



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 the Troy Tech technology magnet program, International Baccalaureate Diploma Program, Cambridge AICE / A-Level Examination Program, AVID Program, and reacquisition of the formerly named, Endeavor Special Education, now called F.A.C.E. East Special Education program for approximately forty children with

developmentally exceptional needs. Troy High School is 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.

We gather input from all of our stakeholders. We 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 2021/2022, 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

Provide additional options and resources for student and family mental health support through a combination of site, district, and county resources.

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 . This is 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 2021/22, 68 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 7 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 participated in ten classroom visits per week, with each visit lasting at minimum, 10 minutes. Per District/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/Go Formative 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 (2021/2022) the pandemic prevented us to hold our yearly entrance assessments to assist our school in placement recommendation. The 2023-2024 cohort will once again be assessed this year in the month of January. For our current 2022-2023 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 sequeces 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 Level, 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 in 2021-22 Troy high school became a 1:1 Viewsonic school with every room of instruction equipped with a large 76" touch screen during the first semester. These training's occurred and continued this year 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 occurred 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 few years.

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 2021/22, 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 2021/22 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 in 2020/21 and again offered in 2021-2022 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.

Administrative and leadership teams reviewed Troy's WASC Action Plan, and working on ensuring and improving student-centered best practices. Administrative instructional walk-throughs are complementing the strategies reviewed. The school leadership team has been instrumental in department PLC's through this process to help support the rest of the staff. Previously, newly hired teachers attended full day EAG workshops and they observed various teachers in the classrooms. In 2021/22 new teachers were supported through Department Chair, PLC support and mentorship, and administrative evaluative support in order to address anticipated needs to ensure instructional success and integration into school culture.

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.

Educational Partner 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 December 8, 2022.

Resource Inequities

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

There are no District or 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.15%	0.2%	0.23%	4	6	6
African American	1.19%	0.9%	1.15%	31	23	30
Asian	43.97%	44.9%	44.99%	1,144	1,158	1176
Filipino	7.76%	7.2%	6.77%	202	186	177
Hispanic/Latino	27.21%	28.0%	28.54%	708	722	746
Pacific Islander	0.31%	0.4%	0.38%	8	10	10
White	14.37%	13.5%	12.20%	374	349	319
Multiple/No Response	4.8%	4.5%	4.93%	125	117	129
Total Enrollment				2,602	2,577	2614

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	673	691	746
Grade 10	648	621	652
Grade 11	646	642	593
Grade 12	635	623	623
Total Enrollment	2,602	2,577	2,614

Conclusions based on this data:

1. Total enrollment has been consistent over the past three years although there has been a decline over the past five years which 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.
3. 2021-2022 enrollment slightly increased up to 2614 indicating stable enrollment for the past four years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	68	108	121	2.6%	4.20%	4.6%
Fluent English Proficient (FEP)	1,104	1,105	1120	42.4%	42.90%	42.8%
Reclassified Fluent English Proficient (RFEP)	42	1	1	50.0%	0.00%	0.00%

Conclusions based on this data:

1. The total number and percentage of EL students remains consistent over the past two years of the three year period, but with a noticeable jump in 2020/21 and a slight rise in 2021/22.
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 21-22 that can largely be understood by the affect that optional in person attendance in 2020/21 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. In 2021-22 school returned to more normal instructional operation but still recovering from the depths of the pandemic.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	622	625	562	620	577	542	620	573	542	99.7	92.3	96.4
All Grades	622	625	562	620	577	542	620	573	542	99.7	92.3	96.4

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2698.	2719.	2685.	66.61	67.54	56.64	20.97	21.12	29.34	7.74	6.63	5.72	4.68	4.71	8.30
All Grades	N/A	N/A	N/A	66.61	67.54	56.64	20.97	21.12	29.34	7.74	6.63	5.72	4.68	4.71	8.30

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	64.19	63.60	52.50	27.74	32.33	40.30	8.06	4.06	7.21
All Grades	64.19	63.60	52.50	27.74	32.33	40.30	8.06	4.06	7.21

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	74.52	67.61	61.99	22.58	27.79	30.81	2.90	4.60	7.20
All Grades	74.52	67.61	61.99	22.58	27.79	30.81	2.90	4.60	7.20

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	51.61	33.63	29.76	42.90	62.50	63.59	5.48	3.87	6.65
All Grades	51.61	33.63	29.76	42.90	62.50	63.59	5.48	3.87	6.65

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	62.90	61.43	46.86	30.97	36.30	46.13	6.13	2.27	7.01
All Grades	62.90	61.43	46.86	30.97	36.30	46.13	6.13	2.27	7.01

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.
2. English scores remain consistent over the past three scoring years. Troy still remains above district, county, and CA averages in ELA.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	622	625	562	620	567	542	620	565	541	99.7	90.7	96.4
All Grades	622	625	562	620	567	542	620	565	541	99.7	90.7	96.4

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2717.	2752.	2705.	55.00	66.19	52.87	25.16	19.65	21.26	11.94	8.67	12.75	7.90	5.49	13.12
All Grades	N/A	N/A	N/A	55.00	66.19	52.87	25.16	19.65	21.26	11.94	8.67	12.75	7.90	5.49	13.12

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	69.35	75.75	61.55	18.39	20.35	25.14	12.26	3.89	13.31
All Grades	69.35	75.75	61.55	18.39	20.35	25.14	12.26	3.89	13.31

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	55.16	61.77	47.13	35.81	30.09	41.77	9.03	8.14	11.09
All Grades	55.16	61.77	47.13	35.81	30.09	41.77	9.03	8.14	11.09

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	58.55	59.12	43.99	34.68	35.04	48.24	6.77	5.84	7.76
All Grades	58.55	59.12	43.99	34.68	35.04	48.24	6.77	5.84	7.76

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, for the third straight year. 2021/22 was the first year since the pandemic the full mathematics CAASPP examination was given.
2. 80% of students met or exceeded the standards with 20% not meeting the standard. Based upon 2021/22
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. In 2021/22 Mathematics took a downwards dip most likely due to instructional challenges over the past two years and the the standard CAASPP examination being given in 2021/22 vs. the modified CAASPP examination given in 2020/21. Troy still remains above district, county, and CA averages in mathematics.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1614.1	1553.7	1580.6	1621.4	1551.3	1581.5	1606.5	1555.6	1579.1	34	39	36
10	*	1547.4	1573.3	*	1537.3	1571.3	*	1556.9	1574.9	6	29	35
11	*	1592.4	1582.5	*	1585.7	1573.5	*	1598.4	1591.0	*	14	22
12	*	*	1589.8	*	*	1593.9	*	*	1585.2	7	8	17
All Grades										50	90	110

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	52.94	20.51	27.78	23.53	28.21	33.33	17.65	35.90	30.56	5.88	15.38	8.33	34	39	36
10	*	31.03	20.00	*	41.38	45.71	*	13.79	31.43	*	13.79	2.86	*	29	35
11	*	28.57	13.64	*	21.43	68.18	*	50.00	13.64	*	0.00	4.55	*	14	22
12	*	*	17.65	*	*	58.82	*	*	17.65	*	*	5.88	*	*	17
All Grades	48.00	23.33	20.91	24.00	35.56	48.18	20.00	27.78	25.45	8.00	13.33	5.45	50	90	110

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	52.94	28.21	36.11	29.41	33.33	36.11	17.65	28.21	19.44	0.00	10.26	8.33	34	39	36
10	*	48.28	34.29	*	31.03	51.43	*	10.34	11.43	*	10.34	2.86	*	29	35
11	*	50.00	36.36	*	35.71	45.45	*	7.14	13.64	*	7.14	4.55	*	14	22
12	*	*	35.29	*	*	52.94	*	*	5.88	*	*	5.88	*	*	17
All Grades	52.00	40.00	35.45	24.00	32.22	45.45	24.00	16.67	13.64	0.00	11.11	5.45	50	90	110

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	32.35	17.95	16.67	35.29	20.51	22.22	20.59	38.46	44.44	11.76	23.08	16.67	34	39	36
10	*	27.59	5.71	*	37.93	48.57	*	17.24	28.57	*	17.24	17.14	*	29	35
11	*	14.29	9.09	*	14.29	45.45	*	64.29	36.36	*	7.14	9.09	*	14	22
12	*	*	11.76	*	*	23.53	*	*	47.06	*	*	17.65	*	*	17
All Grades	28.00	18.89	10.91	32.00	24.44	35.45	22.00	37.78	38.18	18.00	18.89	15.45	50	90	110

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			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
9	26.47	20.51	13.89	64.71	51.28	75.00	8.82	28.21	11.11	34	39	36	
10	*	20.69	8.57	*	62.07	82.86	*	17.24	8.57	*	29	35	
11	*	7.14	9.09	*	85.71	81.82	*	7.14	9.09	*	14	22	
12	*	*	11.76	*	*	82.35	*	*	5.88	*	*	17	
All Grades	20.00	16.67	10.91	68.00	62.22	80.00	12.00	21.11	9.09	50	90	110	

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			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
9	76.47	58.97	66.67	20.59	28.21	25.00	2.94	12.82	8.33	34	39	36	
10	*	82.76	71.43	*	3.45	25.71	*	13.79	2.86	*	29	35	
11	*	78.57	72.73	*	21.43	18.18	*	0.00	9.09	*	14	22	
12	*	*	82.35	*	*	11.76	*	*	5.88	*	*	17	
All Grades	78.00	70.00	71.82	20.00	17.78	21.82	2.00	12.22	6.36	50	90	110	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	44.12	25.64	19.44	47.06	41.03	61.11	8.82	33.33	19.44	34	39	36
10	*	34.48	14.29	*	51.72	60.00	*	13.79	25.71	*	29	35
11	*	21.43	31.82	*	50.00	40.91	*	28.57	27.27	*	14	22
12	*	*	23.53	*	*	47.06	*	*	29.41	*	*	17
All Grades	38.00	25.56	20.91	46.00	47.78	54.55	16.00	26.67	24.55	50	90	110

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	26.47	10.26	2.78	61.76	69.23	86.11	11.76	20.51	11.11	34	39	36
10	*	10.34	2.86	*	72.41	88.57	*	17.24	8.57	*	29	35
11	*	14.29	18.18	*	85.71	77.27	*	0.00	4.55	*	14	22
12	*	*	23.53	*	*	64.71	*	*	11.76	*	*	17
All Grades	24.00	12.22	9.09	62.00	71.11	81.82	14.00	16.67	9.09	50	90	110

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.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,614	36.3	4.6	0.2
Total Number of Students enrolled in Troy High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	121	4.6
Foster Youth	5	0.2
Homeless	11	0.4
Socioeconomically Disadvantaged	950	36.3
Students with Disabilities	175	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	1.1
American Indian	6	0.2
Asian	1,176	45.0
Filipino	177	6.8
Hispanic	746	28.5
Two or More Races	129	4.9
Pacific Islander	10	0.4
White	319	12.2

Conclusions based on this data:

1. SED and ethnicity data continues to be consistent with slight changes over the past three years.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	Graduation Rate Very High	Suspension Rate Low
Mathematics Very High		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

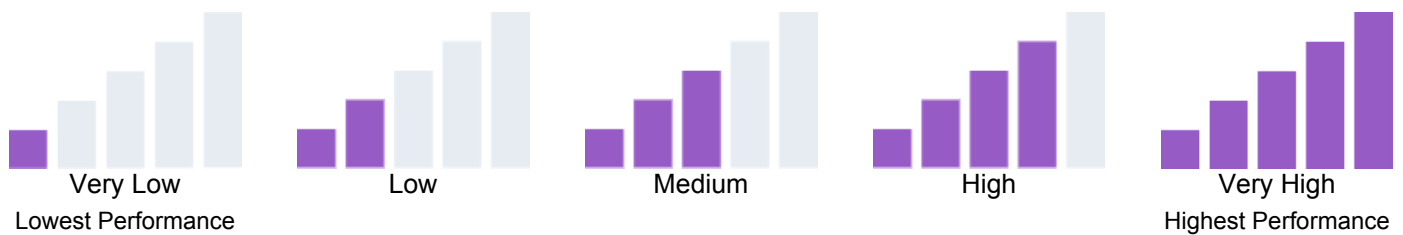
1. There has been no year end comprehensive California Dashboard Data since the 2018-19 school year due to the COVID-19 pandemic
2. The last California Dashboard update was a partial 2019 Fall California Dashboard report from the 2019/20 school year.
3. The California Dashboard data from the 2020/21 school year is limited to Student Enrollment (2577), Socioeconomically Disadvantaged (25.9%), English Learners (4.2%), and Foster Youth (0.1).

School and Student Performance Data

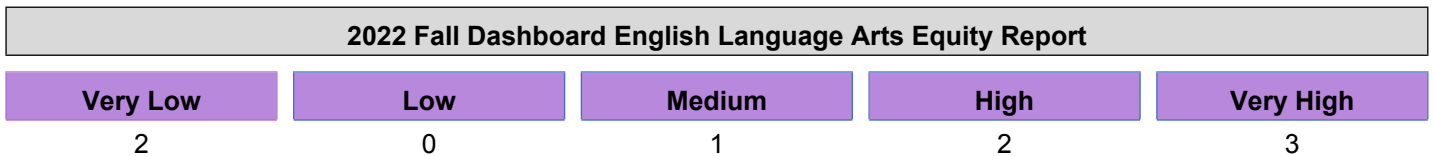
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

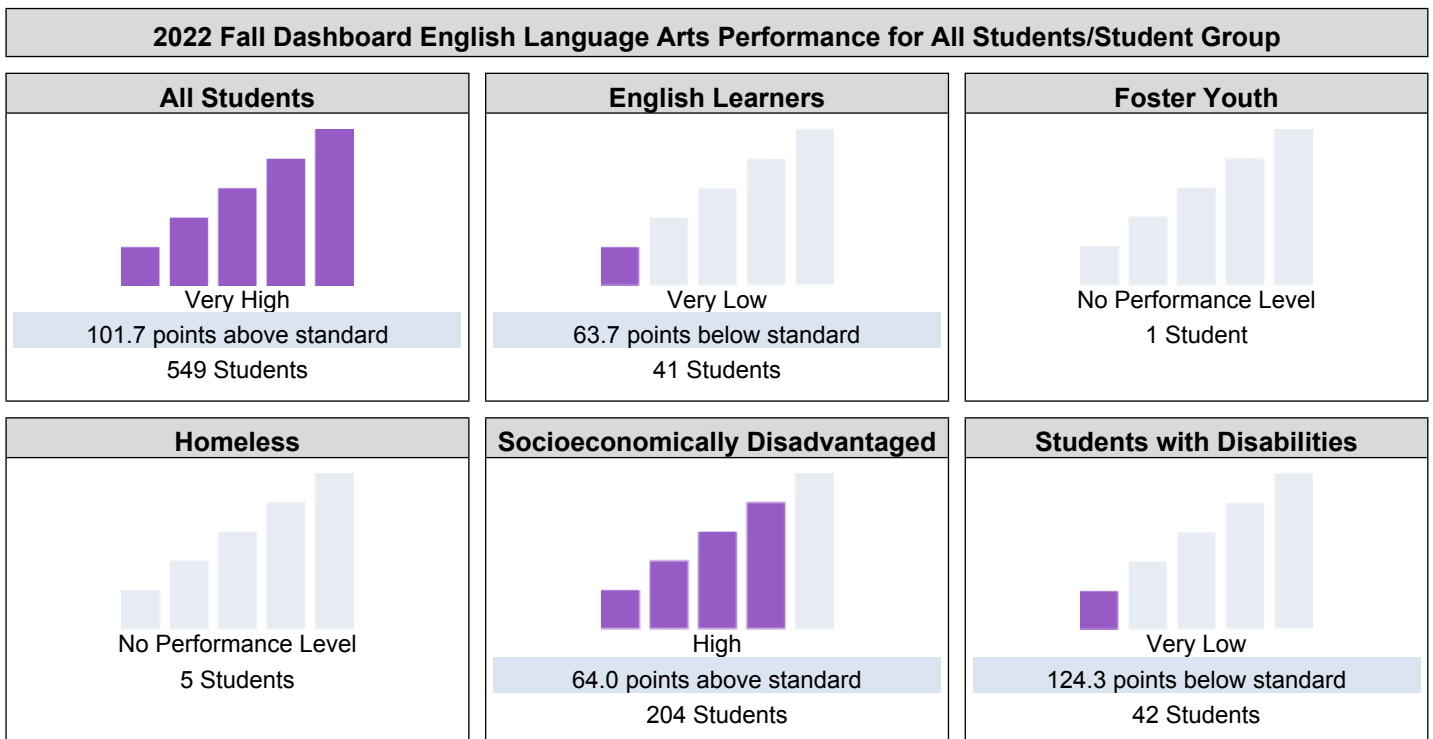
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



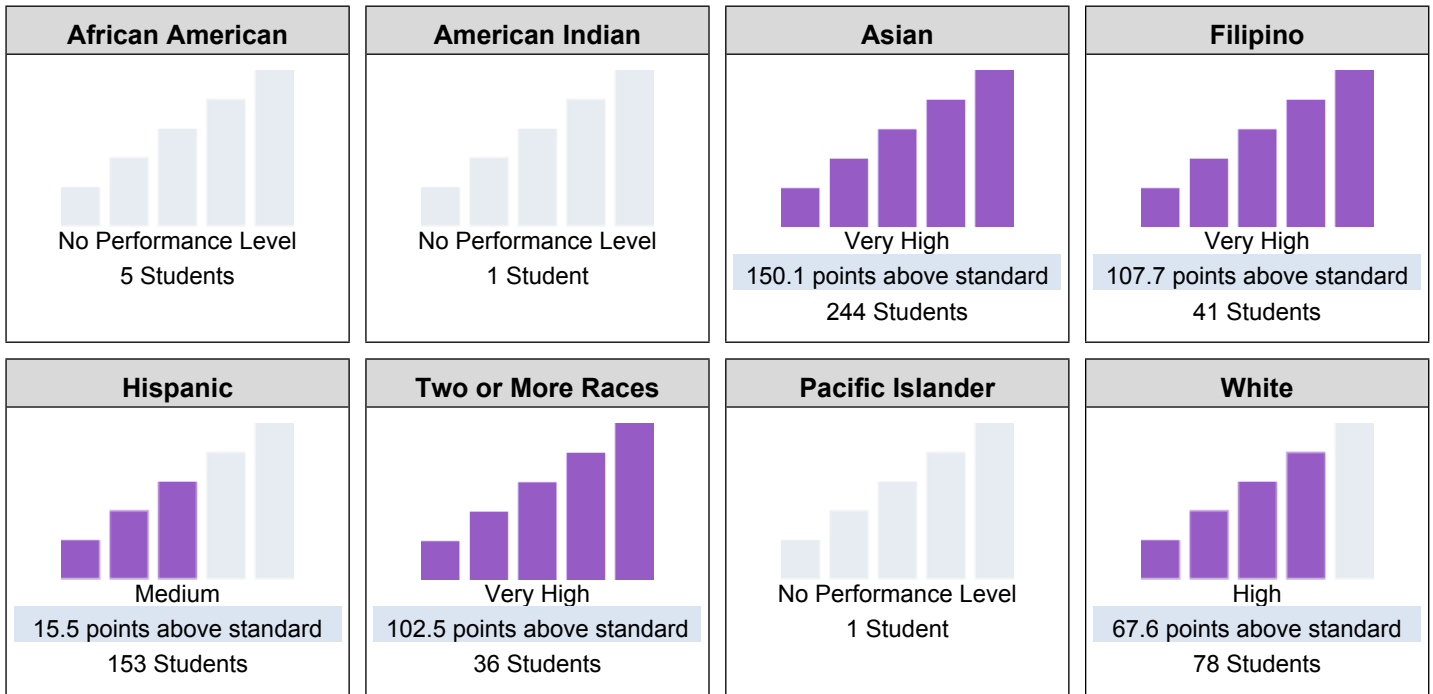
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>110.6 points below standard 20 Students</p>	<p>19.1 points below standard 21 Students</p>	<p>101.2 points above standard 283 Students</p>

Conclusions based on this data:

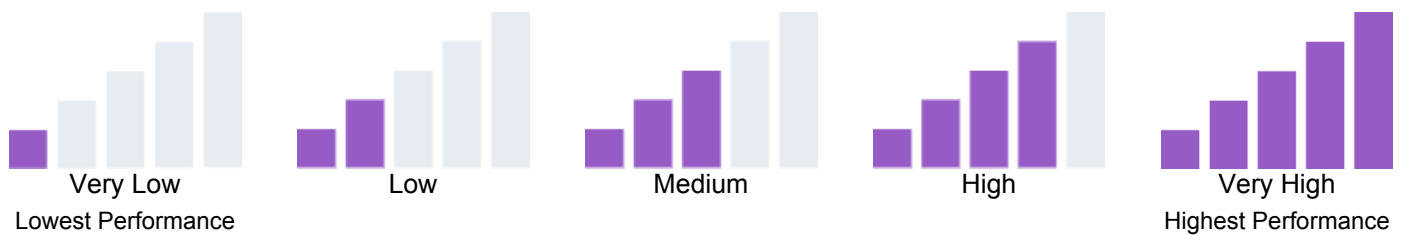
1. There has been no year end comprehensive California Dashboard Data since the 2018-19 school year due to the COVID-19 pandemic.
2. The last California Dashboard update was a partial 2019 Fall California Dashboard report from the 2019/20 school year.

School and Student Performance Data

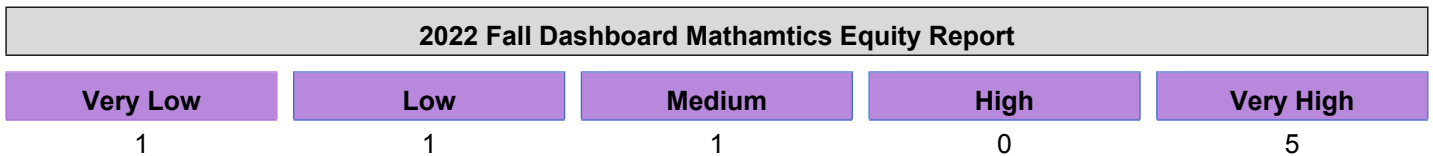
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

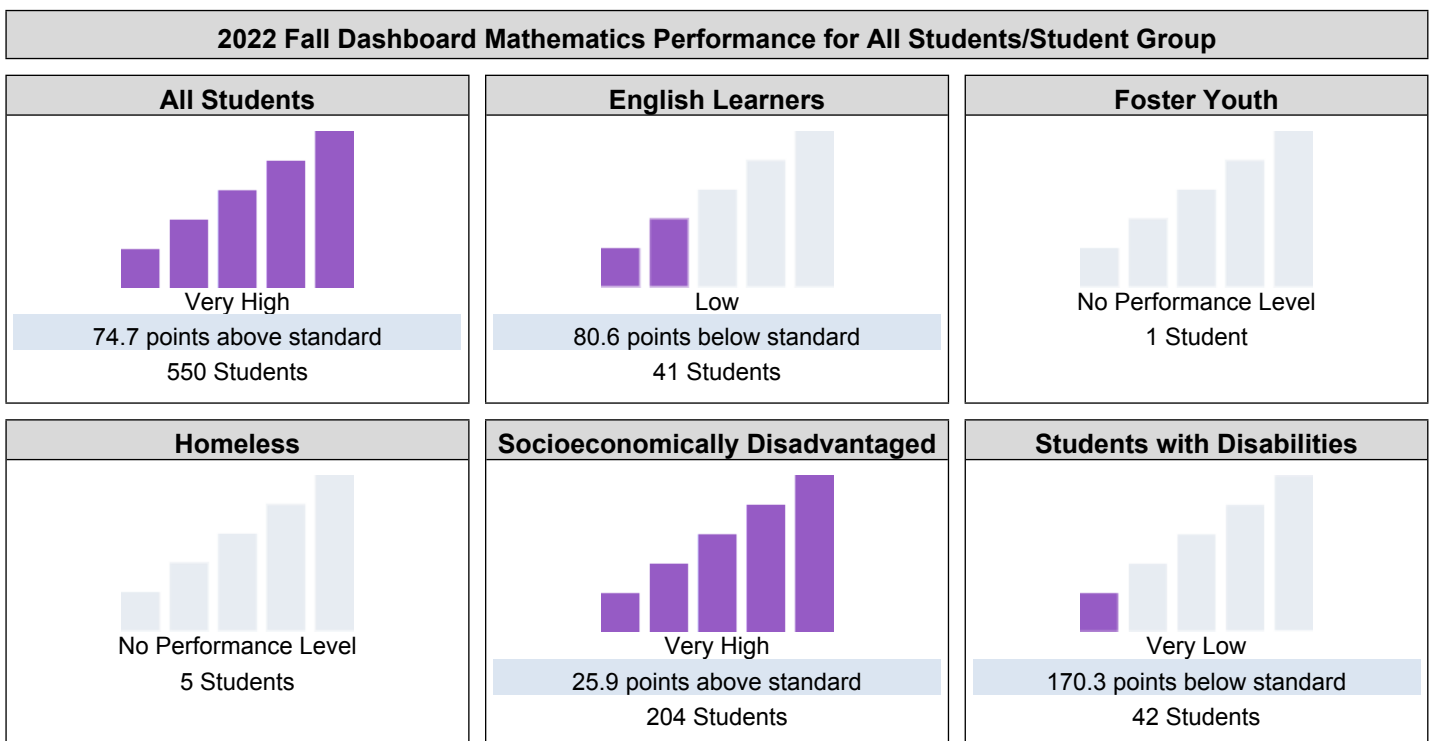
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



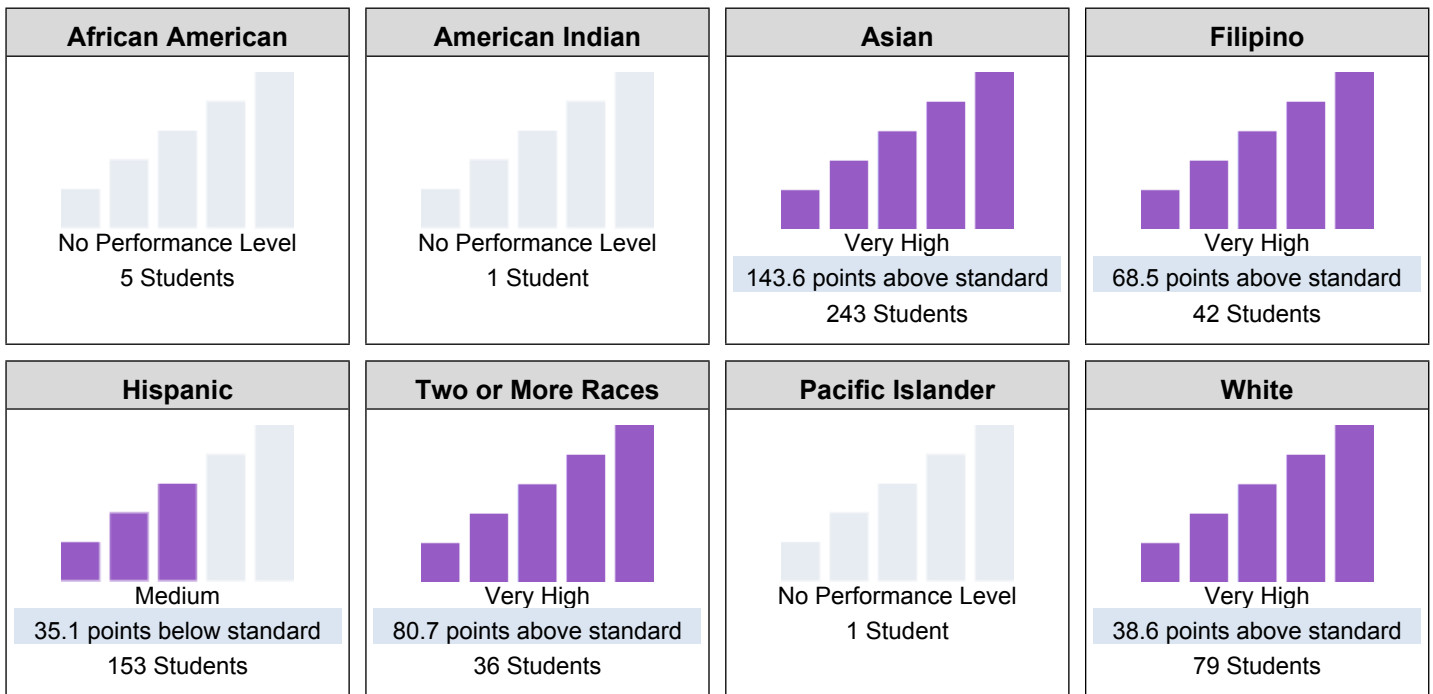
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>162.0 points below standard 20 Students</p>	<p>3.0 points below standard 21 Students</p>	<p>66.1 points above standard 285 Students</p>

Conclusions based on this data:

1. There has been no comprehensive updated California Dashboard data since the 2018-19 school year due to the COVID-19 pandemic.
2. The last California Dashboard update was a partial 2019 Fall California Dashboard report from the 2019/20 school year.

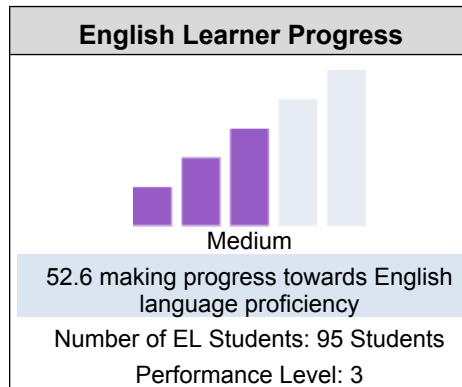
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
26.3%	21.1%	8.4%	44.2%

Conclusions based on this data:

1. There has been no updated California Dashboard data from the 2018/19 school year due to the COVID-19 pandemic.
2. The last California Dashboard update was a partial 2019 Fall California Dashboard report from the 2019/20 school year.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

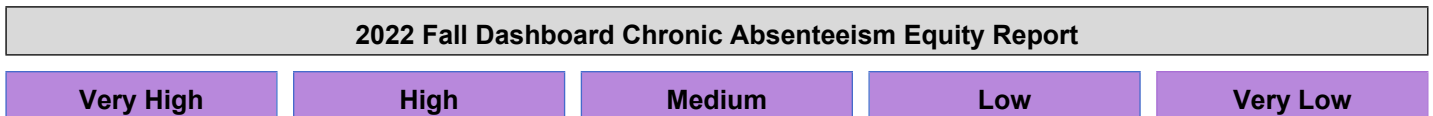
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

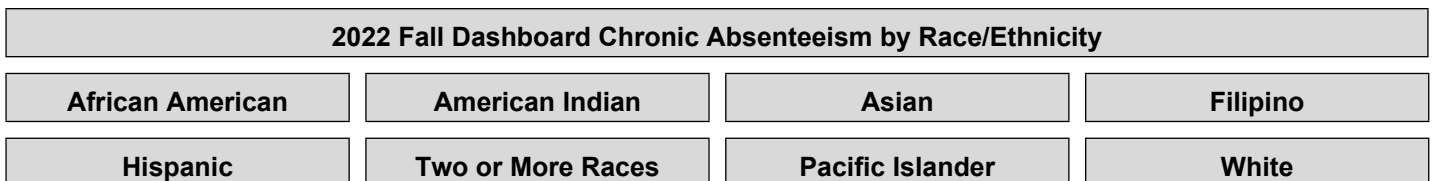
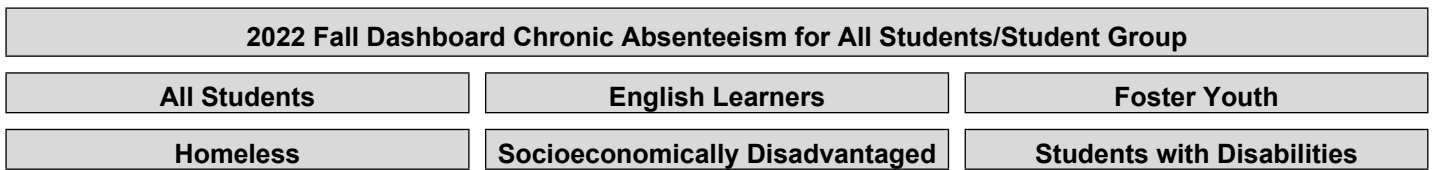
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



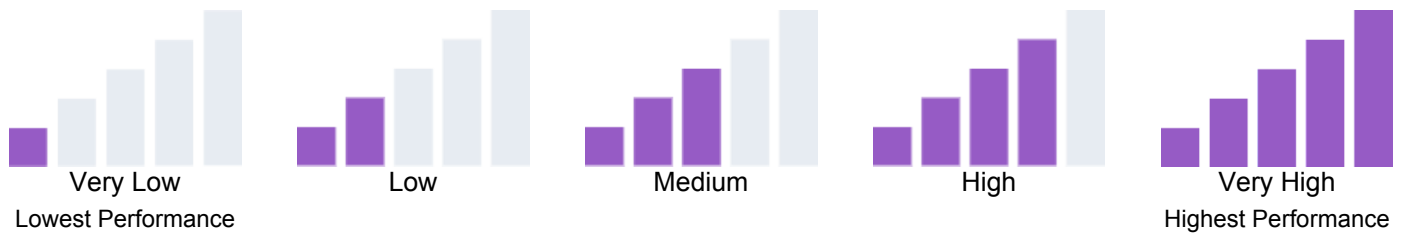
Conclusions based on this data:

1. The last California Dashboard update was a partial 2019 Fall California Dashboard report from the 2019/20 school year.
2. There has been no comprehensive updated California Dashboard data since the 2018/19 school year due to the COVID-19 pandemic.

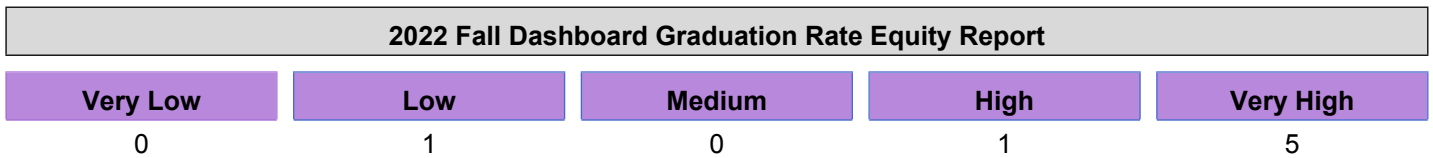
School and Student Performance Data

Academic Engagement Graduation Rate

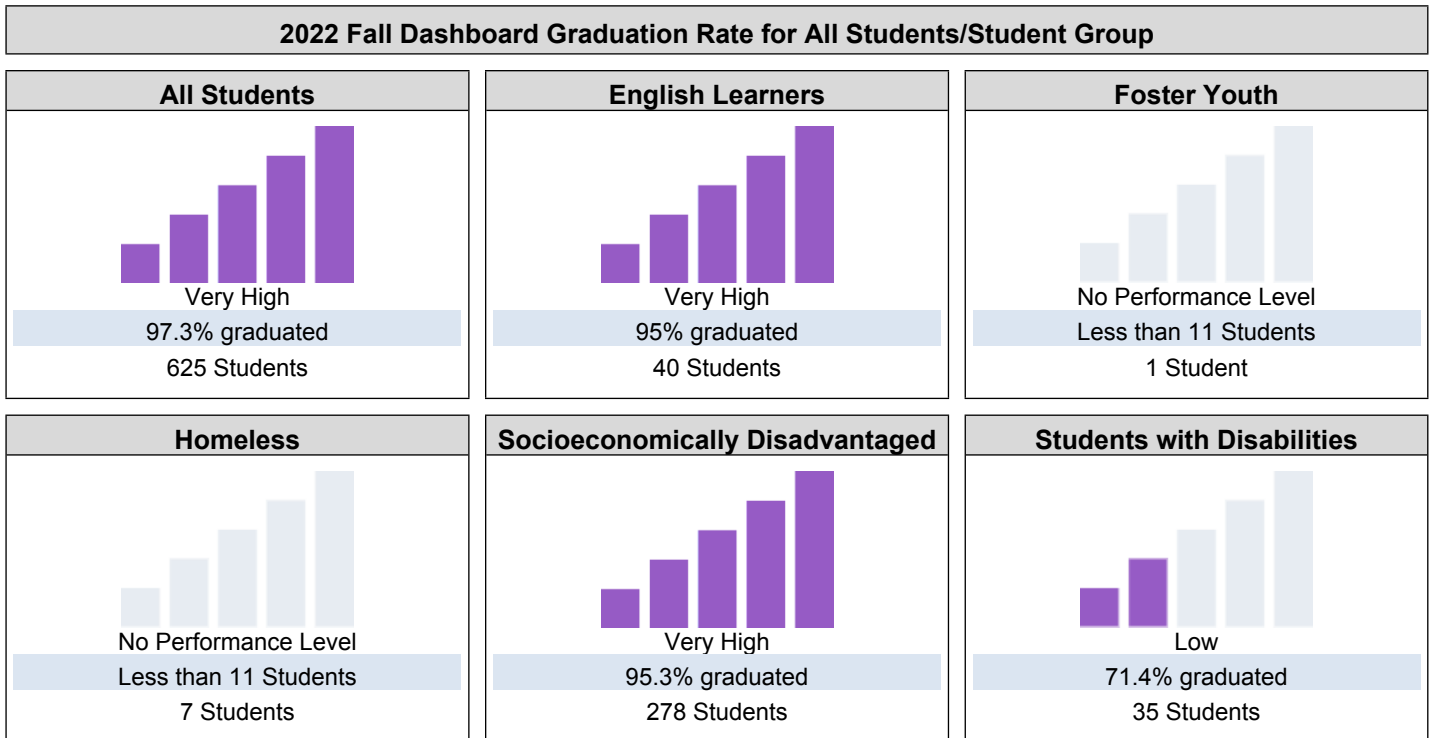
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



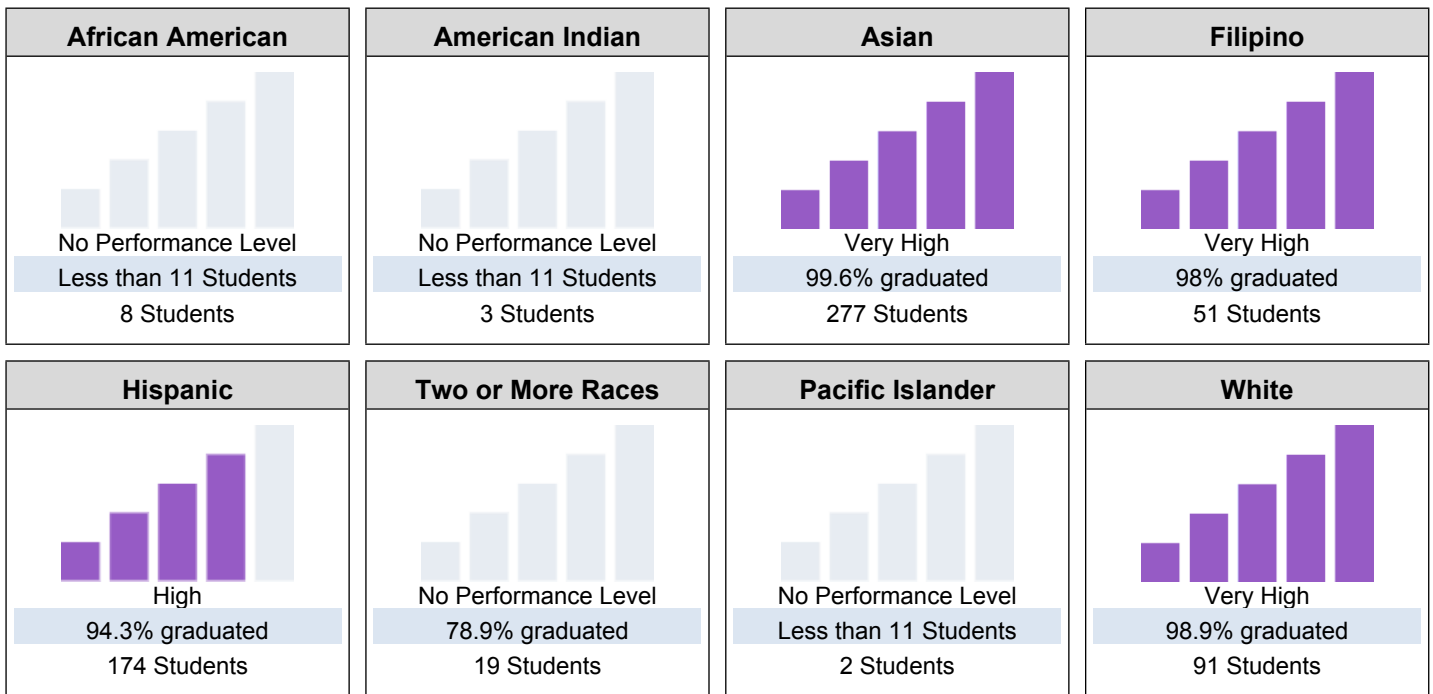
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

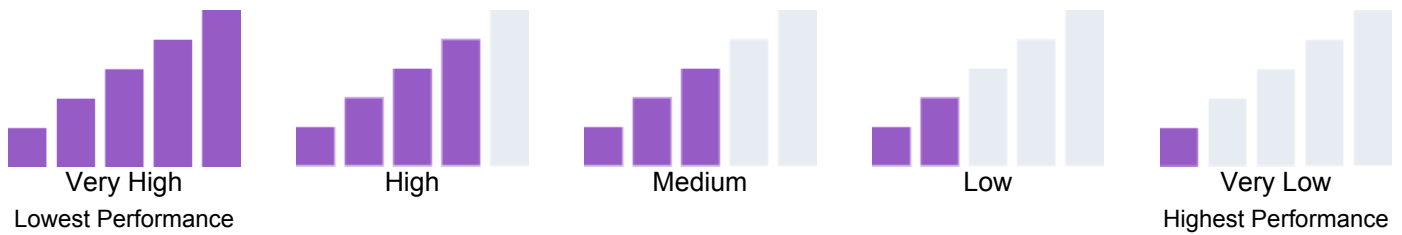
1. The available data indicates consistent academic achievement by students completing four years of high school at Troy and being college and career ready upon graduation.

School and Student Performance Data

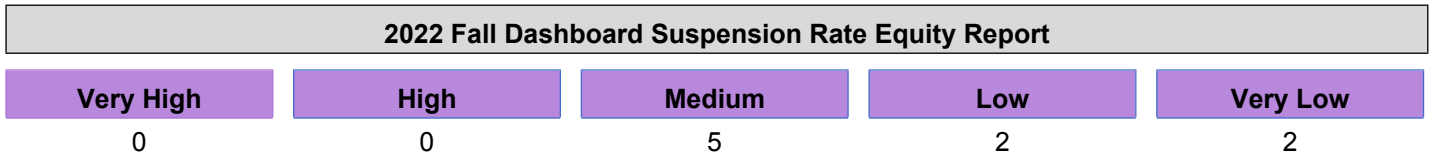
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

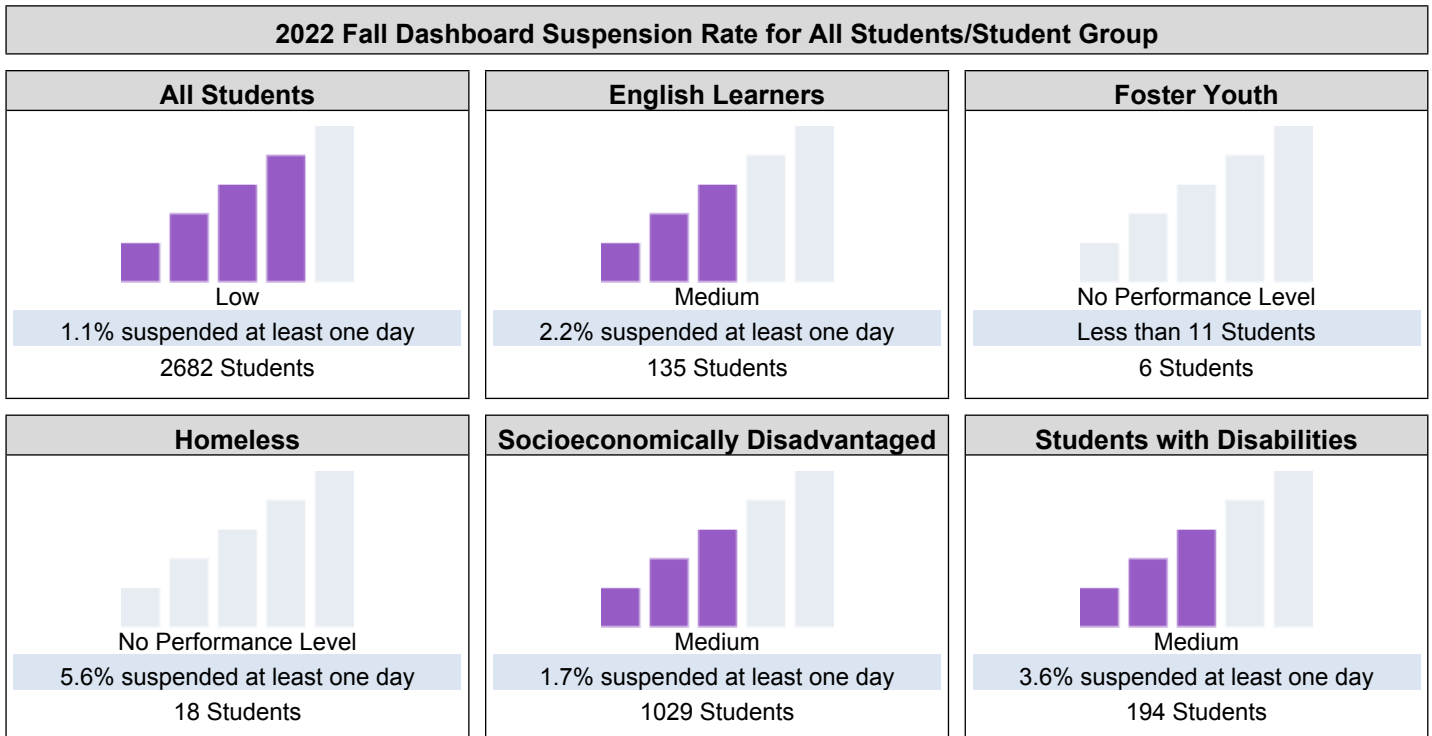
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



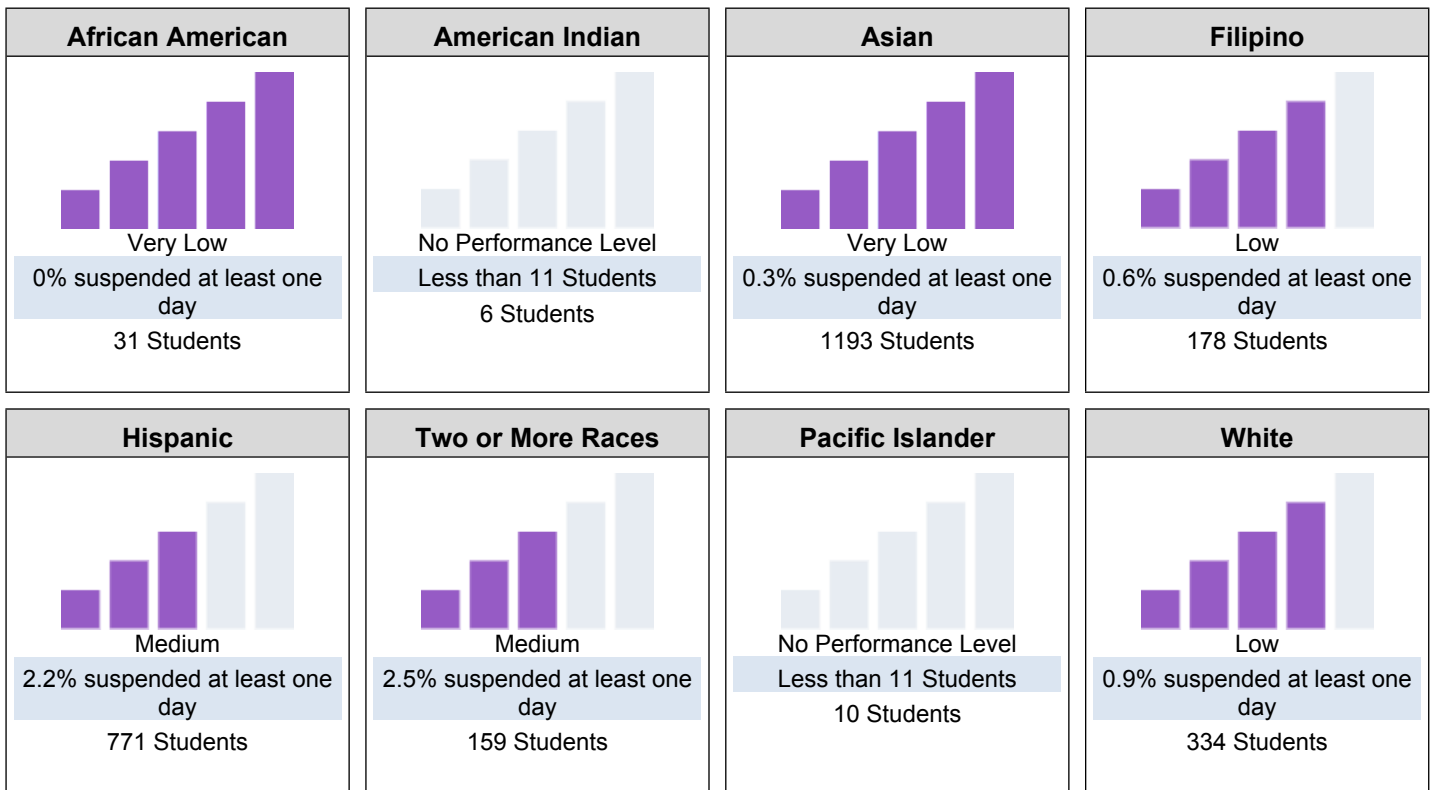
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There has been no updated California Dashboard data from the 2018/19 school year due to the COVID-19 pandemic.
2. The last California Dashboard update was a partial 2019 Fall California Dashboard report from the 2019/20 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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. 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/CAM, enrollment and retention rates, graduation rates, college matriculation, AP/IB/CAM exams (participation and passage), EAP results.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021/2022 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).	2021/22 yielded a 19% D/F rate school wide, averaging both semesters. The analysis of data from 2020/21 indicates 82% of students meeting "a-g" requirements. 76% of students are enrolled in at least one honors, Advanced Placement, Cambridge and/or IB course in 2021/22. In 2022 , 99% of Troy's graduates were accepted into a college and/or university and 3073 AP and 231 IB tests were taken with an AP pass rate of 89% and an IB pass rate of 98%. 2020/2021 CAASPP 74% met/exceeded CA standards in Math and 86% met/exceeded CA standards in ELA.	Due to the pandemic, it is expected to see continued learning loss through the analysis of D/F data and state assessment data (which was observed) when compared to pre-covid data. With that said, we expect these data points to bounce back and improve over the next 2-3 years. Building meaningful relationships through 1:1 conversations with students and teachers and teacher leadership conversations, there is an expectation that an improvement in D/F rates will occur. 2021/22 saw a 11% increase in D/F rate from 20/21.
2021/22 READ 180 program progress report	Analysis of 21/22 data showed us that the overall average gain of the 23 students in this program was 68 lexile over their year in the program (goal was a lexile gain of 80). This means the 21/22 cohort made about a full bandwidth of growth. Overall, 57% of this cohort exceeded the average growth for the year.	The goal for 2021/2022 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.

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. Use of school foundation and PTSA to stock the consumables for our new Wellness Center to support 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)

3000

Source(s)

LCFF - Base

1000

Foundation

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: 2021-22

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

ANALYSIS

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

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 a 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 most recent WASC report (2020), 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 2021/2022, 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 students 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: 2021-22

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

ANALYSIS

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

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 2021/22 100% 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 2021/22 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 end of the 2020/21, covid monies became available and 60 more ViewSonic screens were purchased and arrived during the second semester of the 2021/2022 school year. Trainings were hosted by Viewsonic trainers as well as our DLC teachers to assist in this transition. This now makes every education space equipped with these touch screens, making Troy high school a 1:1 school with Viewsonic touchscreens.	Classroom technology will now be consistent throughout Troy's campus.

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 technology based teacher supports 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)

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)

Source(s)

16000

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)

Source(s)

200000

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 enhancing their programs to make pathways aligned with industry standards providing students with current certification opportunities.

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: 2021-22

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

ANALYSIS

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

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 school counselor led Parent Institute Workshops held quarterly for parents, based on parent input.	Troy has offered this outreach for a few years now and we collected attendance and feedback data from last year's workshops. We used this feedback data to shape our 2021/2022 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

20 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)

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)

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)

2000.00

Source(s)

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)

0

Source(s)

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)

0.00

Source(s)

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 (Parent Square)

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: 2021-22

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

ANALYSIS

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

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-F Troy Central from 3:30-5pm in the Library offering tutoring in Math, Science, History, English, Spanish 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 clinicians from district resources. Additional mental health supports are offered 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. Collaboration with CHOC, OCDE and FJUHSD has brought a Wellness Center to Troy's campus for the 2022/23 school year for students in a tier 1 situation to deescalate and refocus for the day ahead of them. This space will be staffed 3 days a week.

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. Having a wellness center should also support our students by providing them a space to seek help and experience activities that are clinically proven to help calm adolescents.

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	Students will show gains, through survey data and measurable school data, and become more balanced and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	psychologists, clinicians and outsiders mental health support providers such as Care Solace.	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)

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)

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)

Source(s)

0

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

20 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)

Source(s)

0

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)

Source(s)

8000

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)

10,000.00

Source(s)

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)

2000

Source(s)

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

Summer Troy Tech 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)

7000

Source(s)

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)

0

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 to support the health and wellness of all 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)

1000

Source(s)

Foundation

5000

LCFF - Base

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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	\$673,492.00

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	\$60,500.00
LCFF - Base	\$476,000.00
LCFF - Supplemental	\$90,624.00

Subtotal of state or local funds included for this school: \$629,124.00

Total of federal, state, and/or local funds for this school: \$673,492.00

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
- 1 Secondary Students

Name of Members	Role
William V. Mynster	Principal
Aaron Eide	Classroom Teacher
Jesse Knowles	Classroom Teacher
William Fritz	Classroom Teacher
Maria Williams	Other School Staff
Shannon Cogswell	Other School Staff
Jessica Knowles	Secondary Student
Lisa Wise	Parent or Community Member
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 January 30, 2023.

Attested:



Principal, William Mynster on 1/30/23



SSC Chairperson, Lance Bletscher on 1/30/23