino	186	7.2
Hispanic	722	28.0
Two or More Races	117	4.5
Native Hawaiian or Pacific Islander	10	0.4
White	349	13.5

### Conclusions based on this data:

1. This data is now two years old...but I can attest that our SED and ethnicity data continues to be consistent



# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="305 751 362 779">Blue</p>	<p data-bbox="706 667 915 699"><b>Graduation Rate</b></p>  <p data-bbox="784 751 841 779">Blue</p>	<p data-bbox="1177 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1252 751 1325 779">Green</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="305 951 362 978">Blue</p>		
<p data-bbox="240 1066 427 1098"><b>College/Career</b></p>  <p data-bbox="305 1150 362 1178">Blue</p>		

### Conclusions based on this data:

3. There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# School and Student Performance Data

## Academic Performance English Language Arts

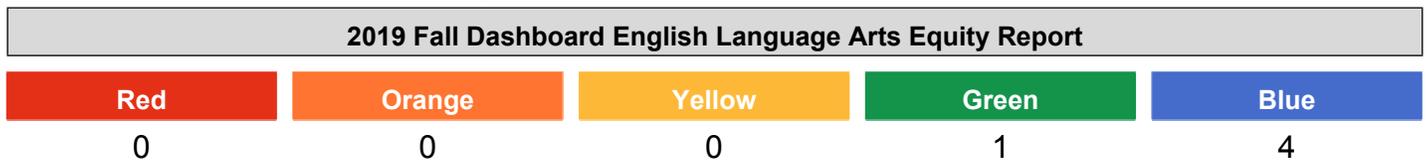
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 114.7 points above standard Increased ++3.3 points 626	<p><b>English Learners</b></p> No Performance Color 42.1 points above standard Increased Significantly ++60.6 points 34	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Blue 84.1 points above standard Increased ++13.2 points 183	<p><b>Students with Disabilities</b></p> No Performance Color 16.8 points below standard Increased Significantly ++23.2 points 31

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 Blue 152.5 points above standard Maintained -2.6 points 278	 Green 112.2 points above standard Declined -14.4 points 60
Hispanic	Two or More Races	Pacific Islander	White
 Blue 56.1 points above standard Increased Significantly ++10.2 points 157	 No Performance Color 134 points above standard Declined Significantly -21.3 points 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 104.7 points above standard Increased ++4.9 points 75

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	50.5 points above standard Increased Significantly ++65.5 points 31	116.3 points above standard Increased ++7.7 points 369

**Conclusions based on this data:**

- There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# School and Student Performance Data

## Academic Performance Mathematics

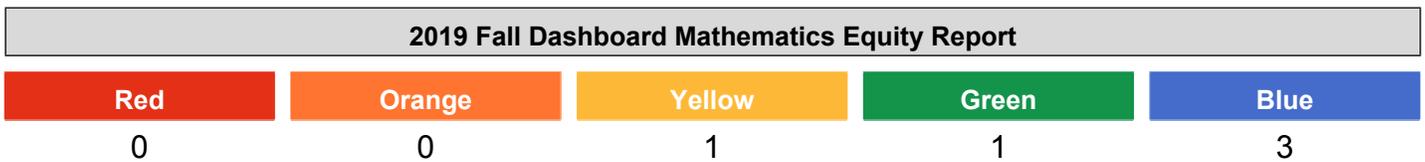
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 88.5 points above standard Increased ++6.4 points 626	<p><b>English Learners</b></p> No Performance Color 0.4 points below standard Increased Significantly ++65.5 points 34	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Blue 52.9 points above standard Increased Significantly ++22 points 183	<p><b>Students with Disabilities</b></p> No Performance Color 105 points below standard Declined Significantly -15.2 points 31

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 Blue 149.2 points above standard Increased ++11 points 278	 Green 79 points above standard Declined Significantly -17.1 points 60
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4 points below standard Maintained 0 points 157	 No Performance Color 116.5 points above standard Declined Significantly -15.8 points 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 69.1 points above standard Increased ++9.9 points 75

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	7.5 points above standard Increased Significantly ++60.5 points 31	82 points above standard Increased ++5.9 points 369

#### Conclusions based on this data:

- There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# School and Student Performance Data

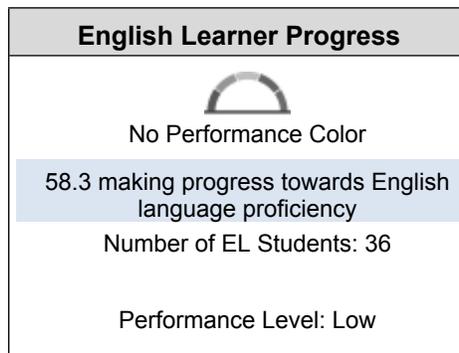
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	27.7	13.8	44.4

#### Conclusions based on this data:

- There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	614	100
<b>African American</b>	6	1
<b>American Indian or Alaska Native</b>	1	0.2
<b>Asian</b>	293	47.7
<b>Filipino</b>	51	8.3
<b>Hispanic</b>	151	24.6
<b>Native Hawaiian or Pacific Islander</b>	2	0.3
<b>White</b>	88	14.3
<b>Two or More Races</b>	19	3.1
<b>English Learners</b>	30	4.9
<b>Socioeconomically Disadvantaged</b>	234	38.1
<b>Students with Disabilities</b>	44	7.2
<b>Foster Youth</b>	2	0.3
<b>Homeless</b>	13	2.1

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	363	59.1
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	246	84
<b>Filipino</b>	32	62.7
<b>Hispanic</b>	28	18.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	41	46.6
<b>Two or More Races</b>	10	52.6
<b>English Learners</b>	3	10
<b>Socioeconomically Disadvantaged</b>	101	43.2
<b>Students with Disabilities</b>	2	4.5
<b>Foster Youth</b>		
<b>Homeless</b>	3	23.1

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

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	33	5.4
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	26	8.9
<b>Filipino</b>	0	0
<b>Hispanic</b>	2	1.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	3	3.4
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	7	3
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	29	4.7
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	14	4.8
<b>Filipino</b>	2	3.9
<b>Hispanic</b>	4	2.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	7	8
<b>Two or More Races</b>	1	5.3
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	7	3
<b>Students with Disabilities</b>	1	2.3
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	413	67.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	219	74.7
<b>Filipino</b>	44	86.3
<b>Hispanic</b>	71	47
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	59	67
<b>Two or More Races</b>	10	52.6
<b>English Learners</b>	9	30
<b>Socioeconomically Disadvantaged</b>	134	57.3
<b>Students with Disabilities</b>	5	11.4
<b>Foster Youth</b>		
<b>Homeless</b>	4	30.8

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

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	23	3.7
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	10	3.4
<b>Filipino</b>	2	3.9
<b>Hispanic</b>	4	2.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	6	6.8
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	7	3
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>	0	0
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

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

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	119	19.4
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	88	30
<b>Filipino</b>	2	3.9
<b>Hispanic</b>	17	11.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	7	8
<b>Two or More Races</b>	1	5.3
<b>English Learners</b>	2	6.7
<b>Socioeconomically Disadvantaged</b>	37	15.8
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	7.7

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

**Conclusions based on this data:**

3. There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

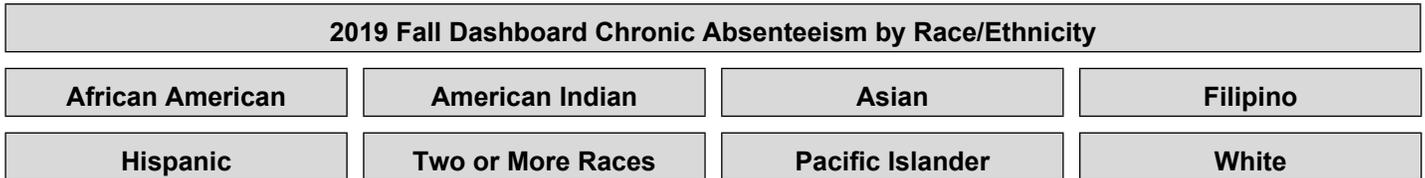
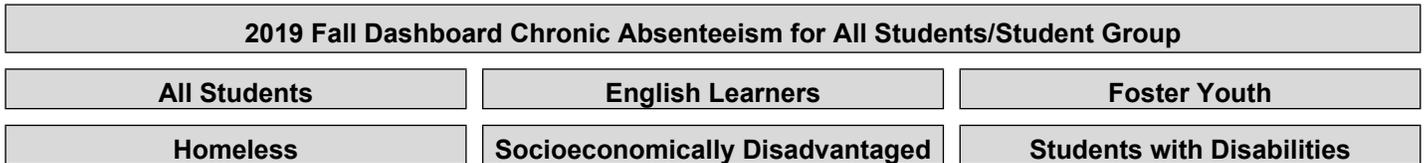
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### Conclusions based on this data:

3. There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	614	578	0	94.1
English Learners	30	23	0	76.7
Foster Youth	2		0	
Homeless	13	11	0	84.6
Socioeconomically Disadvantaged	234	207	0	88.5
Students with Disabilities	44	19	0	43.2
African American	6		0	
American Indian or Alaska Native	1		0	
Asian	293	289	0	98.6
Filipino	51	50	0	98
Hispanic	151	134	0	88.7
Native Hawaiian or Pacific Islander	2		0	
White	88	76	0	86.4
Two or More Races	19	17	0	89.5

### Conclusions based on this data:

3. There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

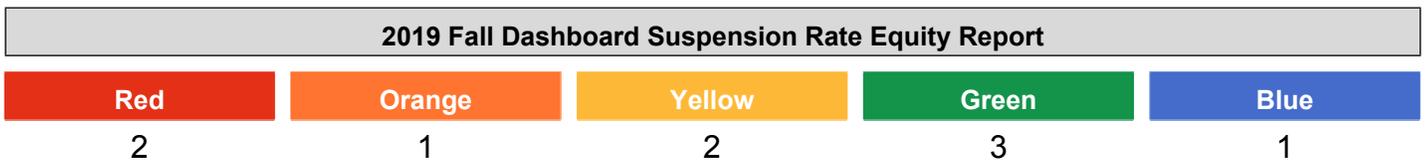
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>2</p> <p>Declined -0.6</p> <p>2667</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>10.8</p> <p>Increased +5</p> <p>93</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>4</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>8.8</p> <p>Declined -3.2</p> <p>34</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>4.4</p> <p>Maintained +0.2</p> <p>835</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>7</p> <p>Increased Significantly +3.4</p> <p>157</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 3 Maintained -0.2 33	 No Performance Color Less than 11 Students - Data 4	 Green 0.8 Maintained -0.2 1184	 Blue 0.5 Maintained 0 206
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.2 Declined -0.6 721	 Orange 1.6 Increased +0.9 122	 No Performance Color Less than 11 Students - Data 9	 Green 2.3 Declined Significantly -2.9 388

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	2

**Conclusions based on this data:**

3. There has been no updated California Dashboard data from the 2019/20 school year due to the COVID-19 pandemic.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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)

## Goal 1

Troy High School will continue to 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), International Baccalaureate (IB) and Cambridge courses (new program for 2020/2021 with more new courses being offered in 2021/2022). AVID will continue to be one of the key supports for our students striving to be college and career ready.

This goal directly relates to the following WASC Improvement Goals:

WASC Improvement Goal #1: Track achievement of all sub-groups and establish support structures in order to narrow the achievement gap between all sub-groups

WASC Improvement Goal #2: Continued collaboration between teachers, counselors and administrators toward the identification and implementation of research-based programs for at-risk students

WASC Improvement Goal #3: Increase student social opportunities and strengthen student support interventions, including academic and mental health.

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)

## Identified Need

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

\*continued development for school wide plan to incorporate more lessons and pedagogy that will ensure academic growth of the remedial and college prep sub-groups

Analysis of the following areas should help inform curricular and instructional decisions: 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2020/2021 semester average of school wide D/F rate data, "a-g" completion rates, honors/AP/IB enrollment and retention rates, graduation rates, college matriculation, AP/IB exams (participation and passage).</p>	<p>2020/2021 yielded a 7.5% D/F rate school wide, averaging both semesters. The analysis of data from 2018/19 indicates 80% of students meeting "a-g" requirements. 77% of students are enrolled in at least one honors, Advanced Placement, Cambridge and/or IB course in 209/20. In 2020 , 98% of Troy's graduates were accepted into a college and/or university and 3411 AP and 214 IB tests were taken with an AP pass rate of 84% and an IB pass rate of 99%. 2020/2021 CAASPP 80% met/exceeded CA standards in Math and 88% met/exceeded CA standards in ELA.</p>	<p>Due to the pandemic, it is expected to see learning loss through the analysis of D/F data from last year when compared to the past 3 years. Building meaningful relationships through 1:1 conversations with students and teachers and teacher leadership conversations, there is an expectation that a decrease in D/F rates would occur. 2020/21 saw a 4.1% increase in D/F rate.</p>
<p>2020/21 READ 180 program progress report</p>	<p>Analysis of 20/21 data showed us that the overall average gain of the 70 students in this program was 68 lexile over their year in the program (goal was a lexile gain of 80). This means the 20/21 cohort made about a full bandwidth of growth. Overall, 57% of this cohort exceeded the average growth for the year.</p>	<p>The goal for 2020/2021 was that the overall program would have a lexile gain of 80 points. Though we were a little short in our goal, we are proud of the growth that was made through the difficulties and disruptions that occurred during the hybrid and distant learning schedule that affect this at-risk group throughout the school year.</p>
<p>2021/2022 READ 180 cohort</p>	<p>Feeder schools did not provide sufficient incoming data to identify who is below grade level in reading scores due to pandemic constrictions. Troy's English department then took action and tested all 9th and 10th graders to assess a baseline of how many below grade level readers were enrolled. Following the analysis of the 9th and 10th grade data from the Nelson Denny tests, not nearly as many students as</p>	<p>After analysis of testing data, and subsequent READ 180 assessments, Troy's READ 180 coordinators expect to refine who is enrolled in this intervention program to better meet the needs of our most at-risk students, and improve their reading level by more than a grade level this school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	expected were found to not need the program while a majority of the students who scored as needing this intervention, refused to be placed into this intervention.	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Students with documented disabilities or students identified as being at risk through our district's Mental health matrix.

#### Strategy/Activity

Interventions, supports, and materials will be provided based on the IEP, 504 Plan, SIT recommendations, or mental health service needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Base

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Collection of data to monitor and analyze academic progress, access to programs, and professional development time with substitutes as needed.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

LCFF - Base

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students participating in AVID program

Strategy/Activity

On-going Implementation of AVID program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

43,562

Source(s)

LCFF - Supplemental

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Troy Central tutoring

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

LCFF - Base

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

AVID instructional strategies training for staff development.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2000

Source(s)

LCFF - Base

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Further development of a school wide support system for academic and mental health support. Implementation, communication and practice with our new district mental health matrices by all staff members. On-going professional development opportunities for counselors (typical first responders) and the development and implementation of student/family workshops geared for improved health and wellness. Professional development sessions for school staff with the hope of offering sessions or workshops for parents and students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

LCFF - Base

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

Troy Tech Students

### Strategy/Activity

Troy Tech Internship Coaching

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000

Foundation

5000

LCFF - Base

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Looking back at our goals from 2020/21 and the data we have collected (both official and preliminary) from last school year we are highly pleased with the effectiveness from our strategies and activities in achieving positive results. We look to improve on this data for 2021/22 as we are

now back in person teaching like we were prior to the pandemic. We will analyze student access into and retention within honors level courses by refining and improving opportunities with our registration process and analyzing drop-out data. Collect D/F, graduation, and college matriculation data. 2021/22 is year 2 of our Cambridge International Honors program.

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

Nothing to report.

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

We would like to continue improving our articulation with our feeder district in hopes to more accurately identify students and inform our at risk community of the benefits of our intervention programs to increase participation in the program. We look to further identify and support our students through the continued use of the MATH 180 (Math Essentials course) and ELD classes as both are only in their 2nd year of implementation.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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, Cambridge and/or IB courses and by training teachers to better support struggling students in advanced courses. (State Priority 1 and 7)

## Goal 2

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 student access to honors, Advanced Placement (AP), Cambridge International, and International Baccalaureate (IB) courses. Troy will continue supporting 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 Areas of Improvement Goals:

WASC Improvement Goal #1: Track achievement of all sub-groups and establish support structures in order to narrow the achievement gap between all sub-groups

WASC Improvement Goal #2: Continued collaboration between teachers, counselors and administrators toward the identification and implementation of research-based programs for at-risk students

WASC Improvement Goal #3: Increase student social opportunities and strengthen student support interventions, including academic and mental health.

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)

## Identified Need

Troy's 2020 WASC report, a 6 year clear with a mid-cycle report indicated an area of improvement is to 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. Staff consistently reports the need for technology training. The Digital Literacy Coaches team provide trainings within department meetings during PLC release time. This team indicates the staff's commitment to improving their skills and desire for more technology help to assist their teaching. Requests for funds and equipment (Carl Perkins and School Foundation) 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 our Chromebooks for teachers to continue enhancing their educational repertoire.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collection of data to monitor and analyze progress, access, and achievement within 4 academic departments (English, math, science and social science) to determine need and validate current practices.	After analyzing data in 2020/2021, 4 of 4 academic departments were working towards improving and refining vertical alignments between levels to create common scope, sequence, and pacing guides to better prepare students for most courses of study. 3 of 4 academic departments demonstrated prolific alignment.	Due to the implementation of Cambridge International, all 4 academic departments have made some course changes tied to curricular planning and integrating A-Level curriculum within existing course descriptions when possible. If the curriculum could not be integrated in some cases new courses such as Cambridge History were approved and adopted.
Based on input from all stakeholders and surveys, a need for more student friendly spaces on campus to promote a more supportive learning environment.	Design, purchase, and creation of 3 new student friendly spaces were developed and created. 1 space was completely finished, but two others still need completion or refinement. Student groups and ASB school surveys indicated a desire to alter these spaces.	Through student input, one of the remaining two spaces would be fully completed.

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Highly-qualified teachers will be placed in vacancies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Collection of data by teacher leaders to monitor and analyze progress, access, and achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Base

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Ensure that all students receive the required standards-based materials and textbooks for all classes.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

145,000

Source(s)

LCFF - Base

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

AVID students

### Strategy/Activity

AVID tutors to support bi-weekly tutorials, field trips to local universities for student exposure, teacher PD's and program materials to support the AVID program's curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

43,562

LCFF - Supplemental

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Parent-Student Aeries and Naviance training at student counseling appointments and after school workshops.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF - Base

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

AVID instructional strategies and material trainings for staff development

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF - Base

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Continued refinement of an Early Warning System to properly place students in the appropriate course of study for both intervention/support of at-risk students as well as providing opportunities and access to honors level courses.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF - Base

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

Honors level students: to serve the need of our magnet school and those students Troy high school continues to open access to honors level courses

Strategy/Activity

AP/IB/Cambridge training for teachers who need updated curriculum and departments who need more teachers teaching upper level courses in the AP/IB/Cambridge realm.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15000

LCFF - Base

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

Junior and Senior level Troy Tech students (magnet program).

Strategy/Activity

Internship Coaching offered to the upperclassmen of our school in our Troy Tech magnet program to support their internship activities and requirements of the program.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000

Foundation

5000

LCFF - Base

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Applications to enhance the learning environment during the distance and hybrid learning to help mitigate further learning loss in our students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCFF - Base

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

At risk students with math deficiencies

Strategy/Activity

Continued utilization of the MATH 180 course (Math Essentials) to our school. Materials and teacher training's needed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF - Base

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

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

All Students, with an emphasis on at-risk students.

Strategy/Activity

Maintain an after school tutoring program in our library for all students, especially for our at-risk students. Implement a new study skills workshop for students based on the notion that students need support following the affects of pandemic isolation learning deficiencies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Foundation

4000

LCFF - Base

## Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

AP/IB/Cambridge participation rates and performance continue to be strong while our graduation and college acceptance rates are 98% or higher. New Programs in MATH 180 and ELD were successful last year and will continue to be offered to support these at risk student populations to help close achievement gaps.

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

Nothing to report.

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

With the continued rollout of Cambridge courses for our honors students and the perceived need of expanding our Read 180 sections, Troy will be looking to analyze available data to determine the effectiveness of these new additions on student achievement.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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)

## 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:

WASC Improvement Goal #1: Track achievement of all sub-groups and establish support structures in order to narrow the achievement gap between all sub-groups

WASC Improvement Goal #2: Continued collaboration between teachers, counselors and administrators toward the identification and implementation of research-based programs for at-risk students

WASC Improvement Goal #3: Increase student social opportunities and strengthen student support interventions, including academic and mental health.

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)

## Identified Need

In 2020/21 100% 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 2020/21 school year.

Troy's 2020 WASC report (6 year clear with a 1 day visit) indicated an area of improvement is to design of a systemic process for collecting and analyzing performance data to ensure all students are making progress toward academic proficiency. Staff consistently reports the need for technology training. The Digital Literacy Coaches team provide trainings within department meetings during PLC release time. This team indicates the staff's commitment to improving their skills and desire for more technology help to assist their teaching. Requests for funds and equipment (Carl Perkins and

School Foundation) 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 products to be used with our Chromebooks and ViewSonic touch screen boards for teachers to continue enhancing their educational repertoire.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In 2020/21 Troy continued to monitor and evaluate CBEDs to determine the percentage of highly-qualified teachers.	100% of teachers were found to be highly qualified.	100% of teachers were expected to be highly qualified.
Administration will continue to provide teachers with new technology for the classroom as well as technology training's.	Towards the middle of the 2020/21 school year, money freed up to purchase 30 new ViewSonic touch screen boards for teachers who were surveyed as wanting one. They arrived over the summer and were immediately implemented into those 30 classrooms and training was provided over the summer as well as during the early PD days of the school year. Towards the end of the 2020/21, covid monies became available and 60 more ViewSonic screens were purchased and should arrive by the second semester of the 2021/2022 school year. More trainings have been and will be provided due to this introduction of new classroom technology and instruction.	Classroom technology would be provided as resources allotted (ViewSonic Screens) and professional trainings will be offered with the assistance of Troy's DLC's.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Professional development plan; collaborative planning and training

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

LCFF - Base

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Ongoing collection of student achievement data in order to analyze our student performance.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

LCFF - Base

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Release time for Digital Literacy Coaches to meet, design, and deliver needed technology based teacher supports.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

8000

Source(s)

LCFF - Base

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Continue with formalized PLC structure and add curricular PLC time; vertical planning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4000

Source(s)

LCFF - Base

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Professional development to continue for our AP/IB/Cambridge and AVID teachers and staff

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

16000

Source(s)

LCFF - Base

3500

LCFF - Supplemental

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Alignment of grading practices, instructional materials, textbooks and curriculum pacing and sequencing to current education standards (Common Core, NGSS, etc.), Vertical teaming among courses in order to improve

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

200000

Source(s)

LCFF - Base

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Verification that Board adopted instructional materials are provided for all courses

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Digital Literacy Coaches to support teachers in their development of technology use within their curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3000

Foundation

3000

LCFF - Base

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

CTE Students

Strategy/Activity

CTE Teachers to work enhancing their programs to expand to all students and provide certification opportunities for their students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

44368

Perkins

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Highly-qualified teachers will be placed in vacancies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

### ANALYSIS

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

In many ways, implementation of this goal has surpassed our expectations. We look to build upon this momentum.

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

Nothing to report.

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

No changes are foreseen as we continue to see gains made with this yearly goal and so we will continue to explore ways to refine this goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The District will improve internal and external communication and break down language and cultural barriers to families of at-risk students with increased personal contact and through building relationships. (State Priority 3 and 5)

## 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 they need in order to be successful at Troy High School.

This goal directly relates to the following WASC goal:

WASC Improvement Goal #1: Track achievement of all sub-groups and establish support structures in order to narrow the achievement gap between all sub-groups

WASC Improvement Goal #2: Continued collaboration between teachers, counselors and administrators toward the identification and implementation of research-based programs for at-risk students

WASC Improvement Goal #3: Increase student social opportunities and strengthen student support interventions, including academic and mental health.

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)

Board Priority I (Enhance District Communication)

## Identified Need

WASC findings indicate that Troy High School lacks systems to gain full stakeholder involvement, consistent communication, and support of at-risk students. A formal process for stakeholders to review the vision, mission, and learner objectives is needed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Research and discover a method to involve all stakeholders with school culture to build relationships and provide a voice to all.	Troy High School analysis of student demographic throughout the each marking period and at semester to track all student progress and provide support throughout the year and analysis of academic outcomes at the end of the year.	This intervention program will become a major step forward in providing a voice to all stakeholders, promote a healthy and well rounded students, and increase school performance on many levels including attendance rates and enrollment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance and survey data from Parent Institute Workshops held quarterly for parents, based on parent input.	Troy started this outreach last year and we collected attendance and feedback data from last year's workshops. We used this feedback data to shape our 2019/2020 workshop offerings as well as sent out a new parent survey this year to assess what our parents preferred topics and meeting times should be.	We expect to see an increase in participation from collaborating with parents on which topics to discuss and when to hold these workshops.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Annual stakeholder survey

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Parent support organizations organized in a collaborative model around a joint campaign

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students/All Staff

Strategy/Activity

PLC days promote collaboration and increase communication

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF - Base

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

Creation and implementation of a study skills workshop (after school) that is teacher led.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Base

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration and Teacher attendance at parent group/program meetings

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Administration will increase visibility and accessibility

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Weekly newsletter by the Principal e-mailed to students, parents, and staff members.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Guidance initiated parent-student meetings and events

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000.00

LCFF - Base

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Regular and timely distribution of Leadership meeting minutes to staff

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Regular and timely distribution of PLC agendas and meeting minutes to administration

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0.00

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Meetings between department/program leaders and administration at least 3 times a year

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Use of a communication system to communicate with parents and students on a regular basis regarding news and upcoming events

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Use of Website and Social Media to communicate with all stakeholders along with increased marketing of our school programs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2500

LCFF - Base

# Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Implementation of this goal has been successful, but communication cannot ever be stagnate, it must be on-going and consistent.

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

Nothing to report.

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

No changes are foreseen as we continue to see gains made with this yearly goal and so we will continue to explore ways to refine this goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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)

## Goal 5

Troy High School will continue to implement, build and refine programs and policies to support the overall educational, social, and emotional well-being of each student. Additional in school and after school tutoring options are available to students such as Peer Tutoring and from M-Th Troy Central from 3-4pm in the Library offering tutoring in Math, Science, History, English and extended Library hours from 6:30am-6pm. Additional mental health resources have also been made available to schools by addition of school psychologists and district resources used towards additional mental health support through outside providers such as Care Solace. The Care Solace organization can help staff, students, and families 24-7 find mental health and substance use treatment support.

This goal directly relates to the following WASC goals:

WASC Goal #3: Increase student social opportunities and strengthen student support interventions, including academic and mental health.

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)

## Identified Need

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 and will continue having certificated staff attend Restorative Practice workshops. During the spring semester, Troy high school recognized a desire to explore a school wide intervention program to unite all of our stakeholders towards one unified goal, to support our students and their needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use interventions and supports to improve academic and mental health outcomes for staff and students.	Troy uses school based academic tutoring support, Albert IO, site and district counselors, school psychologists and outsiders mental health support providers such as Care Solace.	Students will show gains, through survey data and measurable school data, and become more balanced and successful through their 4 year course of study at Troy high school.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Annual stakeholder survey

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent support organizations organized in a collaborative model around a joint campaign

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Bi-Monthly Leadership Team are held at a time all staff members can attend

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

PLC days will be utilized to include staff sessions to address professional mental health topics, focusing on Educator Wellness provided by the FJUHSD's Mental health Coordinator.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

LCFF - Base

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Continued stakeholder involvement - school site council, technology committee, Digital Literacy Coaches, AVID team, safety committee

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

8000

Source(s)

LCFF - Base

10000

Foundation

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Extended operating hours of school library (6:30 AM-6:00 PM)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10,000.00	Foundation

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

EL and LTEL Students

Strategy/Activity

EL Support Intervention through district TOSA

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	District Funded

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Internship coaches

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7000	Foundation
5000	LCFF - Base

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

AVID Students

Strategy/Activity

AVID coaches

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4500.00

Source(s)

Foundation

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Additional counseling for McKinney-Vento and foster youth (Leaders in Resiliency)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library and various campus spaces renovated to be transformed into Health and Wellness areas for students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF - Base

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Troy will continue to survey all stake holders to uncover the most effective means to address the needs for our stakeholders.

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

Nothing to report.

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

Depending on the results of surveys issued during the school year, adjustments can be made to best serve all stakeholders.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$674,492.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Perkins	\$44,368.00

Subtotal of additional federal funds included for this school: \$44,368.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$2,000.00
Foundation	\$58,500.00
LCFF - Base	\$479,000.00
LCFF - Supplemental	\$90,624.00

Subtotal of state or local funds included for this school: \$630,124.00

Total of federal, state, and/or local funds for this school: \$674,492.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
William V. Mynster	Principal
Aaron Eide	Classroom Teacher
	Classroom Teacher
William Fritz	Classroom Teacher
Maria Williams	Other School Staff
Shannon Cogswell	Other School Staff
Bing Bai	Secondary Student
Ashmita Kumar	Secondary Student
Amisha Kumar	Secondary Student
Christy Carter	Parent or Community Member
Lance Bletscher	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 18, 2021.

Attested:



Principal, William Mynster on 11/18/21

SSC Chairperson, Lance Bletscher on 11/18/21

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019