

# Single School Plan for Student Achievement 2016/17

## Instructions and Template

**Due:           October 12, 2016 (Elementary K-5/K-8 Schools)**  
**October 14, 2016 (Middle/High Schools)**

**Purpose:**           The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the API. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA serves as the organizer for an individual school’s improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and math.

- Expectations:**
1. Review data with stakeholders (staff, parents (SSC) and students as appropriate.
  2. Identify strengths and areas for growth.
  3. Identify strategies and develop action plans to address growth areas.
  4. Identify expected outcomes and plan for evaluating progress (progress measures).
  5. Allocate resources to support action plans.
  6. Present school plan to Cabinet, Directors, and Board members
  7. Use school plan to monitor school performance based on identified outcomes.

**Process:**           **(from Quality Schooling Framework, California Department of Education)**  
<http://www.cde.ca.gov/qs/>



Note:  
 This page is to be deleted in the final plan that is submitted.

Also, before submitting your final plan, please delete any instructions in the following pages that are in blue or red.

<b><i>School Plan Workshops – Attendance is Optional</i></b>		
Wed., Sep. 7, 2:00-5:00	Fri., Sep. 16, 8:30-12:00	Tues., Sep. 27, 8:30-12:00
Fri., Sep. 9, 2:00-5:00	Tue., Sep. 20, 8:30-12:00	Wed., Oct. 5, 8:30-12:00
Thur., Sep 15, 2:00-5:00	Fri., Sep 23, 2:00-5:00	Tues. Oct. 11, 2:00-5:00
<b>All Workshops will be held in the General Conference Room</b>		

# *Tracy High School*

*Tracy Unified School District*

*CDS: 39-75499- 3938008*

*Principal: Jason Noll*



## **Single Plan for Student Achievement 2016/17**

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

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

Contact Person: Mr. Jason Noll  
Position: Principal  
Telephone Number: 209-830-3360, ext. 2010  
E-mail Address: jnoll@tusd.net

The School Site Council approved this revision of the SPSA on: \_\_\_\_\_

The District Governing Board approved this revision of the SPSA on: \_\_\_\_\_

# SECTION I: SCHOOL PROFILE

A. A description of **any significant changes** in one or more of the following factors that would significantly impact a multi-year project:

- Changes in student population including such factors as size, ethnicity, primary language, and special education status
- Changes in staffing including the number of new staff and increases or decreases in positions
- Addition or removal of categorical programs or feeder programs such as pre-school and Head Start and/or changes in feeder schools
- Changes in district core programs including new adopted text and instructional programs
- Changes in school facilities
- Other changes that would have a significant impact on a multi-year project

A. Description of any Significant Changes

1. Description of School Demographic composition (CBEDS Data)

(Report as a percent of student population – 2016/17 data will come from Oct. 6 CBEDS)

	Source	2014/15	2015/16	2016/17
Enrollment (#)	Oct CBEDS	2095	2124	
AFDC/Free & Reduced (%)	Oct CBEDS	641/30.5%	648/30.45%	
English Learners R-30 (%)	Oct CBEDS	226/12%	221/10.4%	
Fluent English (FEP/R-FEP) (%)	Oct CBEDS	97/5%	474/22.3%	
Students redesignated to FEP (#)	Oct CBEDS	23		
Ethnicity: White (%)	Oct CBEDS	719/34.32%	729/34.32%	
Hispanic (%)	Oct CBEDS	890/42.48%	890/41.9%	
African American (%)	Oct CBEDS	121/5.78%	121/5.7%	
Asian (%)	Oct CBEDS	278/13.27%	294/13.84%	

*(Insert narrative description if there were significant changes)*

2. Description of Staff Characteristics/Changes in Staffing

	2015/16	2016/17
number of classroom teachers	4(Counselors) 1(Psychologist) 1(Speech Therapist)	4(counselors0 1(Psychologist) 1(speech therapist)
number and type of support certificated staff (including special education staff)	54	16
number of classified staff	83 (96%)	52
Number/percent of NCLB highly qualified teachers	86 (100%)	92—NCLB N/A any more
Number/percent of teachers with EL Certification	86	91

*(Insert narrative description if there were significant changes)*

3. Addition or Removal of categorical programs or feeder programs (check one)

No significant changes

Significant changes

*(Include narrative description of the current categorical programs if there are significant changes; highlight any changes to categorical programs-e.g. HPSG, Title I- or to feeder programs or changes in feeder schools for MS and HS.)*

4. Changes in District Core Programs (check one)

No significant changes

Significant changes

*(Include narrative description of any changes in district core programs.)*

5. Changes in Facilities (check one)

No significant changes

Significant changes

*(Include narrative description of any changes in facilities at your site)*

B. Programs included in this Plan

Check the box *(double click on the box and select "checked" under default value)* for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> <b>Site Allocation</b> <u>Purpose:</u> services for all students	\$
<input type="checkbox"/> <b>LCFF Targeted Assistance for At-Risk Students</b> <u>Purpose:</u> To provide additional services to support student learning and close the achievement gap. This includes services for EDY, EL and FY	\$
<input type="checkbox"/> <b>LCFF Targeted Assistance for English Learners</b> <u>Purpose:</u> To develop fluency and academic proficiency of ELs.	\$
Total amount of state funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Total Allocation	
<input type="checkbox"/> Parental Involvement	
<input type="checkbox"/> Professional Development	\$
<input type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal funds allocated to this school	\$

## C) Tracy High School Schoolwide Learner Outcomes

### Driven individuals

- Strive to be Independent and life-long learners
- Establish realistic goals and confidently strive to achieve
- Exhibit self-motivation and utilize organizational and time management skills
- Show awareness of the demands of an ever-changing world

### Objective Critical Thinkers

- Understand, organize, and synthesize information to solve problems
- Identify, formulate and rationalize different points of view
- Utilize technology appropriately in research and product creation.

### Globally Responsible Citizens

- Apply ethical and responsible use of technological resources
- Embrace diversity and practice inclusion
- Understand and respect their environmental and digital footprint
- Practice healthy lifestyle choices

### Successful Communicators

- Articulate oral and written information in an academic format
- Appropriately demonstrate technological literacy through a variety of mediums
- Effectively collaborate in group situations
- Produce and Present their academic work in multiple formats

## 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 21<sup>st</sup> Century skills.

## SECTION II: Presentation and Analysis of Data

*The following is required data. Any additional site data by department, subject or subgroup may be added at the site's discretion.*

(Please provide a brief supporting evidence for each area. Scores from the prior year should be included as they are available.):

- \* EPC #1 Instructional program: Standards Based/Standards-Aligned Instructional Materials
  - \* EPC #2 Instructional Time for ELA, Math and ELD
  - \* EPC #3 Instructional/Assessment Pacing Schedule
  - \* EPC #4 Prof. Development for Instructional Leaders (School Administrators)
  - \* EPC #5 Credentialed Teachers and Professional Development for Teachers
  - \* EPC #6 Instructional assistance and support for teachers
  - \* EPC #7 Student achievement monitoring system
  - \* EPC #8 Teacher collaboration by grade level/subject matter
  - \* EPC #9 Fiscal support

Sample:

ELEMENT	2013 Rating	2014 Rating	Comments
<b>EPC #1 Instructional Program: Standards Based/Standards-Aligned Instructional Materials</b>			
1.1	4	4	All classes have district adopted reading programs in place and are using all components daily as well as the ancillary materials as appropriate.

	1.2	1	2	Not all grades have adopted intervention materials.
	1.3	2	4	All classes have CCSS aligned math programs in place and are using them daily

**NOTE: The APS has not been updated since March of 2013, so we continue to use that version.**

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2015 Rating	2016 Rating	Comments
<b>EPC #1 Instructional Program: Standards Based/Standards-Aligned Instructional Materials</b>			
1.1	3	3	Students at THS have access to and are using CCSS – aligned Algebra 1 textbooks and online based math training software.
1.2	3	3	Current adopted materials are outdated so some ancillary materials are not available.
1.3	1	1	No intensive intervention programs currently exist.
1.4	4	4	Students at THS have access to and are using CCSS – aligned Algebra 1 textbooks (HMH).
1.5	4	4	THS offers both Algebra Readiness and Algebra with Support, as well as Carnegie Learning Bridge to Algebra
<b>EPC #2 Instructional Time for ELA, Math and ELD</b>			
2.1	4	3	There is no CAHSEE testing. New material is being piloted by few teachers. Currently old material is used in relation with teacher compiled ancillary RCD units.
2.2	2	3	Only identified subgroups are offered additional support (EL, RSP). Tutoring in CORE subjects is being used after school and the number of students using these have gone up tremendously. ELA Interventions are in place.
2.3	4	4	
2.4	4	2	Only for EL and Spec. Ed students, but not “identified” students. No mainstream interventions exist at this time
2.5	4	4	
2.6	4	4	
2.7	4	4	
<b>EPC #3 Instructional/Assessment Pacing Schedule</b>			
3.1	4	3	Adopted materials are outdated. Pacing guides for these material and RCD Units with assessments are in place.
3.2	1	2	Does not exist.
3.3 HS	1	2	In development through RCD process
<b>EPC #4 Professional Development for Instructional Leaders (School Administrators)</b>			
4.1	4	4	
4.2	4	4	
<b>EPC #5 Credentialed Teachers and Prof. Development for Teachers</b>			
5.1	3	4	Long term credentialed subs are in some positions.
5.2	4	4	Professional Learning Communities have a clear focus.
5.3	4	4	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2	3	Assistance and support exist to some degree for everyone and to a large extent for the new teachers.
6.2	4	3	HMH and Carnegie Learning provide assistance/training through staff development. RCD Units in Math still in the

				development process
<b>EPC #7 Student Achievement Monitoring System</b>				
7.1	3	3	Monitoring of data takes place, but some placement is limited to special programs and not intensive intervention.	
7.2	3	3	Currently being re-made through the RCD process.	
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>				
8.1	4	4		
8.2	3	4	Various discussions in the math department to exchanges strategies and training ideas	
<b>EPC #9 Fiscal Support</b>				
9.1	3	3	Not all needed sections or intervention classes are allocated.	
9.2	4	4		

**Analysis of Data – Current Instructional Program (APS):**

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

Tracy High School is currently either substantially or fully implementing 23 out of 28 elements of the Academic Program. Positive: Students are using CCSS aligned Algebra I materials; The school offers several support classes for Algebra students; PLCs have a clear focus; HMH and Carnegie Learning provide assistance and training for staff through staff development; The Math Department regularly exchanges strategies and training ideas. Negative: Some ancillary materials are not available due to outdated adopted materials; No intensive interventions exist for ELA; Identified groups (EL, RSP) are offered additional support, but no mainstream interventions exist.

**Academic Performance:**

**1a. AYP - Adequate Yearly Progress:** Beginning in 2015 AYP is based on participation in state testing (CAASPP) and attendance rate.

The data for this section can be found at the California Department of Education website: [www.cde.ca.gov](http://www.cde.ca.gov) (Connection on district portal “California DOE”) under the AYP – reports

Sites may add or delete rows as needed to report appropriate subgroups.

**1b. AYP - Adequate Yearly Progress - Participation** Schools will have a 95% participation rate in state testing – based on based on CAASPP testing grades 3-8, 11 and CAHSEE testing at grade 10.

Sites may add or delete rows as needed to report appropriate subgroups

Group	% Tested ELA 2015	% Tested ELA 2016	95% Target Met Yes or No	% Tested Math 2015	% Tested Math 2015	95% Target Met Yes or No
<b>School Total</b>	<b>98%</b>	<b>98.5</b>	<b>YES</b>	97%	<b>98.4</b>	<b>YES</b>
<b>Subgroup #1</b> Hispanic	<b>97%</b>	<b>97.2</b>	<b>Yes</b>	<b>96%</b>	<b>98.8</b>	<b>Yes</b>
<b>Subgroup #2</b> White Not Hispanic	<b>99%</b>	<b>98.2</b>	<b>No</b>	<b>98%</b>	<b>98</b>	<b>Yes</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>96%</b>	<b>98</b>	<b>Yes</b>	<b>94%</b>	<b>95%</b>	<b>Yes</b>
<b>Subgroup #4</b> English Learners	<b>97%</b>	<b>87.5</b>	<b>NO</b>	<b>97%</b>	<b>90.6</b>	<b>No</b>

<b>Sub-group #5</b> Stu. w/ Disabilities	90%			92%		NO/
	<b>ADA 2015</b>	<b>ADA 2016</b>	<b>90% Target Met Yes or No</b>			
<b>School</b>	N/A	N/A	N/A			

**Program Improvement Status for 2016-17:**  X  Not in PI \_\_\_\_\_ in PI year \_\_\_\_\_  
*Note: PI Status for 2016-17 remains the same as for 2013-14 due to the sun setting of NCLB and pending the release of new accountability measures under ESSA.*

Written Notification of Program Improvement Status was mailed to parents on  N/A (date) .

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

Analysis is for 2014 AYP as the 2015 AYP is not available.

ELA:

Tracy High did not meet the school wide AYP in 2015 due to meeting only 19 of the 21 criteria. Participation rates and proficient AMAO’s were met by all sub groups and school wide.

**AYP for ELA with CAASPP testing is not available.**

Math:

Tracy High did not meet the school wide AYP in 2015 due to meeting only 19 of the 21 criteria. ELL Students did not meet the participation rates and percent proficient objectives in math. .AYP for Math with CAASPP testing is not available.

**1d. CAASPP – SBAC Assessment Results:**

**Percent of students meeting or exceeding proficient standards on SBAC – by grade**

	Language Arts			Mathematics		
	School 2015	School 2016	Change	School 2015	School 2016	Change
Grade 11	66%	57%	-9%	36%	36%	No change

**Percent of students meeting or exceeding proficient standards on SBAC – by subgroup**

	Language Arts		Math	
	School 2015	School 2016	School 2015	School 2016
Schoolwide	67%	50%	36%	36%
Asian	82%	64%	66%	48%
African American	67%	58%	28%	43%
Hispanic/Latino	51%	44%	24%	23%
White	76%	64%	39%	41%
EL	16%	4%	0%	0%



SES Disad	47%	41%	9%	21%
SpEd	6%	18%	0%	2%

**Analysis of Data – Student Achievement – SBAC**

*What does the data tell you? To what extent are all students meeting academic standards? Include comments on subgroup data. With new CCSS, there is NO real growth measurement. Rather, we can get a snapshot of student achievement and their comparison to similar school within the district/county. Although THS has gone down in % in all the sub groups, the order of achievement still remains the same....Asians followed by Whites and African Americans and so on. As a sub group, EL's need more help in both subjects but more so in Math. There is NO significant change in Math but a 9% decrease in ELA compared to last year. This means the current seniors/ class of 2017 needs to be more rigorously trained and instructed to meet college and career readiness standards, when compared to their last year counterparts. Per data, the achievement gap although still existent between different sub-groups, has shortened. However, when CAASPP results are compared to the district or County results, THS stands on a solid footing.*

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

- a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)
- b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
2009/2010	312	70.5%	53.1	Y	23.7%/60.5%	17.4/41.3	Y
2010/2011	258	61.2%	54.6	Y	NA/55.3%	18.7/43.2	Y
2011/2012	213	67.1%	56.0	Y	NA/52.3%	20.1/45.1	Y
2012/2013	185	65.9%	57.5	Y	NA/54.1%	21.4/47.0	Y
2013/2014	132	62.1%	59.0	Y	NA/48.9%	22.8/49.0	N
2014/2015	179	65.4%	60.5	Y	NA/55.7%	24.2/50.9	Y
2015/2016	165	63.6%	60.5	Y	9.7%/51.3%	25.4/52.8	N

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*  
 Over the last six years, Tracy High has tested fewer students each year until 2014-2015 when the number tested increased. The high number was 312 in 2009-2010. The low point was 132 in 2013-2014, before rising last year to 179 in 2014-15 and 241 in 2015-16. The goal has been reached every year for AMAO 1.

**a. 100% of students will receive a high school diploma or equivalent certificate**

*This data for comes from the school sites*

	# graduates 2015	% receiving diploma or equivalent	# graduates 2016	% receiving diploma or equivalent
Enrollment (Seniors)	431		504	

H.S Diploma	399		485	
Certif of Compl (IEP)	6		11	
GED				
Adult School Diploma				
Total	405		496	
Percent		93.9		98.4
Goal Met?		N		Y/N ??

### b. AYP Graduation Rate

	NCLB Grad Rate (2012/13 School Year) 2014	NCLB Grad Rate (2013/14 School Year) 2015	NCLB Grad Rate (2014/15 School Year) 2016
AYP Target	86.18%	90%	N/A
Site %	88.69%	93.7	95.9
Goal Met?	Yes	Yes	N/A

### AYP Graduation Rate – Subgroup Data

	NCLB Grad Rate (2012/13 School Year) 2014	NCLB Grad Rate (2013/14 School Year) 2015	NCLB Grad Rate (2014/15 School Year) 2016
Asian	97.1	100	93.6
Filipino	95.5	92.3	100
Hispanic	85.1	90.1	95.3
AfAm	80.0	85.2	100
White	89.7	95.9	95.9
E.L.	81.0	80	88.3
SES Dis.	84.3	57.5	70.7

### d. Students completing A-G Requirements

	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
2011/12	224	39.4%	Yes
2012/13	203	47.5%	Yes
2013/14	150	43.0%	No
2014/15	204	47.3%	Yes
2015/16	238	48.9%	YES

### Students completing A-G – subgroup data

2015-16	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
Asian	19	67.9	Yes
Filipino	13	72.2	Yes
Hispanic	63	40.6	No
AfAm	11	44.0	No
White	82	59.4	Yes
E.L.	Not available	Not available	Not available

SES Dis.	Not available	Not available	N/A
----------	---------------	---------------	-----

### Analysis of Data – Student Achievement – Preparation for School/Career

*What trends are indicated by the data? To what extent are all students able to meet all of the requirements for graduation?*

The percentage of students meeting A-G requirements has fluctuated in the last 4 years. In 2012-2013, 47.5% of our students met the requirements. For the school year of 2013-2014, 43.0% of the students met this requirement. For the school year 2015-2016, the percentage of students who met the A-G requirements increased from 47.3% in the previous year to 48.9%. For 2 consecutive years, there is no data available whether any EL students met the requirement for A-G.

In 2015-16, THS has the largest graduating class—504 students, out of which 496 students graduated. The remaining 8 students are now 5<sup>th</sup> year seniors. The increase in graduation rate may also be because of elimination of CAHSEE testing.

Recommendations for next year may include attempting to increase the number of students enrolled in A-G classes. ???

### C. School Safety

#### 1. Reduction in the number and percentages of students suspended or expelled.

*The data for this section can be retrieved from Aeries IF the information on suspensions and expulsions was put into Aeries at the school site. Please report the total number of suspensions and the number of students suspended. To calculate the percent take the number of student suspended divided by enrollment.*

	2014/15		2015/16		Decrease or Increase in % of Students.	Target Met
	#	%	#	%		
Suspensions	283		236		No change	
Students suspended	131	6.2	127	6.1		
Expulsions	5		3		reduced	
Students expelled	5	0.23	3	0.127		

*# Number of incidents of suspension (# of individual students suspended during the year). Some students were suspended more than one time during the year.*

**Reduction in the number of referrals** (The format of this table was modified this year in order to clarify incidents vs students.)

*The data for this section can be retrieved from Aeries IF the information on referrals was put into Aeries at the school site. To calculate the percent take the number of student who received referrals divided by enrollment.*

	2014/15		2015/16		Decrease or Increase in % of Students.	Target Met
	#	%	#	%		
Referrals	8,280		5037		-3%	Yes

Students Receiving Referrals		49%	957	46		
------------------------------	--	-----	-----	----	--	--

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

*The information for this section comes from the results of school surveys provided by Carol's office.*

#### School Safety

Group	% Agree 2015	% Agree 2016
Parents	89	71
Staff - Cert.	97	93
Staff - Class.	61	67
Students	81	74
<b>Total</b>	<b>82</b>	<b>76</b>
<b>Met Goal (Y/N)</b>	<b>Yes</b>	<b>Yes</b>

#### D. School Climate and Leadership

1. 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:

*The information for this section comes from the results of school surveys provided by Carol's office.*

#### School Climate

Group	% Agree 2015	% Agree 2016
Parents	65	60
Staff - Cert.	83	76
Staff - Class.	67	74
Students	76	62
<b>Total</b>	<b>73</b>	<b>68</b>
<b>Met Goal (Y/N)</b>	<b>No</b>	<b>No</b>

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference from target (+ or -)	Target Met Yes or No
2009/2010	94.84%	98%	-3.16	No
2010/2011	95.08%	98%	-2.92	No
2011/2012	95.50%	98%	-2.50	No
2012/2013	94.84%	98%	-3.16	No
2013/2014	96.51%	98%	-1.49	Yes
2014/2015	95.98%	98%	-2.02	No
2015/2016	95.92%	98%	-2.08	No

*If sites have any additional safety or climate data to include it may be inserted here.*

### **Analysis of Data – School Safety and Climate**

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

For the past two years, THS has held steady at just over 76% of responses regarding Safety, from all stakeholders: students, parents, certificated and classified staff.

After increasing to a high point of 96.51% in the 2013-2014 year, the attendance rate decreased to 95.98% for the 2014-2015 school year and to 95.92% for 2015-16 school year. Tracy High has a lot of programs in place, during the school year and at graduation time, which are helping with student attendance. The impact of the new tardy policy, implemented in the current school year, is yet to be seen.

The rating for School Climate has risen from 69.35% positive responses from all participating stakeholders in 2013-14 to 73% positive responses in 2014-15. According to the survey, parents' responses dropped from 74% to 65% and to 62% (for 2015-16) positive responses over the same period. The drop in positive responses is largely due to a low percentage of positive responses to four statements, including: Q7 Teachers recognize my child's accomplishments (66% as opposed to 55% last year); Q16 The school staff responds to me in a timely manner (75% as opposed to 54% last year); Q19 The school office staff is friendly and professional (same--69%); and Q20 I am kept informed about school activities, goals, etc. (66% as opposed to 59% last year). Parents were happy with the cleanliness of the buildings and grounds (92%).

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

*The evaluation of the prior year school plan should be developed with all stakeholders (parents, staff, and students where appropriate). Summarize the results of your prior year school plan. Address the following questions for each goal area:*

- 1) *What was accomplished? (What did you do?) Were any action steps modified or eliminated during the year? Identify any barriers to full or timely implementation of your plan.*
- 2) *What was the impact of these efforts? Were they successful? Did you achieve the outcomes you had identified for each goal area? If yes, why? If not, why not?*
- 3) *What are the implications for this year's school plan? Will you continue the action steps? Will you modify? Delete? Add something new?*

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of all student for college and careers (including implementation of CCSS ELA/Literacy and Math
- b. Activities to improve student achievement in Science and support transition to Next Generation Science Standards
- c. Activities to prepare students for state assessment (CAASPP/SBAC and CAHSEE)
- d. Programs to meet the needs of English Learners
- e. Provide supplemental intervention and remediation for at-risk and foster youth

#### Evaluation of Plan for Goal 1:

- a. Meet needs of all students for college and careers (include ELA/Literacy and Math)
  - 1)
  - 2)
  - 3)
- b. Transition to NGSS
  - 1)
  - 2)
  - 3)
- c. Preparation for state assessment (CAASPP/SBAC)
  - 1)
  - 2)
  - 3)
- d. English Learners
  - 1)
  - 2)
  - 3)
- e. At-risk Intervention/Remediation
  - 1)
  - 2)
  - 3)

### **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

#### Evaluation of Plan for Goal 2:

- a. Increase Students' Average Daily Attendance
  - 1)
  - 2)
  - 3)
- b. Increase Cultural Proficiency and Support a Safe and Equitable Learning Environment

- 1)
- 2)
- 3)

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

Evaluation of Plan for Goal 2:

### **a. Increase Students' Average Daily Attendance**

- 1) Plus – \* Attendance \*Good teachers that care \*Security is awesome! \*Admin is good. \* Special Ed SH students are very accepted and loved by all \*10 day perfect attendance reward, perfect attendance awards offered for semester, year, and all four years ID wearing policy has been modified \* New Tardy policy in place \* New Tardy auto dialer in place.
- 2) Delta - \*30 minute tardy window is too long \*More teacher presence in halls \*Need a plan to have personal contact with every student \* THS needs to continue reaching out through social media to inform the parents of their child's attendance.

### **b. Support a Safe and Equitable Learning Environment**

- 1) Plus - \*Clubs \*Athletic Programs \* Learning Academies, APs strict enforcement of rules, great security team, good culture of respect on campus
- 2) Delta - \* Not enough small learning communities, need to make connections with more students,
- 3) Continue to educate the staff and students on culture and safety of school, continue to foster a family environment on campus

## **Goal #3 – Professional Development**

Evaluation of Plan for Goal 3:

### **a. Support for Implementation of CCSS and NGSS**

- 1)
- 2)
- 3)

### **b. Support for Professional Learning Communities**

- 1)
- 2)
- 3)

## **Goal #3 – Professional Development**

Evaluation of Plan for Goal 3:

### **a. Articulated, sustained plan of professional development activities**

- 1) Plus - \* Teachers are allowed to modify Professional Learning Communities to better address the needs of the students \*Teacher driven Staff Development is good \* We have experts on campus who can give training \* Admin – good job of maintaining staff accountability and buy in
- 2) Delta - \*Specific direction/goal \*Teacher sometimes not able to provide support for all \*More classroom application \* Important to allow subs and time for teachers to attend conferences in their area
- 3) This will be year three for Professional Learning Communities. There needs to be a continued push for the design that THS has created using teacher input to mold PLCs and staff development.
- 4) Districts version/training of PLC for student focus is different from Community based PLC which was in operation and is more teacher centered.

### **b. Supporting PLCs**

- 1) Plus – PLCs have been teacher driven and are supported by the administration. Reports are

to be turned in to give accountability to the PLC process. \*More student focused PLC model is in the process of being implemented. \* Admins have received training on the new model of PLCs.

- 2) Delta – Some teachers are not fully involved in the PLC process or open to sharing their classrooms
- 3) Strive to make Early Release Mondays meaningful to the staff and have PLCs continue to maintain its practice and tweak what it needs.

**c. Improving Instructional Practices**

- 1) Plus - \* Professional Learning Communities will be more student focused @ 2016-17 \* after school tutorials are useful for at-risk students who are not classified as Special Ed or involved in AVID \* tons of time given to departments to address new content standards.
- 2) Delta –Some teachers not fully bought in to the process and changes needed.
- 3) Continue to do classroom visits and introduce strategies at ERM's \* encourage teachers to visit each other's classrooms to see instructional practices at work. \* Instructional tours are formally in place \* immediate feedback given after each instructional tour.

**d. Student Achievement in Mathematics (gr 6-12)**

- 1) Plus – Teachers are working in Professional Learning Communities to problem solve concerns regarding scores. \* Technology introduced into the classroom this year \* new RCD process in math is occurring
- 2) Delta – Student scores remain low in Algebra 1\* teachers need to buy into RCD and PLC process to improve instruction in math.
- 3) Continue to promote best practices in math instruction through observation, evaluation, and training. Encourage teachers to visit each other's classroom and collaborate.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1)
- 2)
- 3)

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) Plus – \* AG/Sci weekly newsletter \* Parents are urged and do attend FEAST \* Social Media \* AERIES App \*Parents' link on AERIES is great. Allows students & parents to access grades \*Registration packet had information and volunteer forms \* Junior parent night \*Athletics parent night \*email system allows easy parent contact \* Remind 101 \* School Notes.com \* Websites accessible to parents \*Public performances \*Boosters Club \*Parent-Connect \*Back to School Night \*Parent Teacher Conferences \* The open computer lab on Back to School night for parents to sign up for AERIES \* Hiring Parent Lesions a big help
- 2) Delta –\*All staff need to be “Customer Service” oriented – everyone \*All literature should be approved to maintain community standards \*
- 3) The site is encouraging parents to follow their child's progress on Aeries.net. The web site has the school calendar uploaded as well as a link to different school related websites. The school website is up-to-date and needs to continue to give pertinent information to parents and students.



**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:  
1)  
2)  
3)

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:  
1) Plus – Student access to technology \*Teacher websites \*Facebook page for District \*all classrooms have LCD projectors and surround sound \* Positive results for new cell phone policy U-Tube \* Four campus usable computer labs \* computer carts in all math classes  
2) Delta - \* Not all teachers have web sites \*Need tablets instead of books \*Need a technology plan \*Need electronic texts \*Need more tech for students \* Accountability and skill with inventory \*Access to Google Docs for document creation is not capable through our network. \*Need to create a technology committee to research the possibility of available grants to supplement revenue for the use of technology in the classroom.  
3) Most of the Deltas are money driven. Teachers in math need to continue to use their technology and other subject areas need to keep adding more technology to their lessons and projects.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 6:  
1)  
2)  
3)

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 6:  
1) Plus - \*Access to computer lab \* nice facility \*textbook check –in/check-out is very well structured \* Computer lab \*great library \* Received 30K to buy new books \* All computers in all the computer labs have latest software.  
2) Delta - \*need more hours \*need fulltime librarian \*encourage community donations \*explore free software \*  
3) Strive to continue the support of the library for use by the Tracy High Students

**Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*  
Decisions regarding staffing, curriculum, and instruction are based on achievement data at Tracy High. The staff reviews the achievement results at the beginning of the year, midway through the year, and at the end of the year. Departments and Professional Learning Groups discuss achievement data and appropriate instruction as well.

*To what extent do the school leadership, staff, students and parents annually monitor and refine*

*the single school plan based on analysis of data to ensure alignment with student needs?*

The Tracy High School Site Plan is posted on the website for all to view.

# SECTION IV: SCHOOL PLAN FOR 2016/2017

## A. School Governance and Planning Process

The stakeholders involved in the development of this plan included the School Site Council (members listed below) and the school English Learner Advisory Committee. In addition, the leadership team (consisting of one grade level representative, a classified representative, and a special education representative) provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represent.

The 2016/17 School Plan and budget were approved by the School Site Council at the *insert date* meeting.

### **School Site Council Membership for 2016/17**

*Note from CDE Guide to SPSA: At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of student attending the school or other community members. Classroom teachers must comprise a majority of persons represented under (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members elected by parents, and pupils selected by pupils attending the school. Members must be selected by their peer group.*

Names of Members	School Personnel 50% of SSC			Parents/Pupils 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Pupils
*Parent of EL Jason Noll	X				
Numbers of members of each category	1				
Total in each group					

The interests of English learners are represented by: (if > 40% EL an active ELAC is highly recommended.)

An ELAC with adopted bylaws (Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM I-EL-2)

ELAC Chairperson: \_\_\_\_\_

School Site Council (Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. FPM I-EL-2)

\*Indicate parents of EL Students on SSC list above (\_\_\_\_ %EL = \_\_\_\_ EL parents on SSC).

## **B. School goals for 2016/17 - A Summary**

ALL SCHOOLS must address the following goals in their action plans:

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English learners
- b. Programs to meet the needs of At-Risk students and Foster Youth
- c. Activities to prepare students for CAASPP (SBAC)
- d. Plan for increasing the deployment of Best Instructional practices and making the instructional shifts needed for Common Core
- e. Activities to improve student achievement in Mathematics and support the transition to Common Core

Rationale (district): The district goals are that student will be prepared for college and careers; and that all subgroups meet State testing targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. Under the old AYP criteria, English learners, At Risk, and Foster Youth groups have not met achievement targets. As we transition to CCSS and wait new accountability criteria, the focus will be on making instruction shifts and implementing new mathematics curriculum.

Rationale (site): THS WASC Goal #1: Improve ELA and Mathematics scores with particular emphasis on Hispanic students, English learners and students with disabilities. Meeting grade level standards is a continual push at THS.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance and decrease chronic absenteeism.
- b. Increase a positive learning environment by providing a safe and equitable learning environment

Rationale (district): The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Rationale (site): (THS) WASC Goal #2 Increase access to small learning communities to all students. WASC Goal #5 Foster greater communication between stakeholders. If the students do not feel safe they are focused on other things besides learning. **Students also need to be in school to be able to learn so a focus on attendance is imperative.**

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

- a. Staff Development including Buy Back Days and ERMS  
(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)

Rationale (district): The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Rationale (site): (THS) Continuing with the Professional Learning Community process will help teachers be able to discuss students needs. The change in delivery will allow teachers to build on their foundations and implement a stronger base for the **use of Common Core**. THS will also articulate and implement “Best Practices” in instruction and curriculum development. With Common Core and RCD coming in full swing staff development will be extremely important.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education. (Required for Title I Schools)**

Rationale (district): Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Rationale (site): (THS) WASC Goal #5 To involve all stake-holders in preparing all students for post-high school success. The staff needs to have access to critical information regarding individual students’ needs which requires communication among middle school and high school and across the high school curriculum.

**Goal #5 – Technology:** Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

(Please include action steps that address the following areas which are required components of the district technology plan: technology use to support academic content standards, technology literacy, appropriate and ethical use of technology, cybersafety and equitable access to technology)

Rationale (district): The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Rationale (site): (THS) WASC Goal #3 Create a workable comprehensive technology plan. To prepare students to work and live successfully and ethically in a global community and familiarize students with the uses and ramifications of technology.

**Goal #6 – Library: Improving the school libraries supports student learning as students learn how to utilize these resources. (Optional)**

Rationale (district): The district is committed to providing students and staff with library resources and skills to support academic content standards and improve learning and cultivate their personal interests.

Rationale (site): **copy site rationale from 2016-17 preliminary plan on Alternative Programs site. Only Principals have access to that site.**

Action Plans and budget are updated from the Preliminary School Plan approved last Spring.

**Tracy High School**  
**Single Plan For Student Achievement (SPSA)**  
**Recommendations and Assurances**

[A scanned copy of this page with signatures is to be uploaded to school plan portal.](#)

The school site council (SSC) recommends this 2016/17 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

\_\_\_ Title I (Compensatory Education) Advisory Committee \_\_\_\_\_  
(signature)

\_\_\_ English Learner Advisory Committee \_\_\_\_\_  
(signature)

\_\_\_ Special Education Advisory Committee \_\_\_\_\_  
(signature)

\_\_\_ Gifted and Talented Education Advisory Committee \_\_\_\_\_  
(signature)

\_\_\_ District/School Liaison Team (PI Schools) \_\_\_\_\_  
(signature)

\_\_\_ Departmental Advisory Committee (Secondary) \_\_\_\_\_  
(signature)

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
 Typed name of School Principal

\_\_\_\_\_  
 Signature of School Principal

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Typed name of SSC Chairperson

\_\_\_\_\_  
 Signature of SSC Chairperson

\_\_\_\_\_  
 Date