

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
Tracy High School	39-75499-393800	-5/11/22	-5/24/22

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
Non-Title I school

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.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-resourced student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of these 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.

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.

All site goals are aligned to the following LCAP goals:

LCAP Goal #1 Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports

LCAP Goal #2 Safe and Equitable School Climate

Within the scope of LCAP and Federal and State programs, Tracy High School aims at providing an equitable educational /learning environment to meet the needs of ALL students, including at-risk students –namely ELs, Foster/Homeless Youth and economically disadvantaged students. In addition, the Tracy High School SPSA plan aligns resources to meet the needs of all students with special reference to students with disabilities. Tracy High School will involve all stakeholders including but not limited to Students, Staff, Parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC). We will use all available resources to assist in the development and implementation of our plan in order to meet the goals identified by the district and those listed in the site's current WASC plan.

It is also evident in Tracy Vision and Mission statement

Tracy High Vision Statement

Tracy High School consistently provides a safe and rigorous learning environment where our students' physical, emotional, and academic needs are met, in preparation for a future of growth, prosperity, and productive citizenship in a diverse and complex world.

Tracy High Mission Statement

It is the mission of Tracy High School to foster a positive, safe environment that prepares students to successfully navigate a global community using 21st Century skills.

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).

1. Tracy High School believes in ongoing parent-student-staff input and feedback, to enhance student learning, student well being and safe learning environment for all staff and students. To monitor current school climate, we conduct surveys on annual basis, which provide information regarding student safety, student-staff relationship, and ways to improve parental involvement for overall academic enhancement. Stakeholder Survey Results
a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

School Climate Responses

Group	Number or Responses	% Agree 2022
Parents	1510	83.58%
Staff – Cert.	110	79.09%
Students .	8495	74.16%
Total	10115	78.94%
Met Goal (Y/N)	Y	Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

School Safety Responses

Group	Number of responses	% Agree 2021
Parents	967	87.18%
Staff	49	87.76%
Students	4975	79.70%
Total	5991	84.88%
Met Goal (Y/N)	Y	Y

Parents, staff and students consider Tracy High School very safe in terms of school safety, and gave a very positive feedback for school climate, instructional issues, and parent relations.

Classroom Observations

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

The Administrative staff at Tracy High visit classrooms on a weekly basis. These classroom visits are informal in nature and typically consist of a 5-10 minute 'pop-in' visit in which the visitor casually observes the lesson and the associated student participation/progress. Approximately 50% of these visits are scored using a rubric provided by the International Center for Leadership in Education (ICLE). This framework and associated rubrics are referred to as Rigor, Relevance, and Engagement (RRE). The rubrics are cloud-based, through the Professional Learning Portal (PLP), and accessible by Site and District Administration. The data therein is used to provide basic feedback and a baseline set of data from which future educational and instructional decisions can be made. The informal observations continued and the emphasis on building relationships was highlighted.

In addition to the RRE rubrics, THS has developed a condensed version of the software tool for recording data during classroom visits. This tool combines the ICLE supplied rubrics and frameworks with site-based targets in such a way as to make data collection more flexible and gives an opportunity to provide more immediate, actionable feedback to our staff. The targets selected by THS allow for more focused feedback to our teachers. The targets are aimed at LCAP Goal #1: Closing the achievement gap. These targets, and other supplementary teaching techniques, directly support student achievement. The targets include an emphasis on ELA Claims of Reading, Writing, Listening, and Research/Inquiry as well as the use of AVID WICOR strategies in the classroom. Implementation of these techniques in the classroom is observed, charted, and shared with staff. To further support these endeavors, teachers and administrators from other schools have participated in this classroom visit and feedback cycle in an effort to build familiarity and understanding. This work will continue into the coming school year. 28 teachers participated during the shortened 2019-2020 school year and even fewer during the COVID closures during the 2020-21 school year. Our goal for next school year will be 30 or more of our teachers will have gone through this cycle at least one time.

Formal staff observation and evaluation occurs on a regular basis according to contract. Permanent status teachers are evaluated every 2-years, or 5-years based on years of service and other factors, using the California Standards for the Teaching Profession. Probationary staff members are evaluated every year using the same standards.

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)

Tracy High School (THS) administration and teaching staff constantly uses results of State (CAASPP for ELA and Math : ELPAC scores, and Physical fitness results etc.) and local assessments (in-class tests, quizzes; chapter & unit tests, & district developed Rigorous Curriculum Design benchmark assessments etc.) to modify instruction, on an ongoing basis for overall students academic achievement and enhancement in learning. In addition, students with significant cognitive disabilities, whose current Individualized Educational Program designates, are administered CAA. These State assessments measure how well students are doing in relation to state adopted content standards. The aggregate scores are the students achievement scores and determine students progress towards college and career readiness. It should be noted that due to COVID closures CAASPP exams were given in 2021 by District discretion and are being administered during Spring of 2022.

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

THS teaching staff monitors student progress on a daily basis using formative and summative assessments, checking for understanding, quizzes, class room assessments and periodic benchmark assessments. Teachers are provided with release time / month, to work collaboratively in class, and based on desegregated data analysis, the next step for instructions and program interventions are decided. PLC time is used to develop and analyze the results from Common Formative Assessments as a means of evaluating student performance and progress.

RCD units of assessment are assessed and tabulated on a regular basis in an effort to prioritize the coverage of self-identified priority standards and skills.

THS also uses an assessment suite called FastBridge Assessments. THS students were given assessments in Reading, Math, and Mental Health Awareness 2 times this year. This data will be tabulated and shared with staff to identify trends, needs, and to help us develop needed intervention strategies in the coming years.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

TUSD requires new teachers to participate in Tracy Teachers Induction Program involving 6 full days of pre-service and 4 days of follow up during the year. These new teachers receive training on classroom management, content organization and lesson design based on CSTPs. Teachers are additionally supported throughout the year by a staff development specialist. New teachers who qualify are assigned to an induction mentor who works through the modules of ILPs with these teachers.

The district offers professional development opportunities in the form of 2 full buy-back days for all teachers throughout the year. Two of these are provided during the school year and one day occurs before the start of school year.

Every Wednesday, students are released at 1:30 pm, so that teachers can engage in professional development activities. These happen on an ongoing basis, so teachers have the opportunity for site professional development activities ; district professional development activities and for collaboration time

On special occasions, professional development is also provided on needs basis especially as TUSD continues to expand the inclusion model in english and math for Special Education students and continues to implement STEAM modules in math and science.

Special teacher needs are met by allowing teachers to attend special workshops/conferences. A system is also in place to meet the needs of veteran teachers via the Peer Assistance Review program.

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

THS has 86 fully credentialed teachers and 5 interns who are working towards their full credential. No teacher is teaching outside their subject of competence. State based educational material is aligned to the state adopted standards and professional development activities are geared at meeting teacher needs so they are able to use the instructional material to maximize learning

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

Site and district analyze the summative data (both local and state) and disaggregates student performance data, to ascertain which area is in need of greater professional development. Then, staff development opportunities are aligned so as to meet the curricular needs for content standards, in these identified area/subjects, (with special reference to ELA, Math and Science). Site PD is targeted at methods of developing direct correlation between classroom instruction, Standards, and Site/District goals. More specific focus is provided through the use of focused Lesson Study's in Mathematics.

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

TUSD implements a mentor program, in all content areas and these experts and instructional coaches visit sites on a regular basis, to offer support and instructional assistance. Other avenues of instructional assistance are provided by ICLE staff/mentors, AVID Site Team Professional development, District Program Managers, and EL-specific instructional techniques.

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

Every Wednesday students are released at 1:30 pm to allow teachers to participate in professional development activities, some of which are also collaborative in nature. Teachers collaborate by departments &/or subjects within the department. Teachers discuss strategies that work and analyze data from common assessments. Any modifications to summative or formative assessments are also discussed at this time.

Teaching and Learning

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

All students have access to District adopted, standards based materials. Teachers use pacing guides when delivering instructions. All curriculum, Instructions and instructional material (text books, projects etc.) are aligned to state content and performance standards in each content area, to maximize academic performance and achievement. All students have access to standards based instructional materials. For Students with disabilities, those grade level content standards are used that reflect the student's true abilities, as is evident through individual student's IEP. All students have access to assigned text books and instructional materials. Units of Study have been developed in ELA and Math. These units are sequenced in the pacing guides. Regular assessments are conducted and tabulated for reflection and modification. Text book selection committee receives ongoing training related to content standards before an adoption cycle begins. Extensive review and piloting culminates in a vote by the committee, to recommend a text to the district curriculum council. Thorough review and recommendation by the site administrators ultimately send the recommendations to the school board for final adoption. The text content fits within the curricular framework adopted by California State Board of Education. District chose its most recently adopted text books in ELA and also IB program (Environmental Science; Social studies and Theory of Education). Science is next for text book adoption, to be aligned with NGSS standards. All subjects also come up with Common Formative Assessment/Performance Tasks at three week intervals based on the standards for their subject. These are reviewed and adjusted at the start of each semester.

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

N/A

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

N/A

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

The text content fits within the curricular framework adopted by California State Board of Education. Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

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

The text content fits within the curricular framework adopted by California State Board of Education. Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

Opportunity and Equal Educational Access

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

All students have access to District adopted, standards based materials. In regular core classes, teachers provide small group activities, and work closely with Sp. Ed Paras. EL paras & coordinator to provide support especially to under-performing students. Teachers use evidence based practices and reflections on an ongoing basis. Psychological and Family Liaison services like speech, language and hearing are also provided to students in need. ELA classes have begun to use an inclusive 'push-in' model where Special Education students and a Special Education partner teacher are joined with our College Prep English classes and Math classes.

Evidence-based educational practices to raise student achievement

- 1) Ongoing data analysis and use of instructional practices to enhance educational performance /achievement among and across departments.
- 2) Weekly class room visits by administrators and some teachers.
- 3) After school office hours, for students needing help, especially in the areas of ELA, Math, Foreign Language and Science.
- 4) Students can recover credits through online classes like Cyber High-- during school time or through BYU (online program accepted by T.U.S.D)
- 5) Students with disabilities also have a special pull-out program for extra support. This is called Tutorial Support.
- 6) Through PLC's , there are on-going collaborative conversations with staff to reflect on student needs and methods to help them.

Parental Engagement

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

Site's Monetary resources are in sync with District LCAP report and as enumerated on Site's SARC report
Parental involvement is mostly seen in the following areas:-
Workshops for Parents including grade level meetings with School Counselors and Financial aid nights
Monthly Coffee with the Counselors
Parent Café for Spanish speaking parents- monthly
College Bound etc.
Many Booster Clubs for extra curricular activities (Band booster etc)
AVID Program
Opportunities to serve on English Learner Advisory Committee (ELAC) and/or School Site Council (SSC)

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)

At THS, Parents are involved in providing input via the SSC, ELAC committee, WASC Parent Group, and Coffee with the Counselors. They also are a broader part of the district's Anti-Bullying Committee; Cyber safety to name a few. Classroom teachers and other staff analyze the data and provide interventions and a safe learning environment for all students..

Funding

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

EL coordinator and paras, AVID

Fiscal support (EPC)

LCFF and LCFF supplemental

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Introduction:

Tracy High School staff utilized meetings or input structures such as surveys in consultation with all Learning Partner groups including parents, students, school personnel, and management in the development of our 2022-23 Single Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and learning partners.

Tracy High School also used electronic surveys to ensure that the learning partner engagement process was inclusive. Surveys asked questions pertaining to student performance, actions, safety, services, and programs. School staff collected over 1000 responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Structure of the SPSA input meetings:

Each session began with a presentation of the role and purpose of the WASC Self-Study Process for Accreditation and the Single Plan for Student Achievement. In addition, information was included as to how funding is linked to the LCAP, the use of accountability measures, and the current goals and actions. Local benchmark/ common assessments, grade data, and state data was reviewed and highlights from this data was discussed. Participants were then asked reflective and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected and gathered as hard copy evidence/electronically.

Data collection process:

Data from all stakeholder meetings was collected. All data was documented and included with the information from various stakeholder groups. The School Site Council, a group of staff, parents, students, and administrators from the school site, met to review the data and the initial themes that emerged. The school's Leadership/Department Chair Team also met to review and discuss the data and initial themes.

Prioritization and ranking of the data collected:

The meeting information was shared with School Site Council for review and adoption.

The following is a detail of the meeting dates held with each stakeholder group.

8/6/21 - Staff Meeting to review goal categories and gathering of department goals.

8/9/21 - Department Chair Meeting to review goals, action items, discuss needed evidence and timelines, and plan for input sessions

Back--To-- School Night --A friendly meeting of stakeholders (Administrators, parents and teachers)

9/13/21- Staff Meeting with WASC focus groups looking at WASC priorities and goals

12/6/21 - Staff Meeting and Department meeting to review progress on goals

4/11/22 - Staff Meeting with WASC focus groups looking at WASC priorities and goals

1)Dept Chair meetings

8/9/21, 11/8/21, 1/31/22

2) Staff Meetings & ERMs

8/6/21, 9/13/21, 12/6/21, 4/11/22

3) Parent Conference and Back to School Night

8/22/21, 10/25/22

4) School Site Council meetings etc etc.

9/15/21, 11/17/21, 2/16/22, 5/11/22

Resource Inequities

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

- 1) Non availability of after school transportation for students who need tutoring or credit recovery.
- 2) Unavailability of credit acceleration opportunities is limited. Summer Bridge program is the only acceleration opportunity beyond paying for classes through options from outside TUSD.
- 3) Not all families can afford credit recovery units offered outside of TUSD.
- 4) Declining enrollment has led to a reduced number of course offerings. This leads to fewer choices for remediation that disproportionately affects our lower performing sub-groups.
- 5) Disparities in access to technology, internet access, and at-home supervision have had a detrimental affects on SED groups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	511	515	486
Grade 10	481	492	517
Grade 11	552	443	465
Grade 12	455	507	426
Total Enrollment	1,999	1,957	1,894

Conclusions based on this data:

1. Tracy High School has seen a downward trend in enrollment numbers over the three year span reported. The decline since 18-19 has been over 200 students to the projected enrolment for the 2022-2023 school year. A continuing downward trend will adversely effect course offerings and staffing.
2. The African American, Asian, and Filipino sub-groups have shown no consistent trend in percent of students over the 3 year span reported. The Hispanic sub-group has risen slightly while the White sub-group has declined by a similar amount.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	242	254	280	12.1%	13.0%	14.8%
Fluent English Proficient (FEP)	469	469	450	23.5%	24.0%	23.8%
Reclassified Fluent English Proficient (RFEP)	26	15	44	10.6%	6.2%	17.3%

Conclusions based on this data:

1. Enrollment of English Learners has increased by 38 over the 3 year span reported
2. EL students as a percent of the student population have increased slightly since 18-19. This is consistent with the increase in total Hispanic student population notes earlier.
3. From 19-20 to 20-21 the percentage of students being reclassified has almost tripled.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	448	531	445	429	517	367	428	516	367	95.8	97.4	82.5
All Grades	448	531	445	429	517	367	428	516	367	95.8	97.4	82.5

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2578.	2615.	2613.	22.66	29.46	28.61	30.84	33.14	35.69	20.56	24.42	21.25	25.93	12.98	14.44
All Grades	N/A	N/A	N/A	22.66	29.46	28.61	30.84	33.14	35.69	20.56	24.42	21.25	25.93	12.98	14.44

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	31.69	33.53	28.34	45.07	49.03	57.77	23.24	17.44	13.90
All Grades	31.69	33.53	28.34	45.07	49.03	57.77	23.24	17.44	13.90

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.71	38.21	30.25	43.29	44.64	50.95	28.00	17.15	18.80
All Grades	28.71	38.21	30.25	43.29	44.64	50.95	28.00	17.15	18.80

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.12	21.51	14.99	61.41	69.19	74.66	20.47	9.30	10.35
All Grades	18.12	21.51	14.99	61.41	69.19	74.66	20.47	9.30	10.35

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.12	38.64	31.34	44.24	48.93	59.13	25.65	12.43	9.54
All Grades	30.12	38.64	31.34	44.24	48.93	59.13	25.65	12.43	9.54

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. Testing of students was a struggle during 20-21 SY due to COVID/Distance Learning. 82.5% of eligible juniors completed ELA SBAC testing compared to 97.4 in 18-19 SY.
2. The percent of tested students that met or exceeded standards in ELA rose from 62.6% to 64.3% from 18-19 to 20-21.
3. Performance in ELA claims shows some variability. Writing and Research/Inquiry claims % above standard rose an average of 9% while Reading and Listening claim % above standard rose an average of around 2.7%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	451	529	445	430	512	362	430	511	361	95.3	96.8	81.3
All Grades	451	529	445	430	512	362	430	511	361	95.3	96.8	81.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2561.	2565.	2570.	7.44	8.41	14.40	20.23	20.55	17.45	27.91	28.38	25.48	44.42	42.66	42.66
All Grades	N/A	N/A	N/A	7.44	8.41	14.40	20.23	20.55	17.45	27.91	28.38	25.48	44.42	42.66	42.66

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.81	18.40	17.17	30.23	28.96	41.27	53.95	52.64	41.55
All Grades	15.81	18.40	17.17	30.23	28.96	41.27	53.95	52.64	41.55

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.79	10.37	16.90	46.74	52.45	63.43	40.47	37.18	19.67
All Grades	12.79	10.37	16.90	46.74	52.45	63.43	40.47	37.18	19.67

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.09	14.68	13.85	56.28	54.21	65.37	31.63	31.12	20.78
All Grades	12.09	14.68	13.85	56.28	54.21	65.37	31.63	31.12	20.78

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. Testing of students was a struggle during 20-21 SY due to COVID/Distance Learning. 81.3% of eligible juniors completed Math SBAC testing compared to 96.8% in 18-19 SY.
2. The percent of tested students that met or exceeded standards in Math rose from 28.96% in 18-19 SY to 31.85% in 20-21 SY.
3. The percentage of tested students performing Below Standard in all three Math claims declined from 18-19 to 20-21. Problem Solving & Modeling/Data Analysis showed the largest decline from 37.18% to 19.67%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1549.4	1545.9	1536.5	1551.0	1540.4	1523.5	1547.3	1550.7	1549.0	50	71	89
10	1572.3	1572.2	1537.3	1579.4	1583.7	1524.5	1564.6	1560.2	1549.6	66	52	70
11	1555.7	1563.5	1533.4	1542.7	1556.8	1522.6	1568.2	1569.9	1543.7	31	62	40
12	1575.6	1534.9	*	1568.7	1528.0	*	1581.9	1541.3	*	39	27	7
All Grades										186	212	206

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	28.00	12.68	11.24	38.00	45.07	32.58	24.00	26.76	35.96	*	15.49	20.22	50	71	89
10	45.45	30.77	12.86	30.30	34.62	28.57	*	23.08	38.57	*	11.54	20.00	66	52	70
11	*	19.35	10.00	*	35.48	32.50	*	25.81	35.00	*	19.35	22.50	31	62	40
12	38.46	11.11	*	46.15	14.81	*	*	51.85	*	*	22.22	*	39	27	*
All Grades	36.56	18.87	11.17	36.02	35.85	30.10	15.59	28.77	36.41	11.83	16.51	22.33	186	212	206

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	46.00	25.35	19.10	36.00	45.07	41.57	*	18.31	24.72	*	11.27	14.61	50	71	89
10	54.55	48.08	24.29	27.27	30.77	27.14	*	13.46	30.00	*	7.69	18.57	66	52	70
11	48.39	27.42	22.50	35.48	38.71	45.00	*	19.35	20.00	*	14.52	12.50	31	62	40
12	64.10	18.52	*	*	22.22	*	*	40.74	*	*	18.52	*	39	27	*
All Grades	53.23	30.66	20.87	30.65	36.79	36.41	10.22	20.28	24.76	5.91	12.26	17.96	186	212	206

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	2.82	6.74	36.00	30.99	24.72	34.00	39.44	41.57	28.00	26.76	26.97	50	71	89
10	18.18	3.85	10.00	36.36	30.77	18.57	27.27	40.38	44.29	18.18	25.00	27.14	66	52	70
11	*	11.29	2.50	*	22.58	15.00	35.48	43.55	55.00	*	22.58	27.50	31	62	40
12	*	3.70	*	38.46	11.11	*	30.77	40.74	*	*	44.44	*	39	27	*
All Grades	12.37	5.66	6.80	34.95	25.94	19.90	31.18	41.04	44.17	21.51	27.36	29.13	186	212	206

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	44.00	7.04	10.11	40.00	77.46	73.03	*	15.49	16.85	50	71	89
10	57.58	23.08	10.00	33.33	67.31	71.43	*	9.62	18.57	66	52	70
11	*	11.29	2.50	41.94	58.06	72.50	*	30.65	25.00	31	62	40
12	46.15	3.70	*	46.15	40.74	*	*	55.56	*	39	27	*
All Grades	47.31	11.79	8.25	39.25	64.62	70.39	13.44	23.58	21.36	186	212	206

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	68.00	71.83	50.56	26.00	15.49	33.71	*	12.68	15.73	50	71	89
10	63.64	75.00	48.57	31.82	15.38	30.00	*	9.62	21.43	66	52	70
11	77.42	66.13	55.00	*	19.35	35.00	*	14.52	10.00	31	62	40
12	79.49	48.15	*	*	44.44	*	*	7.41	*	39	27	*
All Grades	70.43	67.92	49.51	24.19	20.28	32.04	*	11.79	18.45	186	212	206

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	11.27	12.36	44.00	52.11	55.06	48.00	36.62	32.58	50	71	89
10	21.21	17.31	17.14	40.91	55.77	50.00	37.88	26.92	32.86	66	52	70
11	*	14.52	5.00	*	50.00	57.50	54.84	35.48	37.50	31	62	40
12	*	7.41	*	56.41	40.74	*	28.21	51.85	*	39	27	*
All Grades	16.13	13.21	12.14	42.47	50.94	52.43	41.40	35.85	35.44	186	212	206

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	2.82	0.00	74.00	84.51	78.65	*	12.68	21.35	50	71	89
10	46.97	5.77	1.43	37.88	75.00	77.14	*	19.23	21.43	66	52	70
11	45.16	8.06	12.50	48.39	79.03	75.00	*	12.90	12.50	31	62	40
12	30.77	0.00	*	69.23	77.78	*		22.22	*	39	27	*
All Grades	35.48	4.72	2.91	55.91	79.72	75.24	8.60	15.57	21.84	186	212	206

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. When comparing Mean Scale scores from 18-18 SY to 20-21 SY, all grades showed a slight decline. Note: scores for 20-21 seniors are not included in the data.
2. ELPAC Summative Assessment Mean Scale Scores changed from 18-19 to 20-21 as follows; Grade 9 from 1546 to 1537, Grade 10 from 1572 to 1537, Grade 11 from 1564 to 1533.
3. Year-to-year scores in subcategories is extremely variable. For example, comparing the category of Overall Language by grade level from 17-18 to 18-19 shows the following for percentage of students scoring 3 or 4; Grade 9 56% to 57.75, Grade 10 75.75% to 65.39%, Grade 11 No Data to 54.83%, and Grade 12 84.61% to 25.92%. It appears that more data over a longer time period is necessary for identifying trends and/or needs.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1894	39.9	14.8	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	280	14.8
Foster Youth	8	0.4
Homeless	58	3.1
Socioeconomically Disadvantaged	755	39.9
Students with Disabilities	202	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	95	5.0
American Indian or Alaska Native	10	0.5
Asian	188	9.9
Filipino	86	4.5
Hispanic	914	48.3
Two or More Races	75	4.0
Native Hawaiian or Pacific Islander	9	0.5
White	517	27.3

Conclusions based on this data:






1. White (27.3%) and Hispanic (48.3%) are the two largest ethnicity groups on campus.

2. English Learners (14.8%) and students with disabilities (10.7%) make up a significant percentage of the population at Tracy High School.
3. Nearly 40% of the student population is classified as Socioeconomically Disadvantaged.

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Graduation Rate</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Green</p>		
<p>College/Career</p>  <p>Orange</p>		

Conclusions based on this data:

1. Comparing overall CAASPP scores to the previous year shows an increase for all sub-groups in ELA and Math with the exception of Hispanic Students (decline of 2.8% in Math).
2. Overall graduation rates remain high for 18-19 at 93%. Of concern is a decline in graduation rates for EL students of 6% (to 83% rate).
3. The suspension rate has declined from 10.7% to 7.2% year-to-year. All sub-groups showed a decline in suspension rates with the exception of EL and Students with Disabilities (-0.3% and -0.2% respectively). Changes in discipline policies surrounding Tardiness and additional interventions seem to be having an effect on suspension rates

School and Student Performance Data

Academic Performance English Language Arts

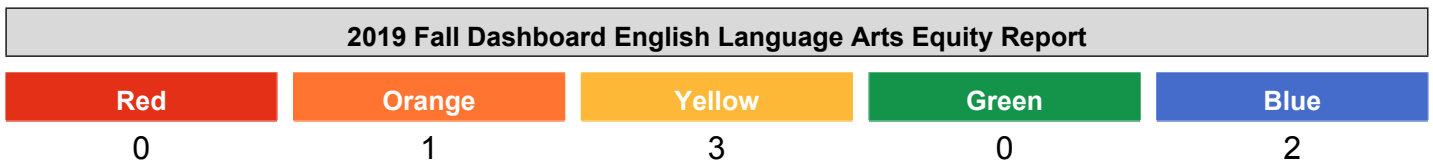
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 34.1 points above standard Increased Significantly ++26.7 points 518	<p>English Learners</p> Yellow 38 points below standard Increased Significantly ++74.4 points 96	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 29.6 points below standard 14	<p>Socioeconomically Disadvantaged</p> Yellow 4.7 points below standard Increased Significantly ++35.1 points 217	<p>Students with Disabilities</p> Orange 49.1 points below standard Increased Significantly ++56.5 points 44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 22.1 points above standard Increased Significantly ++76.0 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 102.9 points above standard Increased Significantly ++55 points 51	 No Performance Color 80.5 points above standard Increased Significantly ++72.2 points 28
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.8 points below standard Increased Significantly ++30 points 243	 No Performance Color 33.9 points above standard Declined -5.7 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 60.3 points above standard Increased Significantly ++12.2 points 155

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.7 points below standard Increased Significantly ++66.5 points 56	2 points below standard Increased Significantly ++85.4 points 40	52.8 points above standard Increased Significantly ++17.2 points 310

Conclusions based on this data:

1. Overall all, in ELA THS is 34.1 points above standard, which increased 36.7 points from the previous year.
2. Of greatest concern are Students with Disabilities subgroup. While showing an increase over previous year of 56.5 points, they remain 49.1 points below standard.
3. CA Dashboard data was not updated this year. Data and comments reflect most recently available data from 18-19 SY

School and Student Performance Data

Academic Performance Mathematics

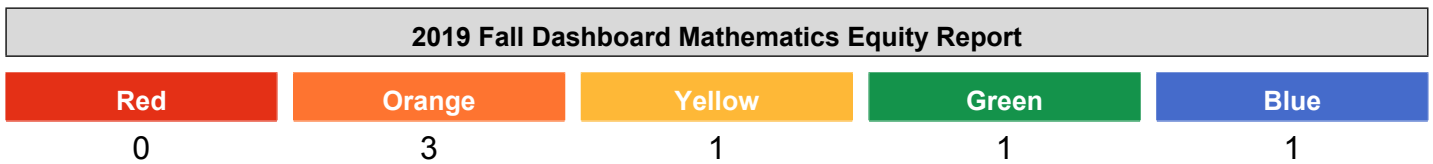
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>59 points below standard</p> <p>Increased ++6 points</p> <p>511</p>	<p>English Learners</p> <p>Orange</p> <p>131.2 points below standard</p> <p>Increased Significantly ++37.5 points</p> <p>96</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>135.1 points below standard</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>100.1 points below standard</p> <p>Increased ++4 points</p> <p>212</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>124.8 points below standard</p> <p>Increased Significantly ++22.6 points</p> <p>41</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 83.8 points below standard Increased Significantly ++16.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 30.8 points above standard Increased Significantly ++22.4 points 50	 No Performance Color 10.6 points below standard Increased Significantly ++55.5 points 28
Hispanic	Two or More Races	Pacific Islander	White
 Orange 98.2 points below standard Maintained -2.8 points 239	 No Performance Color 15.2 points below standard Increased ++11.9 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 38.4 points below standard Increased ++9 points 155

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.9 points below standard Increased Significantly ++51.6 points 56	118.9 points below standard Increased Significantly ++16.2 points 40	40.5 points below standard Increased ++13.6 points 306

Conclusions based on this data:

1. Overall, THS is 59 points below standard with an increase of 6 points
2. The Asian subgroup is performing above standard while all other ethnic subgroups are performing below standard.
3. At risk students are performing at levels far lower than their counterparts. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are performing 131.2, 100.1, and 124.8 points below standard respectively.

School and Student Performance Data

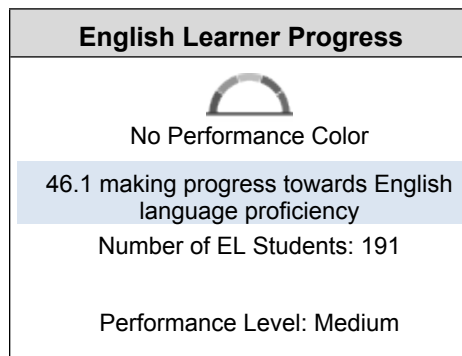
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9	31.9	6.8	39.2

Conclusions based on this data:

1. A vast majority (78%) of English Learners at THS, based on the ELPAC, have maintained or improved at least one ELPI level.
2. THS has been ranked in the medium category for EL Progress with a score of 46.1% of students making progress towards the highest ELPI level.
3. Data and comments reflect most recently available data from dashboard. SY 18-19

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	424	100
African American	21	5
American Indian or Alaska Native		
Asian	47	11.1
Filipino	26	6.1
Hispanic	187	44.1
Native Hawaiian or Pacific Islander	3	0.7
White	131	30.9
Two or More Races	9	2.1
English Learners	58	13.7
Socioeconomically Disadvantaged	205	48.3
Students with Disabilities	49	11.6
Foster Youth	2	0.5
Homeless	18	4.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	5	1.2
African American	0	0
American Indian or Alaska Native		
Asian	3	6.5
Filipino	0	0
Hispanic	1	0.5
Native Hawaiian or Pacific Islander		
White	1	0.8
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	52	12.3
African American	0	0
American Indian or Alaska Native		
Asian	21	45.7
Filipino	11	42.3
Hispanic	10	5.3
Native Hawaiian or Pacific Islander		
White	10	7.6
Two or More Races		
English Learners	1	1.8
Socioeconomically Disadvantaged	17	8.3
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	49	11.6
African American	2	9.5
American Indian or Alaska Native		
Asian	3	6.4
Filipino	1	3.8
Hispanic	25	13.4
Native Hawaiian or Pacific Islander		
White	16	12.2
Two or More Races		
English Learners	4	6.9
Socioeconomically Disadvantaged	28	13.7
Students with Disabilities	8	16.3
Foster Youth		
Homeless	3	16.7

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	163	38.4
African American	5	23.8
American Indian or Alaska Native		
Asian	32	68.1
Filipino	18	69.2
Hispanic	43	23
Native Hawaiian or Pacific Islander		
White	62	47.3
Two or More Races		
English Learners	3	5.2
Socioeconomically Disadvantaged	49	23.9
Students with Disabilities	0	0
Foster Youth		
Homeless	3	16.7

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	6	1.4
African American	0	0
American Indian or Alaska Native		
Asian	1	2.1
Filipino	0	0
Hispanic	3	1.6
Native Hawaiian or Pacific Islander		
White	2	1.5
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	4	2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian	1	2.1
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	1.7
Socioeconomically Disadvantaged	1	0.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	67	15.8
African American	2	9.5
American Indian or Alaska Native		
Asian	14	29.8
Filipino	6	23.1
Hispanic	33	17.6
Native Hawaiian or Pacific Islander		
White	12	9.2
Two or More Races		
English Learners	6	10.3
Socioeconomically Disadvantaged	31	15.1
Students with Disabilities	0	0
Foster Youth		
Homeless	2	11.1

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

Conclusions based on this data:

1. 12.3% of students at THS took 1 or more IB exams
2. 11.6% of students completed one or more CTE classes. 38.4% of students completed A-G requirements.
3. 15.8% of THS students achieved the Seal of Biliteracy.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

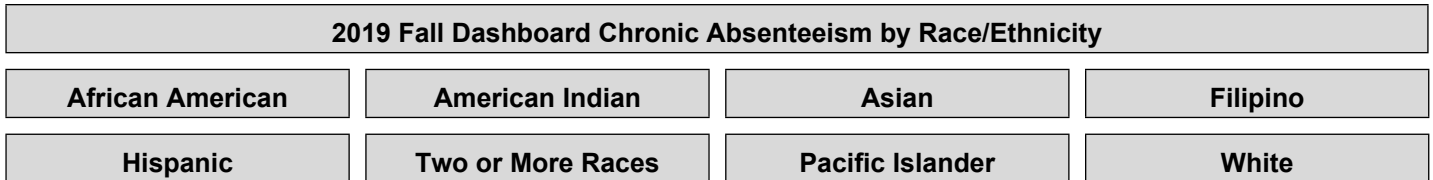
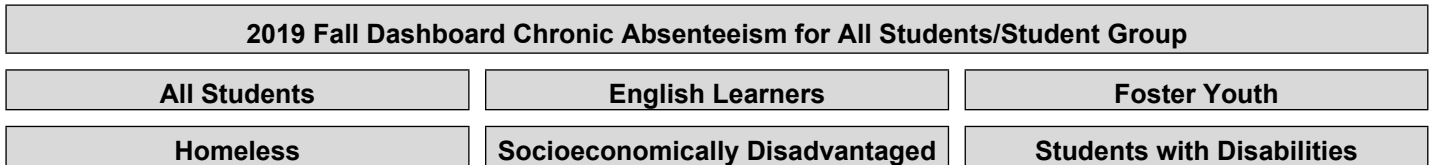
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. Covid related school closures and a lack of CA Dashboard data make drawing conclusions difficult

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	424	358	1	84.4
English Learners	58	40	1	69
Foster Youth	2		0	
Homeless	18	14	0	77.8
Socioeconomically Disadvantaged	205	162	1	79
Students with Disabilities	49	34	0	69.4
African American	21	17	0	81
American Indian or Alaska Native				
Asian	47	43	1	91.5
Filipino	26	23	0	88.5
Hispanic	187	149	0	79.7
Native Hawaiian or Pacific Islander	3		0	
White	131	115	0	87.8
Two or More Races	9		0	

Conclusions based on this data:

1. THS Graduation rate was 84.4% in 2021
2. Of greatest concern is students with disabilities graduating in four years. Only 69.4% of these students met that mark.

School and Student Performance Data

Conditions & Climate Suspension Rate

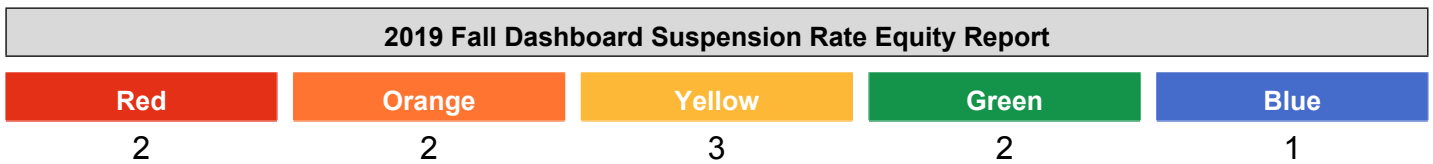
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 7.2 Declined Significantly -3.4 2076	<p>English Learners</p>  Red 13.7 Increased +0.3 249	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9
<p>Homeless</p>  Orange 17.5 Declined -4.7 57	<p>Socioeconomically Disadvantaged</p>  Yellow 10.7 Declined Significantly -3.8 875	<p>Students with Disabilities</p>  Red 18 Maintained -0.2 233

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 17.9 Declined -3.7 106	 No Performance Color 9.1 11	 Yellow 5.1 Maintained +0.1 197	 Blue 0 Declined -2.8 96
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.5 Declined Significantly -4.5 951	 Green 4.5 Declined -3.9 67	 No Performance Color Less than 11 Students - Data 8	 Green 5.6 Declined Significantly -2.8 640

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.7	7.2

Conclusions based on this data:

1. Overall the school saw a significant decline (3.5 %) in suspensions rates from the previous year.
2. African American Students suspensions rates decreased 3.7%. Homeless students suspensions decreased 4.7%. Socioeconomically Disadvantaged decreased 3.8%. However, English Learners suspension rates increased .3%.
3. Data shown is from 18-19 SY

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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports

Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all sub groups

Identified Need

Create a collaborative team of highly engaged staff that supports the academic, social and emotional success of all students for college and career readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Annual SBAC ELA and Math results.	A. 2021, the most recent data available, SBAC ELA & Math data: 64.3% of students overall met or exceeded ELA standards;	1. a) Increase overall SBAC ELA score by 3% points and overall SBAC Math score by 3% points based on improvements with student subgroups..
B. Semester course grades: D and F list.	31.85% of students overall met or exceeded Math standards.	b) Annual data specific to grade level cohort. Use data to measure improvement or decline in addressing subgroup achievement gaps
C. Chronic absentee data.	B. First semester D and F grade data comparing the 20-21 and 21-22 school years was collected and shared with site staff and District Administration.	2. Share letter grade data with content specific teachers so that staff can analyze the percentage of D's and F's from achievement gap subgroups compared to total student population to establish baseline data.
D. Quarterly, Semester, and annual suspension data.	1st Semester 20-21 19.67% of students received at least one D or F	3 Will maintain or improve Chronic Absenteeism Rate for Hispanic and African American students and will improve Chronic Absenteeism Rate for students of 2 or more races to equal or less than the overall rate
E. College and Career Readiness data: a-g completion and CTE pathway completion.	1st Semester 21-22 16.97% of students received at least one D or F	
F. Stakeholder Survey data	C. Attendance data was monitored by Assistant Principals and regular Pre-SARB meetings were held with families in an effort to reduce Chronic absenteeism.	
G Formative and Summative assessment data.	Additionally, home visits were conducted to assist families	
H. Instructional Rounds Feedback via PLP and site specific feedback.		
I. FastBridge Assessments in Math and Reading at all grade levels.		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>J. Student involvement in school activities as measured by 5-Star Students.</p> <p>K. Teacher feedback regarding STEM unit implementation and CAST results.</p>	<p>with the challenges of readjusting to full-time in-person schooling. For the 20-21 school year the school had an over all 98.88% attendance rate. This dropped in 21-22 to 93%.</p> <p>D. Most recent data (2019 CA Dashboard) show that the school saw a significant decline (3.4 %) in suspensions rates from the previous year. African American Students suspensions rates decreased 3.7%. Homeless students suspensions decreased 4.7%. Socioeconomically Disadvantaged decreased 3.81%. However, English Learners suspension rates increased .3%.</p> <p>E. According to the Fall 2019 California School Dashboard, overall THS student College and Career Readiness significantly decline while the A-G completion rate stayed relatively the same. The class of 2019 did not meet other state criteria. Note: CA Dashboard reporting has been suspended due to COVID-19.</p> <p>F. The English and Math teachers continued to assess students using standards-aligned RCD units. Data was uploaded and shared during site PLC's and at District level meetings.</p> <p>G. Continue with at least 30% teacher observation on a</p>	<p>for all students.</p> <p>4. a) Continue to focus on lowering the suspension rate for all students. Look to implement intervention activities to create a permanent behavior change</p> <p>b) Develop new programs/strategies to address minor discipline issues on site. These include utilizing the additional counseling position to expand mental health services for students.</p> <p>5. Improve by 3% points (relative to last most recent data) for noted subgroups/overall, in College and Career Readiness on the 2022 update of the California School Dashboard.</p> <p>6.. Analysis of 2021-22 Stakeholder Survey results to show a 1% increase in all stakeholder categories.</p> <p>7. Increase in weekly instructional rounds by 1% of the districts' expected 30% and at least 10% of the feedback to be communicated on PLP. Development of site-specific feedback tool to be started.</p> <p>8. It is expected that the 5-star program will be implemented schoolwide in 2022-21. The development and application of its use will evolve quickly to meet the needs of the school.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>weekly basis, and input on / feedback via PLP and site specific forms.</p> <p>H. Baseline data was collected (3 times 21-22 SY) in English and Math performance using the FastBridge assessment suite. This data will continue to be expanded every year. It will be used as a formative assessment tool for these core subjects. Data will be used to identify remediation needs and will serve as an indicator for tier-1 and tier-2 interventions.</p> <p>I. 5-star has been integrated into school activities. It is used to register, track, incentivize, and expand student activities at THS.</p> <p>K. STEM units are being implemented and results for 2021-22 are accumulating. 90+% of eligible teachers have implemented STEM units. Elements of Rigor rubric to be practiced, reviewed, and refined.</p>	<p>9. 100% of eligible teachers will implement district adopted STEM units. One unit during first semester and one in second semester. Science achievement data as measure by CAST scores will increase, year-over-year, by 3 percent when comparing 2021-22 SY to 2022-23 SY.</p> <p>10. Scores collected through informal walkthroughs will show an increase in average score within Rigor rubric from August 22 to May 23</p>

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

All staff to actively implement and focus on RRR-Rigor, Relevance, Engagement framework, to build a common language across all content areas that empowers the staff to improve learning for every student.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities

Strategy/Activity

All staff will review, analyze, and discuss the quarterly D and F list in their content area to best understand and identify achievement gaps, instructional needs, and possible interventions. Use of the D and F list will particularly be used during departmental PLC time. The Special Education Department will focus on the D and F list to best understand needed supports for students within the inclusion model.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

All departments will engage in regular staff / Department Meeting data discussions, with reference to departmental goals, site goals, and LCAP goals, using formative assessment data. Administration will work with departments to provide requested data in desired format and will facilitate data discussions with protocols and attendance from additional district colleagues as needed. ELA and Math will focus on RCD/benchmark assessments while other departments will focus on developing and collaborating on analyzing data from formative assessments developed in their PLC.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

All staff will participate in WASC Focus Group Meetings throughout the year to collect and analyze evidence related to their focus area in order to prepare for the 6-year WASC Self-Study scheduled for the 2022-23 school year. This process will allow THS to identify areas of strength and areas of critical need for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Plan and conduct three or more benchmark assessments in English Language Arts, Mathematics, and unit/ formative assessment in Science, Social Science, and World Language. Benchmarks will be completed on a quarterly basis, with autonomy for teachers to determine or create the common assessment and when in the quarter it will be given. All benchmark data will be entered into the District data tabulation program (currently IlluminateDNA) during the interval specified by the districts' department of curriculum and continuous improvement.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Continue to expand implementation of inclusive Special Education model with push-in support from resource teachers and instructional aides. Increase collaborative work between core content area departments and the Special Education department in order to identify student needs and opportunities for further instruction, growth, and/or accommodations.

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Continue to expand the implementation of the FastBridge suite of assessments to identify trends/needs in the areas of Math, Reading, and mental health awareness. Assessments will be given multiple times a year on a schedule determined by the office of Continuous Improvement. Staff will analyze the resulting data and brainstorm intervention strategies on the class, department, and site levels. Additionally, this process will include SBAC data during the 2022-23 school 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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Assistant Principal(s) will review weekly, monthly and/or quarterly attendance reports and meet with students noted as being chronically absent throughout the year based on 10% absence at any time of year causing the student to be chronically absent. Assistant Principals will work with students and their families to ensure and address any possible barriers to student attendance, including possibly referral of students and families to the School Attendance Review Board (SARB).

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)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD) and at-risk students

Strategy/Activity

Provide consumable classroom supplies to support the THS Bridge Program for the identified incoming 9th grade students. Working in conjunction with AVID program, and with a follow up in the 10th grade, to provide curriculum around career exploration, educational planning and creating a 4 Year plan for each student.

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)

LCFF

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

General Operating Costs - Teacher, Department and Class Supplies

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)

134,214.00

LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

THS will continue to offer free Yearly Career Fair and Career Speaker Series events during school time as a lunch time event, or during regular class Period, to offer a diverse range of careers for student learning and encourage career exploration for student.

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)

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 special reference to Students with Disabilities (SWD)

Strategy/Activity

Review IEP and 504 Plan data as needed or at least annually, to evaluate trends in identification and new plans, overall number of students and subgroups possibly being over-identified. Assistant Principal, along with the counselors, to take over administrative responsibility of 504 Plans specifically, to improve communication and educational review to strengthen process.

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)

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

Support for Comprehensive Educational Opportunities for All Students field trips, sub coverage, classroom supplies, digital technology

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)

21,429

LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

ELD students

Strategy/Activity

Support students who are ELD close the achievement gap:

Salaries, coordinator and 1 Para Ed Position to support students in EL classes
Additional Hours as needed for EL Coordinator to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal

Additional Hours as needed for EL Para's to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal
 Planners for ELD Students to support student success
 Conferences and Training for Teachers to Meet the needs of EL students
 EL Field Trips
 Continue with use of the Visions Textbook
 Provide students with outside workshops/training and support relating to college awareness and improving student achievement
 Review identification and re-designation procedures to ensure all students are receiving eligible services as needed
 Before school, lunch time, and after school lab available for homework assistance
 Instructional support materials
 Student recognition for student 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)

Source(s)

83,400

LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Application Based, SES (AVID)

Strategy/Activity

Support students with courses to support college and care readiness:
 5 AVID teacher sub 3 days
 AVID Supplies
 AVID Subscription
 AVID Tutors & Student Helpers
 AVID Summer Institute
 AVID Membership
 AVID Copies

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)

23,741

LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

.All Students

Strategy/Activity

Utilize site ERW time to train, review, and refine instructional practices that support Rigor (as defined by RRE frameworks) in the classroom, specifically in STEM classrooms. ILT and Administrative team will support this endeavor.

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)

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.

- 1) THS has continued to use the ICLE Rigor, Relevance, and Engagement Rubrics to guide instructional processes in our classrooms. Begun in the 18-19 SY, we have developed a strategy to involve teachers in using the rubric during informal walkthroughs in an effort to familiarize them with its contents and its application to their own instruction. Feedback is shared with teachers after a visit. 32 visits were conducted during 18-19 SY and 24 during 19-20 SY.
- 2) D and F lists were shared with staff after first semester. Ideas and strategies were discussed amongst departments. Teachers have adjusted due date requirements in an effort to assist students in reacclimating to a full-time schedule.
- 3) PLC work and department meetings were held on site ERM days per district calendar. PLC work facilitated the creation of Common Formative Assessments for the 21-22 SY.
- 4) WASC visit is scheduled for Spring 2023 at THS. Focus groups have been meeting to begin the writing process.
- 5) Common Formative Assessments (CFA) have been created by each department. Informal results of these assessments are used to inform instruction.
- 6) THS has supported Special Education teachers that work as support teachers in the push-in inclusion model. English and Math (Algebra) classes are available this year with these teachers present.
- 7) FastBridge Assessments were administered three times in 21-22 SY. Efforts to utilize this data in an efficient, effective manner are ongoing.
- 8) SARB process has proceeded as planned. Assistant Principal's met with students through the Pre-SARB process as part of the District approved SARB process. 82 students progressed through level 2 of the process. Site also conducted 3 home visits due to attendance.

- 9) 31 students completed the Summer Bridge program in June of 2021. These students have received tutoring/Homework help on Fridays throughout this school year.
- 10) Departments received allocated funds for supplies.
- 11) THS hosted a College and Career Fair in March 2022. Hundreds of students were able to speak to local universities and employers.
- 12) IEP and 504 meetings were carried out as required.
- 13) Support for comprehensive educational opportunities was granted as needed.
- 14) Administration worked closely with EL coordinator to implement and support policies for serving our EL population. ELD teachers assisted with administering the ELPAC this year which reduced the strain on the program.
- 15) AVID program continues to support students at THS. AVID teachers were granted the budgeted 3 sub days for collaboration.
- 16) Professional Development schedule for 22-23 includes time to train, review, and refine instructional practices that support RRE in the classroom. Additionally, this will support the TUSD STEM efforts at our school.

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

Major/Notable differences shown;

- 1) Sub shortages made it extremely difficult to invite teachers to participate during their prep periods.
- 6) Inclusion model will be expanded in 22-23 SY.
- 7) Utilizing the results of the FastBridge Assessments has not been consistent. Teacher training for accessing the data has not been well attended.
- 9), 15) Bridge and some AVID students were able to attend a college visit in May 2022. UC Merced hosted our students over 2-days.
- 11) College and Career Fair was greatly expanded for 21-22 SY.

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.

- teacher accompanied informal walkthroughs (Strategy 1) will return. These efforts will be supported with the implementation of a informal walkthrough feedback tool to communicate findings to staff.
- Special Education teachers will be included in some English 3 classes next school year thereby expanding supports for these students. (strategy 6)

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

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Safe and Equitable School Climate

Identified Need

THS continues to focus on cultivating and maintaining a positive school culture that best supports students academic/emotional/social success. The school promotes a sense of belonging and connectedness to the school in order for students to feel safe and have positive relationships. The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for SpEd students and low SES students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Chronic Absenteeism data-Aeries	A. 21-22 has been a year of adjustment for students returning from a year of distance Learning and Hybrid learning. Data indicate that 21.7% of students were categorized as Chronically Absent during 21-22 SY.	A. Decrease Chronic Absenteeism by 3% for SY 22-23.
B. Overall Suspension Data-Aeries	B. THS has processed a total of 86 suspension incidents for SY 21-22 as of 5-3-22.	B. THS will reduce the number of suspensions for 22-33 by 5%.
C. Student Expulsion Rate	C. Student Expulsion Rate: < 1%	C. Maintain low student expulsion rate, if possible.
D. Climate and Safety Surveys from Stake Holders	D. Climate 75% positive rating Safety 88% positive rating	D. Maintain a 75% positive outcomes on climate and safety
E. Student/Staff participation rates as tracked by 5-Star Students	E. Participation rate due to Covid-19 restrictions was down.	E. A student participation rate of 80% or greater for the 2022-23 school year as measured by 5-Star Students data.
F. Develop and utilize a Coordination of Services Team (COST) to serve at-risk students.		F. COST referral process to be shared with staff. Expected to serve 50 students through process next year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	F. Monthly meetings with COST have been ongoing during 2nd semester of 21-22 SY	

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 stakeholder groups (parents, students, classified and certificated staff).

Strategy/Activity

1a. Survey all stakeholders, with reference to school climate, safety in school and positive student-teacher relationship.

1b. Student / Teacher Forums to obtain Stakeholder input on student-teacher relationships, safety and overall school culture.

1c. Schedule administration of surveys in such a way that results in maximum participation.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with special emphasis on students with disabilities and low SES

Strategy/Activity

Maintain or reduce number of suspensions by continuing to expand the implementation of MTSS programs at THS. Current and future interventions within this structure include an Intervention Room to take the place of In-House suspension and the addition of a counselor to reduce caseloads and expend opportunities for behavioral interventions.

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)

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

Reduce number of chronically absent students through positive reinforcement and SARB process. COST process to be used as well.

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)

200.00

Source(s)

LCFF

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

Provide opportunities for credit recovery to fulfill graduation requirements. TUSD will continue to use the Edgenuity online credit recovery program for credit recovery and possible acceleration. Counselors will continue to meet one-on-one with students to present opportunities for remediation and credit recovery.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with IEP and 504

Strategy/Activity

Assistant Principal to coordinate closely with relevant staff to strengthen the 504 and IEP processes at THS. These actions will allow THS to more efficiently and more successfully identify and appropriately serve students in need of academic support.

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)

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

Hold Rallies and athletic activities/ceremonies for positive recognition of students .

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

0

Strategy/Activity 7

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) Source(s)

General Fund

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.

1. THS will continue to administer all the listed activities. THS will administer Stakeholder survey more effectively in order to increase the number of stakeholder responses. Increased responses will provide a better idea of how the various stakeholders feel about the school .
2. TUSD/THS will look at tardy policy in school year 2022-2023 school year as the number of tardies has grown significantly. Students are not being suspended for tardies, which has resulted in significant reduced suspensions during the intervening school years. Efforts, like intervention and more counseling, are in place to target students, and student sub-groups, who still have relatively high suspension rates.
- 3 Attendance slipped this year due to COVID we dropped from our usual 95+% to 93%. Efforts are in place to continue with Perfect attendance strategies.
4. Chronic absenteeism also saw a spike this year. AERIES data will continue to be used to analyze for chronic absenteeism in order to make informed decisions for student placement , credit recovery and improving graduation rate.

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

Implementation of Special Education inclusion model continues to be expanded by grade levels and subjects. Student needing Algebra Readiness in the coming school year also will be required to take Algebra 1 needing additional scheduling modification and staff training on collaborating.

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.

While many programs and traditions remain unchanged, THS has adopted, and continues to improve, a new program of monitoring student involvement called 5-Start Students. This program will play a very large role in developing new traditions and tracking student involvement various school events and activities. The degree that this program will affect school culture is, at the time of writing, uncertain. As staff and students become more familiar with this program and its use, it is expected that significant changes to our Community Involvement/Activities programs will follow.

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

Stakeholder Engagement

Goal 3

Parent Engagement ---All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

THS recognizes the importance and need for family engagement in school to improve overall student achievement, reduce absenteeism, and restores parents' confidence in their children's education. The greatest need in this area is to enhance opportunities for all parents to engage with school and learn about supporting high school students and preparing them for post secondary goals. We aim to increase the participation of all parents, but particularly improve outreach and engagement for families whose home language is other than English.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>A. Parent Education Programs e.g. ; Coffee with the counselors, Class information nights,</p> <p>B. Percentage of parents that attend Back to school night</p> <p>C. Percentage of parents who attended parent teacher conferences.</p> <p>D. Percentage of student body who engage in Community Service opportunities</p> <p>E. Number of Parent Volunteers</p>	<p>1. Number of parents showing up to coffee with the counselors and parent information nights. This year numbers were impacted by COVID 19 and not allowing parent volunteers and large group meetings</p> <p>2. No data for Percentage of parents that attend Back to school night for 21-22</p> <p>3. No data Percentage of parents who attended parent teacher conferences for 21-22</p> <p>4. Did not have parent volunteers due to COVID restrictions</p>	<p>1. At least 10 parents participating in coffee with the counselors and 60% of parents showing up to information nights as measured by attendance logs</p> <p>2. achieve 85% parent participation at annual Back to School Night</p> <p>3 achieve 35% of parents who attended parent teacher conferences.</p> <p>4. at least 50 parent volunteers participation at all events as measured by volunteer applications and one time chaperone events through Leadership.</p>

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

Parent Education Programs like Coffee With the Counselors; Junior Night, and Senior Night. For Coffee with the Counselors, all Parents are invited monthly (information given out through social media), to gain knowledge in the areas of college and career exploration, A-G requirements, and scholarships & grants. Junior and Senior Nights are targeted for more in-depth knowledge for the particular grade level..

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)

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

By utilizing voice dialer system, social media outlets, parent liaison contacts, and hard copy flyers sent home to achieve 85% parent participation at annual Back to School Night and achieve 35% of parents who attended parent teacher conferences.

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)

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

Increase parent participation as chaperones at Dances; at Co-Curricular activities like Drama; Choir; Band Booster, Athletic Booster and at academic events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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.

1. Coffee with the counselors continued to be a successful outreach avenue however, the program was converted to a digital interaction due to Covid restrictions. Participation rates for Back to School Night and Parent conferences was decreased relative to 2018-19 due to Covid restrictions. Parent Liaison's translation at IEPs, 504's, and other related meetings increased parents comfort level, resulting in greater parent involvement in these and other areas.
2. Positive phone calls to parents also instituted a more involved parent, creating a Parent-Teacher team that worked in the best interest of the student.
3. The enrollment verification process in Aeries has been useful in keeping steady lines of communication open.

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

None at this time.

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.

1. Monthly logs (instead of Quarterly) will be kept for Coffee with the counselors, to see which month has highest and lowest footage; as are monthly positive communication logs to parents, and results discussed at monthly department meetings.
2. Volunteer activities will be advertised early in the year, to allow for maximum participation especially by working parents.

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

LCAP Goal 1 Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all sub groups

Goal 4

All students will demonstrate 21st century skills through technology use, across all content areas.

Identified Need

Growth and improvement in the use and implementation of technology is a critical area based on THS Mission and Vision statement. We have continued to increase our number of student devices on campus and our training around technology, but a need persists to continue a focus on student learning, access and equity, and 21st century skill acquisition for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Staff Technology Surveys on training needs	1.. Fall 2022 survey will provide baseline data	1. . Complete Fall 2022 and Spring 2023 Staff Technology needs survey .
B. Provide student instruction on use of College Next for grades 11-12	2. . 100% of 11th and 12th grade students have received some training on use of College/Career software program for career exploration and college application ...	2. Continue to expand implementation on the use of College Next for 11th and 12th grades. Support students in use of College Next for career exploration and college applications
C. Proficient use of IlluminateDNA to better access data and inform instruction based upon formative assessment results.	3. Fall 2022 survey will provide baseline data	3.. Increase overall staff confidence in using IlluminateDNA/FastBridge through targeted training. 90% of staff should be able to confidently access student data using FastBridge
D. Student uses of devices	4. 100% of students have access to digital learning platform-Microsoft Teams- and a support software suite- Office 365.	4. 100% of teachers and students will be proficient in using Microsoft Teams at least weekly for instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Administer Fall 2022 and Spring 2023 Staff Technology surveys, to measure growth and collect feedback regarding areas of need regarding technology training and access.

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)

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

Counselors to provide student instructions, for students in grades 11 and 12, on use of College Next in order to access and complete career exploration activities, college searches, scholarship searches, college applications, and scholarship applications.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, SWD, SED.

Strategy/Activity

Provide continued and targeted training to staff on the use of Illuminate DNA and FastBridge Assessment in order to create assessments, record assessment data, access data, analyze data, and inform instruction

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)
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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

Utilize the Technology Support Advisor (TSA) position to develop a robust Professional development program designed to build staff competencies in using computers and associated digital platforms in supplementing classroom instruction. Special emphasis on providing training to help staff present students with multiple opportunities develop and master 21-st century digital skills.

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)
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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.

Staff has greatly expanded their proficiency using digital learning platforms like Microsoft Teams. Many staff members have moved beyond this basic platform and have begun to develop new instructional practices using supplemental digital tools like Nearpod and Padlet. 100% of students have a district device. Teachers continue to find ways to utilize more technology in the classrooms.

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

THS and TUSD came back from a full distance learning for the majority of the 2020-21 school year and looked to continuing using technology while students were present on campus.

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.

Teacher input will be obtained on " How to measure use of technology, especially use of 21st century skills in the class room" and subsequent staff implementation.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$262,984.00

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 (\$)
------------------	-----------------

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

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
LCFF	\$262,984.00

Subtotal of state or local funds included for this school: \$262,984.00

Total of federal, state, and/or local funds for this school: \$262,984.00

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

Name of Members	Role
Jason Noll	Principal
Patty Adame	Other School Staff
Jay Fishburn	Classroom Teacher
Brandon Red	Classroom Teacher
Curtis Campbell	Classroom Teacher
Bailey Gualco	Secondary Student
Katelyn Fredricks	Secondary Student
Julie Van Os	Parent or Community Member
Fatima Munoz	Parent or Community Member
Sheri Lanning	Parent or Community Member

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



Departmental 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 May 11, 2022.

Attested:



Principal, Jason Noll on 5/11/22



SSC Chairperson, Jay Fishburn on 5/11/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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