



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Troth Street Elementary School	33 67090 6032221	05/06/2024	June 24, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Troth Street Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English Language Arts and Mathematics, with English Learners and Students with Disabilities demonstrating lower proficiency than their peers. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population. To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of an intervention program and support/resources for implementing guided reading and intensive intervention for students in grades TK-6 (early literacy/reading, writing, math, SEL) and data analysis support focusing on our English Learners and Students with Disabilities. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development and are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success. We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

## Educational Partner Involvement

How, when, and with whom did your Troth Street Elementary 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

Parents, students, staff, and community members are consulted as part of the SPSA/Annual Review and Update planning process.

- Staff: Staff members actively contribute to the School Site Council (SSC) and participate in meetings conducted by the Leadership Team to monitor SPSA's progress and offer recommendations. Staff are also asked to participate in the LCAP survey.
- Parents: Parents are encouraged to join the English Language Advisory Committee (ELAC) and Community Schools Advisory Committee (CSAC) and participate in meetings facilitated by the Leadership Team. Flyers, postings, and parent squares communicate opportunities for involvement in the decision-making process. Parents are also asked to participate in the LCAP survey.
- Students: Student involvement is facilitated by Student Council, Panorama Survey and Healthy Kids Survey, Students are asked to participate in LCAP survey. This ensures that their voices are heard in the decision-making process.
- Community: Community members are invited to engage through the Public Website and social media sources.

Throughout the year, meetings are held to reflect on progress and make suggestions for updating the SPSA. Face-to-face meetings have been held to ensure participation and dialogue. Additionally, staff, teachers, students, and parents are invited to participate in the LCAP survey to contribute to the enhancement of educational programs.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

At Troth Street overall performance in orange (low) in English Language Arts (ELA) and red (very low) in English Learner progress.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In English Language Arts the following subgroups were in red: English Learners and Students with Disabilities.  
In Mathematics the following subgroups were in red: English Learners and Students with Disabilities.  
Our English Learner progress is in red.  
There are no student groups in red in Chronic Absenteeism and Suspension Rate.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To effectively address the needs of English Learners and students with Disabilities, Troth has implemented various targeted interventions and supports. These are designed to provide personalized assistance and facilitate academic progress. Intervention Teachers offer support in Math and English Language Arts (ELA). They provide push-in support, working directly with students within the classroom setting to address individual learning needs. Small Group Instruction allows for teachers to engage English Language Learners and students with Disabilities in targeted learning activities. This approach allows for teachers to address specific skill gaps effectively. Bilingual Tutors provide additional support to English Learners and facilitate comprehension and academic achievement across various subjects. Education Specialist work in collaboration with various grade levels to provide specialized instruction and accommodation tailored to individual learning profiles. Teachers are being trained in Quality Teaching for English Learners (QTEL) strategies to provide best first instruction to students.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Troth Street Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.2%	0.30%	0.16%	1	2	1
Asian	%	0.15%	0%		1	0
Filipino	%	%	0%			0
Hispanic/Latino	96.2%	95.19%	95.48%	638	633	612
Pacific Islander	%	%	0%			0
White	2.4%	2.41%	2.65%	16	16	17
Multiple/No Response	0.2%	0.15%	0.16%	1	1	1
<b>Total Enrollment</b>				663	665	641

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	109	98
Grade 1	70	89	81
Grade 2	98	73	88
Grade3	84	102	77
Grade 4	98	86	106
Grade 5	106	103	88
Grade 6	111	103	103
<b>Total Enrollment</b>	663	665	641

#### Conclusions based on this data:

- Hispanic/Latino students make up over 95% of our student population.
- In the 22-23 school year, there is a decline in enrollment of about 20 students compared to the 21-22 school year.
- In the 22-23 school year our highest enrollment by grade level was 4th grade with 106 students and our lowest was 3rd grade with 77 students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	293	306	293	44.2%	46%	45.7%
Fluent English Proficient (FEP)	144	122	107	21.70%	18.3%	16.7%
Reclassified Fluent English Proficient (RFEP)	9	14	14	3%	5%	5%

### Conclusions based on this data:

1. In the 21-22 and 22-23 school years we had 5% of our English Learners move to the student group Reclassified Fluent English Proficient (RFEP).
2. Over the past 3 years an average of 45% of our student population is considered an English Learner (EL).
3. Students classified as Fluent English Proficient has decreased by 4% over the last 2 years.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	105	77	0	103	77	0	103	77	0.0	98.1	100.0
Grade 4	93	87	105	0	86	105	0	86	105	0.0	98.9	100.0
Grade 5	104	102	90	0	102	90	0	102	90	0.0	100.0	100.0
Grade 6	112	107	101	0	106	101	0	106	101	0.0	99.1	100.0
All Grades	393	401	373	0	397	373	0	397	373	0.0	99.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2357.	2350.		4.85	6.49		13.59	10.39		24.27	23.38		57.28	59.74
Grade 4		2406.	2393.		6.98	6.67		18.60	15.24		24.42	20.95		50.00	57.14
Grade 5		2425.	2445.		4.90	5.56		11.76	14.44		20.59	35.56		62.75	44.44
Grade 6		2477.	2472.		8.49	4.95		16.98	25.74		34.91	25.74		39.62	43.56
All Grades	N/A	N/A	N/A		6.30	5.90		15.11	16.89		26.20	26.27		52.39	50.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.85	6.49		63.11	46.75		32.04	46.75
Grade 4		6.98	5.71		63.95	57.14		29.07	37.14
Grade 5		5.88	4.44		55.88	68.89		38.24	26.67
Grade 6		10.38	6.93		52.83	48.51		36.79	44.55
Grade 11	NA			NA			NA		
All Grades		7.05	5.90		58.69	55.50		34.26	38.61

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.85	3.90		48.54	44.16		46.60	51.95
Grade 4		2.33	4.76		50.00	46.67		47.67	48.57
Grade 5		7.84	2.22		46.08	58.89		46.08	38.89
Grade 6		7.55	7.92		45.28	45.54		47.17	46.53
Grade 11	NA			NA			NA		
All Grades		5.79	4.83		47.36	48.79		46.85	46.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.97	3.90		74.76	67.53		24.27	28.57
Grade 4		8.14	1.90		63.95	70.48		27.91	27.62
Grade 5		2.94	10.00		71.57	66.67		25.49	23.33
Grade 6		9.43	3.96		68.87	74.26		21.70	21.78
Grade 11	NA			NA			NA		
All Grades		5.29	4.83		70.03	69.97		24.69	25.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.91	1.30		53.40	59.74		43.69	38.96
Grade 4		5.81	2.86		62.79	61.90		31.40	35.24
Grade 5		1.96	5.56		52.94	61.11		45.10	33.33
Grade 6		6.60	5.94		70.75	73.27		22.64	20.79
All Grades		4.28	4.02		59.95	64.34		35.77	31.64



**Conclusions based on this data:**

1. In both the 21-22 and 22-23 school year we had over 50% of our students not meet the standards overall.
2. Students scored highest in the Listening section with around 75% of students meeting or exceeding the standard.
3. Students scored the lowest in the Writing section with only an average of 50% of students meeting or exceeding the standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	105	77	0	105	77	0	105	77	0.0	100.0	100.0
Grade 4	93	87	105	0	87	105	0	87	105	0.0	100.0	100.0
Grade 5	104	102	90	0	102	90	0	102	90	0.0	100.0	100.0
Grade 6	112	107	101	0	107	101	0	107	101	0.0	100.0	100.0
All Grades	393	401	373	0	401	373	0	401	373	0.0	100.0	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.	2383.		3.81	7.79		19.05	16.88		30.48	31.17		46.67	44.16
Grade 4		2412.	2397.		4.60	0.95		17.24	11.43		31.03	35.24		47.13	52.38
Grade 5		2398.	2432.		0.98	2.22		3.92	10.00		22.55	25.56		72.55	62.22
Grade 6		2472.	2468.		8.41	10.89		8.41	14.85		33.64	23.76		49.53	50.50
All Grades	N/A	N/A	N/A		4.49	5.36		11.97	13.14		29.43	28.95		54.11	52.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.57	12.99		42.86	40.26		48.57	46.75
Grade 4		8.05	0.95		43.68	40.95		48.28	58.10
Grade 5		0.00	4.44		27.45	38.89		72.55	56.67
Grade 6		7.48	13.86		48.60	40.59		43.93	45.54
All Grades		5.99	7.77		40.65	40.21		53.37	52.01

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.81	9.09		46.67	45.45		49.52	45.45
<b>Grade 4</b>		8.05	3.81		51.72	42.86		40.23	53.33
<b>Grade 5</b>		1.96	3.33		35.29	45.56		62.75	51.11
<b>Grade 6</b>		8.41	8.91		44.86	39.60		46.73	51.49
<b>All Grades</b>		5.49	6.17		44.39	43.16		50.12	50.67

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.86	5.19		69.52	61.04		27.62	33.77
<b>Grade 4</b>		5.75	2.86		52.87	49.52		41.38	47.62
<b>Grade 5</b>		2.94	3.33		42.16	51.11		54.90	45.56
<b>Grade 6</b>		6.54	6.93		57.94	46.53		35.51	46.53
<b>All Grades</b>		4.49	4.56		55.86	51.47		39.65	43.97

**Conclusions based on this data:**

1. In both 21-22 and 22-23 school year in overall achievement in Math we had over 50% of the students who fell under "standards not met."
2. In Concepts and Procedures 0.85% of the 4th grade students were above standard in the 22-23 school year compared to 8% in the 21-22 school year.
3. Overall students performed best in Communicating Reasoning with around 40% scoring "below standard."

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1404.4	1409.6	1418.6	1419.1	1428.8	1433.0	1370.3	1364.4	1384.9	47	58	52
<b>1</b>	1420.8	1442.7	1443.6	1443.8	1453.6	1460.0	1397.4	1431.3	1426.6	35	45	41
<b>2</b>	1455.1	1438.3	1457.9	1455.3	1472.1	1462.9	1454.4	1404.0	1452.5	48	36	38
<b>3</b>	1474.3	1483.7	1479.7	1472.9	1475.8	1485.9	1475.1	1491.1	1472.9	40	46	35
<b>4</b>	1480.0	1496.0	1493.2	1484.7	1490.9	1489.2	1474.8	1500.5	1496.6	32	38	44
<b>5</b>	1500.4	1500.8	1518.1	1503.2	1503.3	1511.3	1497.2	1497.9	1524.6	47	36	36
<b>6</b>	1508.0	1515.6	1511.3	1503.9	1509.7	1505.4	1511.6	1521.1	1516.6	45	37	36
<b>All Grades</b>										294	296	282

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.26	5.17	13.46	25.53	36.21	30.77	53.19	44.83	34.62	17.02	13.79	21.15	47	58	52
<b>1</b>	5.71	8.89	2.44	5.71	35.56	31.71	57.14	33.33	48.78	31.43	22.22	17.07	35	45	41
<b>2</b>	6.25	2.78	0.00	39.58	27.78	44.74	31.25	50.00	39.47	22.92	19.44	15.79	48	36	38
<b>3</b>	2.50	10.87	2.86	25.00	39.13	40.00	60.00	34.78	34.29	12.50	15.22	22.86	40	46	35
<b>4</b>	6.25	7.89	13.64	18.75	34.21	34.09	62.50	42.11	27.27	12.50	15.79	25.00	32	38	44
<b>5</b>	10.64	0.00	19.44	23.40	36.11	36.11	53.19	52.78	36.11	12.77	11.11	8.33	47	36	36
<b>6</b>	11.11	10.81	5.56	35.56	35.14	44.44	33.33	45.95	27.78	20.00	8.11	22.22	45	37	36
<b>All Grades</b>	6.80	6.76	8.51	25.85	35.14	36.88	48.98	42.91	35.46	18.37	15.20	19.15	294	296	282

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.64	20.69	21.15	36.17	34.48	30.77	36.17	32.76	26.92	17.02	12.07	21.15	47	58	52
<b>1</b>	5.71	17.78	21.95	42.86	42.22	39.02	34.29	26.67	29.27	17.14	13.33	9.76	35	45	41
<b>2</b>	10.42	16.67	10.53	37.50	61.11	34.21	41.67	19.44	44.74	10.42	2.78	10.53	48	36	38
<b>3</b>	5.00	17.39	31.43	60.00	50.00	45.71	25.00	17.39	17.14	10.00	15.22	5.71	40	46	35
<b>4</b>	9.38	23.68	25.00	46.88	47.37	38.64	40.63	21.05	20.45	3.13	7.89	15.91	32	38	44
<b>5</b>	23.40	25.00	30.56	53.19	55.56	50.00	17.02	11.11	13.89	6.38	8.33	5.56	47	36	36
<b>6</b>	17.78	27.03	22.22	44.44	40.54	50.00	22.22	24.32	16.67	15.56	8.11	11.11	45	37	36
<b>All Grades</b>	12.24	20.95	23.05	45.58	46.28	40.43	30.61	22.64	24.47	11.56	10.14	12.06	294	296	282

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	1.72	3.85	17.02	15.52	21.15	65.96	51.72	42.31	17.02	31.03	32.69	47	58	52
<b>1</b>	5.71	11.11	4.88	5.71	11.11	17.07	31.43	37.78	36.59	57.14	40.00	41.46	35	45	41
<b>2</b>	6.25	0.00	2.63	31.25	27.78	31.58	22.92	16.67	36.84	39.58	55.56	28.95	48	36	38
<b>3</b>	2.50	8.70	0.00	7.50	28.26	20.00	60.00	41.30	40.00	30.00	21.74	40.00	40	46	35
<b>4</b>	0.00	5.26	2.27	9.38	15.79	36.36	34.38	52.63	25.00	56.25	26.32	36.36	32	38	44
<b>5</b>	2.13	0.00	8.33	6.38	11.11	13.89	44.68	38.89	58.33	46.81	50.00	19.44	47	36	36
<b>6</b>	2.22	8.11	0.00	15.56	8.11	25.00	44.44	64.86	47.22	37.78	18.92	27.78	45	37	36
<b>All Grades</b>	2.72	5.07	3.19	13.95	16.89	23.76	43.88	43.92	40.43	39.46	34.12	32.62	294	296	282

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.64	15.52	15.38	72.34	67.24	65.38	17.02	17.24	19.23	47	58	52
<b>1</b>	11.43	28.89	39.02	82.86	60.00	53.66	5.71	11.11	7.32	35	45	41
<b>2</b>	14.58	25.00	23.68	75.00	69.44	71.05	10.42	5.56	5.26	48	36	38
<b>3</b>	17.50	34.78	14.29	67.50	56.52	74.29	15.00	8.70	11.43	40	46	35
<b>4</b>	12.50	36.84	31.82	71.88	52.63	56.82	15.63	10.53	11.36	32	38	44
<b>5</b>	17.02	5.56	27.78	63.83	75.00	63.89	19.15	19.44	8.33	47	36	36
<b>6</b>	8.89	13.51	2.78	64.44	75.68	75.00	26.67	10.81	22.22	45	37	36
<b>All Grades</b>	13.27	22.97	22.34	70.75	64.86	65.25	15.99	12.16	12.41	294	296	282

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.51	25.86	30.77	74.47	55.17	46.15	17.02	18.97	23.08	47	58	52
<b>1</b>	0.00	20.00	17.07	71.43	64.44	65.85	28.57	15.56	17.07	35	45	41
<b>2</b>	14.58	13.89	23.68	70.83	83.33	55.26	14.58	2.78	21.05	48	36	38
<b>3</b>	7.50	21.74	42.86	80.00	54.35	45.71	12.50	23.91	11.43	40	46	35
<b>4</b>	28.13	10.53	34.09	68.75	84.21	45.45	3.13	5.26	20.45	32	38	44
<b>5</b>	51.06	61.11	66.67	38.30	33.33	27.78	10.64	5.56	5.56	47	36	36
<b>6</b>	42.22	45.95	38.89	44.44	45.95	52.78	13.33	8.11	8.33	45	37	36
<b>All Grades</b>	22.45	27.70	35.46	63.27	59.80	48.58	14.29	12.50	15.96	294	296	282

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	1.72	3.85	74.47	79.31	76.92	25.53	18.97	19.23	47	58	52
<b>1</b>	8.57	13.33	14.63	22.86	35.56	29.27	68.57	51.11	56.10	35	45	41
<b>2</b>	14.58	5.56	10.53	45.83	41.67	52.63	39.58	52.78	36.84	48	36	38
<b>3</b>	5.00	4.35	0.00	35.00	56.52	40.00	60.00	39.13	60.00	40	46	35
<b>4</b>	0.00	2.63	9.09	34.38	52.63	52.27	65.63	44.74	38.64	32	38	44
<b>5</b>	8.51	2.78	8.33	42.55	38.89	66.67	48.94	58.33	25.00	47	36	36
<b>6</b>	4.44	10.81	0.00	31.11	32.43	47.22	64.44	56.76	52.78	45	37	36
<b>All Grades</b>	6.12	5.74	6.74	42.18	50.34	53.19	51.70	43.92	40.07	294	296	282

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.53	13.79	34.62	40.43	39.66	32.69	34.04	46.55	32.69	47	58	52
<b>1</b>	5.71	8.89	4.88	37.14	64.44	68.29	57.14	26.67	26.83	35	45	41
<b>2</b>	8.33	2.78	5.26	37.50	58.33	78.95	54.17	38.89	15.79	48	36	38
<b>3</b>	2.50	19.57	5.71	77.50	65.22	71.43	20.00	15.22	22.86	40	46	35
<b>4</b>	0.00	13.16	13.64	68.75	71.05	54.55	31.25	15.79	31.82	32	38	44
<b>5</b>	0.00	5.56	27.78	70.21	72.22	61.11	29.79	22.22	11.11	47	36	36
<b>6</b>	11.11	2.70	19.44	75.56	89.19	66.67	13.33	8.11	13.89	45	37	36
<b>All Grades</b>	8.16	10.14	16.67	57.82	63.85	60.28	34.01	26.01	23.05	294	296	282

**Conclusions based on this data:**

- For the 22-23 school year 0% 2nd grade students scored a 4 in Overall Language and 0% 3rd and 6th grade students scored a 4 in Written Language.

2. The majority of our English Learners are considered somewhat/moderately developed in all domains.
3. Over the last 3 years the Speaking domain has had the highest percentage of students considered well developed.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>641</b>	<b>90</b>	<b>45.7</b>	<b>0.5</b>
Total Number of Students enrolled in Troth Street Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	293	45.7
Foster Youth	3	0.5
Homeless	3	0.5
Socioeconomically Disadvantaged	577	90
Students with Disabilities	50	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Hispanic	612	95.5
Two or More Races	1	0.2
White	17	2.7

### Conclusions based on this data:

1. 577 (90%) of our student population is considered socioeconomically disadvantaged.
2. 95.5% of our student population is Hispanic.
3. There are 3 students who are Foster Youth and 3 students who are Homeless.



# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. When looking at academic performance we are in the lowest performance range, Red, for English Learner progress.
2. We are in the middle (yellow) for Mathematics, Chronic Absenteeism and Suspension Rate.
3. Mathematics is our highest performance range in academic performance.



# School and Student Performance Data

## Academic Performance English Language Arts

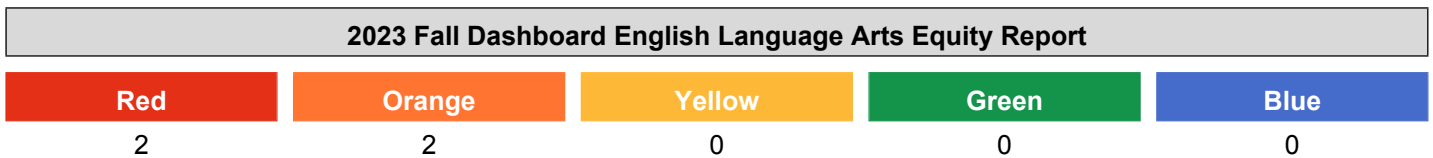
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>66.1 points below standard</p> <p>Maintained +0.3 points</p> <p>358 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>92.7 points below standard</p> <p>Decreased Significantly -16.5 points</p> <p>173 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>67 points below standard</p> <p>Maintained -0.9 points</p> <p>321 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>148.3 points below standard</p> <p>Decreased -7.4 points</p> <p>42 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.2 points below standard Maintained +0.2 points  346 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  8 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
111.2 points below standard Maintained 0 points  143 Students	4.6 points below standard Increased +5.5 points  30 Students	59.4 points below standard Increased +7.9 points  118 Students

**Conclusions based on this data:**

1. Student with disabilities are the furthest below standard by 148.3 points in comparison to all students who are 66.1 points below standard.
2. English Learners had the greatest decrease (-16.5 points) in English Language Arts.
3. In the comparisons for English Learners, this group of students has either maintained or increased their points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

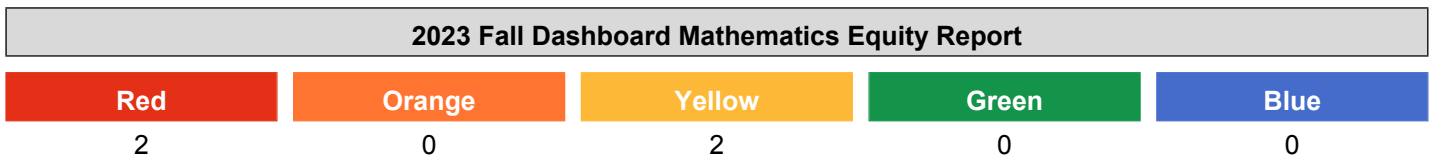
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 79.8 points below standard Increased +5.3 points 358 Students	<b>English Learners</b>  Red 106.2 points below standard Decreased -12.4 points 173 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Yellow 82 points below standard Increased +4.6 points 321 Students	<b>Students with Disabilities</b>  Red 173.2 points below standard Decreased -5.5 points 42 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 80.1 points below standard Increased +6.4 points  346 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  8 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.7 points below standard Maintained +1.9 points  143 Students	32.1 points below standard Increased +5.6 points  30 Students	74 points below standard Increased +7.9 points  118 Students

#### Conclusions based on this data:

1. Students with disabilities have the greatest gap with 173.2 points below standard compared to all students who are 79.8 points below standard.
2. Both English Learners and Students with Disabilities have shown a decrease in performance.
3. In the comparisons for English Learners, English Learners have either maintained or increased in their performance.

# School and Student Performance Data

## Academic Performance English Learner Progress

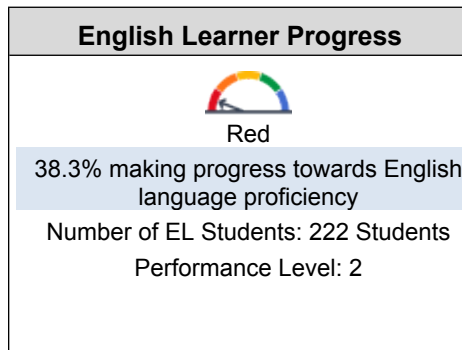
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
44	93	1	84

#### Conclusions based on this data:

1. The English Learner progress is in the red and 38.3 points above standard.
2. 44% of students decreased at least one ELPI level.
3. 84% of students progressed at least one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.








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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 32.8% Chronically Absent Declined Significantly -4.7 674 Students	<b>English Learners</b>  Orange 34% Chronically Absent Declined -1.7 315 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 33.4% Chronically Absent Declined Significantly -4 614 Students	<b>Students with Disabilities</b>  Orange 35.3% Chronically Absent Declined -11.3 68 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">33.2% Chronically Absent Declined Significantly -4.6</p> <p align="center">645 Students</p>	<p align="center">9.1% Chronically Absent</p> <p align="center">Declined -14</p> <p align="center">11 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center">35.3% Chronically Absent</p> <p align="center">Maintained 0</p> <p align="center">17 Students</p>

**Conclusions based on this data:**

1. 32.8% of students are considered chronically absent, which has significantly declined by 4.7%.
2. 35.3% of students with disabilities are chronically absent.
3. Students with disabilities had the highest decline of 11.3%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

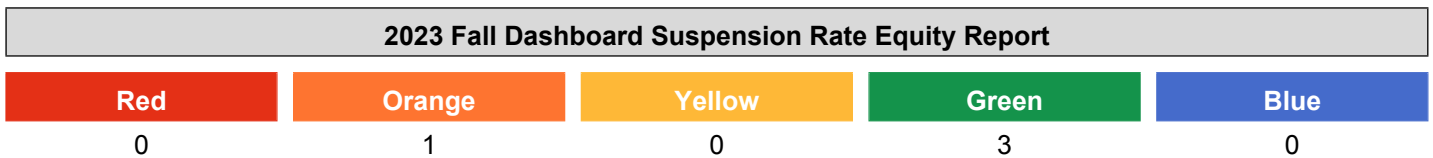
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Green	Less than 11 Students 6 Students
0.6% suspended at least one day	0.3% suspended at least one day	
Increased 0.6 694 Students	Increased 0.3 326 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 7 Students	 Green	 Orange
	0.5% suspended at least one day	1.4% suspended at least one day
	Increased 0.5 632 Students	Increased 1.4 72 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 1 Student</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green 0.5% suspended at least one day Increased 0.5 664 Students</p>	<p align="center">8.3% suspended at least one day Increased 8.3 12 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">0% suspended at least one day Maintained 0 17 Students</p>

**Conclusions based on this data:**

1. 1.4% of students with disabilities were suspended at least one day.
2. English Learners, Socioeconomically Disadvantaged and Hispanic students are all at green.
3. Overall there has been an increase of 0.6 in students who were suspended at least one day.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **All students will be college and career ready.**

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following subgroups in English Language Arts were in red: English Learners and Students with Disabilities.

In Mathematics, the following subgroups were in red: English Learners and Students with Disabilities.

Our English Learner progress is in red.

To effectively address the needs of English Learners and students with Disabilities, Troth has implemented various targeted interventions and supports. These are designed to provide personalized assistance and facilitate academic progress. Intervention Teachers offer support in Math and English Language Arts (ELA). They provide push-in support, working directly with students within the classroom setting to address individual learning needs. Small Group Instruction allows teachers to engage English Language Learners and students with Disabilities in targeted learning activities. This approach allows teachers to address specific skill gaps effectively. Bilingual Tutors provide additional support to English Learners and facilitate comprehension and academic achievement across various subjects. Education Specialists work in collaboration with various grade levels to provide specialized instruction and accommodation tailored to individual learning profiles. Teachers are being trained in Quality Teaching for English Learners (QTEL) strategies to provide the best first instruction to students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -66.1 Socioeconomically Disadvantaged: -67 English Learners: -92.7 Students with Disabilities: -148.3 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -67.2 Pacific Islander: N/A Two or More Races: N/A White: N/A	All Students: -55.1 Socioeconomically Disadvantaged: -57 English Learners: -82.7 Students with Disabilities: -138.3 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -57.2 Pacific Islander: N/A Two or More Races: N/A White: N/A
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -79.8 Socioeconomically Disadvantaged: -82.0 English Learners: -106.2 Students with Disabilities: -173.2 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -80.1 Pacific Islander: N/A Two or More Races: N/A White: N/A	All Students: -69.8 Socioeconomically Disadvantaged: -72.0 English Learners: -105.2 Students with Disabilities: -173.2 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -80.1 Pacific Islander: N/A Two or More Races: N/A White: N/A
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 38.3% Status Level: Red	Current Percentage of English Learners making progress: 41.3% Status Level: Yellow
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 7.51%	Percentage of English Learners Reclassified: 10%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	NWEA- English Language Arts According to Map Growth Grade Report for Spring 2023-2024: Kindergarten - 20% of students scored average or above First - 18% of students scored average or above Second - 19% of students scored average or above Third - 45% of students scored average or above Fourth - 24% of students scored average or above Fifth - 43% of students scored average or above	NWEA- English Language Arts Kindergarten - 25% of students scored average or above First - 23% of students scored average or above Second - 24% of students scored average or above Third - 50% of students scored average or above Fourth - 29% of students scored average or above Fifth - 34% of students scored average or above Sixth - 50% of students scored average or above

	Sixth - 45% of students scored average or above	
LCFF Priority 8: Other Student Outcomes - NWEA Math	NWEA- Math According to Map Growth Grade Report for Spring 2023-2024: Kindergarten - 28% of students scored average or above First - 30% of students scored average or above Second - 28% of students scored average or above Third - 49% of students scored average or above Fourth - 35% of students scored average or above Fifth - 33% of students scored average or above Sixth - 50% of students scored average or above	NWEA- Math Kindergarten - 33% of students scored average or above First - 35% of students scored average or above Second - 33% of students scored average or above Third - 54% of students scored average or above Fourth - 40% of students scored average or above Fifth - 38% of students scored average or above Sixth - 55% of students scored average or above

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation</p> <p>A. Ensure that English Language Arts (ELA) instruction is delivered daily in each classroom, accompanied by appropriate materials accessible to all students</p> <p>B. Provide time for staff to collaborate on curriculum implementation, effective strategies/ideas/resources, participate in goal setting, calibrating lessons/assessments, and data analysis</p> <p>C. Provide opportunities for teachers to support CCSS implementation and the Units of Study. Special consideration/focus will be given to accelerated learning/Impact teams, further development of ELD, enhancement of NGSS, refining inclusion practices, and ensuring SEL/management strategies will be given (printing, supplemental materials/supplies, digital resources, release time for professional development/collaboration, intervention, and subs).</p> <p>D. Provide additional paraprofessional support for small group instruction. In addition, provide support and collaborative planning time for the implementation of guided reading programs and math support groups.</p> <p>E. Purchase additional resources and supplemental materials, supplies, incentives, technology, software programs (for example,</p>	All Students	<p>89,749.00 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk Salary</p> <p>12,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Software Licenses</p> <p>5,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Substitutes</p> <p>2,000.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Instructional Aide Coverage</p> <p>82,007.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary Split Funded</p> <p>4,500.00</p>

	<p>Accelerated Reader), library support, and other pertinent items to support student academic achievement and supplement the core curriculum.</p> <p>F. Administration will coordinate &amp; monitor all professional development and instruction. The direction of district initiatives, staff surveys, leadership feedback, and/or classroom observations will determine site needs for training. Principals/Coaches/Teacher Facilitators/Coordinators will provide staff development/modeling as needed by grade levels/areas of need. The administration will use technology and digital resources to provide feedback.</p> <p>G. Teachers will be trained to use all district-adopted texts/materials and programs. Professional development will be provided for general education teachers, Educational Specialists, and paraprofessionals.</p> <p>H. Bilingual Language Tutors (BLTs) are assigned to classrooms with EL students and students with identified learning gaps, who work towards proficiency in language acquisition. These tutors assist EL students by clarifying instruction and providing lesson reinforcement in English (4 @ 3hrs).</p> <p>I. Release time for teachers to collaborate and plan for all students' support and success, especially those on an IEP.</p> <p>J. Classified and certificated behavior support and training (i.e. CPI Training), Student Attendant Aides-if not provided by the district.</p>		<p>Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salary</p> <p>36,918.00 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary Split Funded</p>
<p><b>1.2</b></p>	<p>Staff Development/Collaboration</p> <p>A. Support is available to staff and teachers for implementation of CCSS and support with resources for printing, poster making, materials for instruction, and other collaboration tools.</p> <p>B. Coordinate staff development in technology with the technology coordinator for all teachers and offer opportunities for conferences/professional development to build site knowledge</p> <p>C. Teachers and Education Specialists will collaborate to provide strategic, intensive instructional, and differentiated support for students with disabilities.</p> <p>D. Intervention and general education teachers will progress monitored daily with support from instructional aides.</p>	<p>All Students</p>	<p>135,617.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary</p> <p>2,000.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>12,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Substitutes- Release Days, Collaborative PD</p> <p>4,000.00 LCFF Suppl/Conc -- 0707</p>

	<p>E. Provide additional hours for school employees to support students in the classroom based on student needs.</p> <p>F. Provide leadership with release time as needed to plan, collaborate, review data, and reflect to ensure student's needs are met and best practices are utilized.</p> <p>G. Teachers and staff will work cooperatively to create grade-level and cross-grade-level teams to focus on improving student learning of content standards.</p> <p>H. Utilize minimum days to collaborate, plan, and discuss lesson implementation of effective strategies and intervention support.</p> <p>I. Provide PD on effective research-based strategies, implementation, and data analysis of CCSS (subjects including but not limited to mathematics and ELA, ELD, early literacy (foundational skills), Science, and other CCSS).</p> <p>J. Provide professional development, conferences, and/or release time for staff collaboration, SEL, UDL, inclusion, equity, technology, and other areas of focus, be it district initiatives, site meetings, workshops, or conferences (i.e., Excellence for Equity Conference).</p> <p>K. Provide release time (hourly/subs) for teachers to attend training, planning time, data analysis, progress monitoring, and/or collaboration meetings.</p> <p>L. All staff members (certificated and classified) will have the opportunity to participate in professional development that relates directly to the support they provide students.</p>		5000-5999: Services And Other Operating Expenditures Conferences
1.3	<p>Intervention</p> <p>A. Provide K-2 support for Early Literacy/Primary Intervention and 4-6 grade intervention support with Guided Reading Intensive Intervention</p> <p>B. Provide intervention teachers and support/resources for implementing guided reading and intensive intervention for students in grades TK-6 (early literacy/reading, writing, math, SEL) and data analysis support.</p> <p>C. Purchase technology licenses to enhance intervention opportunities and digital learning access (Starfall, RAZ, etc.)</p> <p>D. Newcomers will receive small group support from an intervention teacher and/or bilingual language tutor (BLT). Supplementary materials or software programs may be purchased to provide additional support.</p>	All Students	<p>178,584.00 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary</p> <p>1,073.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies</p> <p>1,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Supplemental Software Programs</p> <p>3,200.00</p>



	<p>E. The Student Success Team will regularly meet to support students who have been referred by the classroom teachers. Supplies and materials will be available for students and teachers, as needed, to provide support and accommodations to meet their academic and social needs, and substitute teachers will be available for meeting coverage as needed.</p> <p>F. Provide after-school extended learning opportunities for students experiencing difficulties, 1-year below grade level (strategic), utilizing core and supplemental standards-based instructional materials.</p> <p>G. Extended Learning Opportunities to challenge or provide differentiation for students outside the school day. Extended Learning Opportunities may be offered within the Saturday School Program to support the remediation/acceleration of skills, CCSS &amp; Integrated SEL needs, and test prep for CAASPP, EL, and GATE.</p>		<p>LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Additional hourly for EL support</p> <p>172,298.00 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary</p> <p>862.00 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies for Newcomers</p>
<p><b>1.4</b></p>	<p>Essential Services and Supports</p> <p>A. Teachers and staff will be provided with necessary supplies for their classrooms as well as student supplies.</p> <p>B. Purchase additional core, supplemental materials, and clerical assistance to support extended learning opportunities after school.</p> <p>C. Clerical staff will support the implementation of all supplemental services to meet the needs of students requiring additional services, including translation.</p> <p>D. Purchase supplemental materials, supplies, incentives, software, and hardware for supplementary instruction. Promote positive incentives for student engagement in the area of reading, including field trips to universities.</p> <p>E. Translating Clerk, Attendance Clerk to increase ADA.</p> <p>F. Lease/Purchase of Xerox Machines for the printing of Instructional Materials</p> <p>G Teachers and support staff will have access to copy machines in the workroom to print materials needed for classroom instructions.</p> <p>H. Due to outdated library materials, we will purchase library books for students.</p> <p>I. Technology support maker space materials for the classroom and Innovation Center to support CCSS. Integration of technology tools and making</p>	<p>All Students</p>	<p>5,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>2,952.00 Title I Basic -- 3010 4000-4999: Books And Supplies Library Books</p> <p>40,133.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary (8hrs)</p> <p>2,830.00 Title I Basic -- 3010 4000-4999: Books And Supplies Xerox Machines</p> <p>1,500.00 Title I Basic -- 3010 4000-4999: Books And Supplies Printing</p> <p>5,000.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures</p>

	supplies will be ongoing (earbuds, headphones, etc.).  J. Lamination will be available on-site, and the maintenance contract will be updated.		Print Shop
<b>1.5</b>	College and Career Readiness A. As needed, students will be provided with necessary supplies to demonstrate success in organization, note-taking, and managing agendas and/or calendars to prepare students for college and career readiness.  B. Materials to promote College and Career Culture and organization on campus may be purchased (banners, scavenger hunt materials, college/career learning opportunities, incentives, and family nights)  C. Students will be provided with incentives for the utilization of organization strategies.  D. Release time for teachers to plan College and Career Activities.  E. Extended opportunities to visit universities.	All Students	500.00 Title I Basic -- 3010 4000-4999: Books And Supplies College & Career Implementation  500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies College & Career Incentives and Supplies  500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries College & Career Extra Hourly- Certificated
<b>1.6</b>	Preschool Transition to Elementary School This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.	Preschool Students	

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The 2023 California Dashboard data indicates that Troth Street Elementary fell 66.1 points below standard in English Language Arts and 79.8 points below standard in Mathematics. In both ELA and Math, the indicator shows our English Learners and Students with Disabilities in Red, with our English Learners falling 92.7 points below standard in ELA and 106.2 points below standard in Math. Our students with disabilities fell 148.3 points below standard in ELA and 173.2 points below standard. The Dashboard data also indicates that 38.3% of our English Learners are progressing towards English proficiency.

Best first instruction and learning in our classroom has consistently been the focus. We continue focusing on social-emotional learning for our students and staff. Numerous strategies and interventions were implemented to support student academic achievement. Our LSTs (Literacy Support Teachers) and MST (Math Support Teacher) presented and collaborated with teachers regarding NWEA data and forming guided reading and math groups based on student needs. Based on our data, our priority was our English Learners and Students with Disabilities. This school year, all our teachers were trained on QTEL (Quality Teaching for English Learners) to provide the best first instruction for our English Learners. Grade levels were provided with release time to review student data for SSTs and strategies to provide Tier 2 and Tier 3 interventions to higher-need students. Teachers attended UDL (Universal Design for Learning)

training and training for our new Math and Social Studies curriculum. Bilingual Language Tutors will continue to work with our English Learners, focusing on our newcomers.

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

The negotiated salary increase impacted all actions. Action 1.1 was \$15,024 budgeted for software licenses; we used supplemental programs funded through RCOE for part of that amount. In Action 1.5, we had \$4,000 set aside for teachers hourly for Extended Learning Opportunities; District ELOP covered this during the first term and Community school funding during the second term. In Action 1.10, we had \$7,000.00 for the Accelerated Reader program. This was paid for by ESSER funds this school year. In Action 1.17, we had 10,000.00 set aside for teacher substitutes to cover professional development and release time for collaboration. Only \$3,700 was used for teacher substitutes, resident subs were used for release time, and the district covered professional development substitutes. In Action 1.8, \$10,000.00 was budgeted for materials and supplies. This was used to purchase a new copy machine, and materials and supplies were covered in Action 1.3 and 1.14.

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.

As we focus on the best first instruction and learning, we will continue professional development for teachers, including QTEL and UDL. Our Literacy Support Teachers will focus on intervention for 1st-6th grade. The purchase of software subscriptions will be minimized due to limited resources, and Action 1.10 will be eliminated. For Action 1.9, we will reduce our Bilingual Language Tutors by one, going from five to four. Action 1.14 will change from AVID to College and Career Readiness. Extended Learning Opportunities will be moved from Essential Services and Supports to Intervention.

We will be combining multiple actions to support student outcomes:

- Actions 1.2, 1.4, and 1.7 focus on Staff Development, Collaboration, and Professional Development and will be combined into one action

Action 1.5 will be renamed Essential Services and Support, and Actions 1.6, 1.8, 1.11, 1.12, and 1.13 will be combined into it.

- Actions 1.9 and 1.17 will be combined with Action 1.1 CCSS Implementation

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will have a safe, orderly, and inviting learning environment.**

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California School Dashboard, the chronic absenteeism of Troth Street has declined by 4.7% to 32.8% in 2023. The suspension rate is at 0.6% suspended for at least one day. An area of need for students is school attendance rate and school connectedness.

To address areas of needs school will create a positive and safe environment that promotes student engagement and attendance.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 98.75% Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 87.76% K: 88.17% 1: 91.2% 2: 93.38% 3: 90.73% 4: 92.4% 5: 93.34% 6: 92.49%  Source: Student Information System P-2 report	TK: 90% K: 91% 1: 94% 2: 96% 3: 93% 4: 95% 5: 96% 6: 95%  Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 32.8% Socioeconomically Disadvantaged: 33.4% English Learners: 34.0% Students with Disabilities: 35.3%	All Students: 29% Socioeconomically Disadvantaged: 30% English Learners: 31% Students with Disabilities: 32.3%

	Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 33.2% Pacific Islander: N/A Two or More Races: 9.1% White: 35.3%	Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 30% Pacific Islander: N/A Two or More Races: 6% White: 33%
LCFF Priority 6: Pupil Suspension Rate	All Students: 0.6% Socioeconomically Disadvantaged: 0.5% English Learners: 0.3% Students with Disabilities: 1.4% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0.5% Pacific Islander: N/A Two or More Races: 8.3% White: 0.0%	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: 5% White: 0%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0	All Students: 0
LCFF Priority 6: School Climate Survey: School Safety	How safe do you feel when you are at school? Safe/Very Safe: 78%	How safe do you feel when you are at school? Safe/Very Safe: 81%
LCFF Priority 6: School Climate Survey: School Connectedness	I feel connected to my school. Strongly Agree/Agree: 70%	I feel connected to my school. Strongly Agree/Agree: 73%
LCFF Priority 6: School Climate Survey: Caring Relationships	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 58%	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 61%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Safe and Healthy School Environment A. Activity supervisors are visible at every entry point during student arrival and dismissal. Additional school personnel assist with dismissal to ensure student safety.  B. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, Student Ambassador programs, anti-	All Students	59,243.00 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1.0) Health Care Aide Salary (6hrs.)  3,000.00 LCFF Suppl/Conc -- 0707

<p>bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, participation in National Kindness activities, etc.) Teachers and staff will use a multi-tiered system of support (MTSS), including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families will be provided with support, including behavior, safety, physical education activities, technology, and mental health services with a focus on student wellness.</p> <p>C. Continue to assist students who need school-based counseling. This service will be provided through the Family Outreach Program provider. Students will be referred by their Principal or teachers.</p> <p>D. Activity Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. They will provide appropriate campus supervision, enforce school rules/procedures, and support student SEL needs.</p> <p>E. Staff will also be provided with training on Trauma Informed and Restorative Practices.</p> <p>F. Troth Street will operate the 100 Mile Club, which focuses on student health and well-being. Students will have the opportunity to participate in running/walking and monitoring the number of miles they achieve. Students will develop self-monitoring strategies. Incentives and motivational supplies will be provided for students and staff to participate. Activity supervisors and staff will provide additional supervision for after-school run events to ensure safety.</p> <p>G. The safety coordinator will annually revise the Safe School Plan to include these essential components: ensuring each student has a safe and healthy physical environment and ensuring each student has a safe, nurturing, and respectful emotional environment. The safety coordinator will work with the administration to include proactive emergency training for staff on procedures and expectations in case of emergency situations that could happen on the Troth Street campus. Each year the plan will be presented by the Safety coordinator to the English Language Advisory Committee (ELAC) and approved by the School Site Council. (SSC).</p> <p>H. The health aide will provide appropriate health care and nursing services. The health aide will also communicate with parents regarding immunizations and allergies that might impact a student's school environment or education, including attendance. The health aide will monitor student medications and follow doctor's orders when appropriately provided. The health aide will follow any "Student Health Plan" provided by the JUSD nurse.</p>		<p>4000-4999: Books And Supplies Safety Items and Supplies</p> <p>2,371.00 LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries (1.0) Activity Supervisor (.25 hrs)</p> <p>1,000.00 LCFF Suppl/Conc -- 0707</p> <p>5700-5799: Transfers Of Direct Costs Print Shop- Quality Coupons, BSEL, Awards</p>
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	<p>I. Continue to improve the school office by updating furniture and making the environment welcoming</p> <p>J. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during Physical Education, lunch, and recess.</p> <p>K. Radios/walkie-talkies will be purchased and replaced as needed for teachers and staff to ensure clear communication and safety for all students and staff on campus.</p> <p>L. Students and staff will practice disaster procedures by participating in monthly emergency drills, including, but not limited to, fire, earthquake, and lockdown. Safety items and supplies will be purchased as identified through proactive practices to ensure disaster preparedness on campus.</p>		
<b>2.2</b>	<p>Attendance</p> <p>A. Increase student attendance to promote high academic achievement and ensure student safety through ongoing training and incentives.</p> <p>B. Provide training for parents about the importance of attendance.</p> <p>C. Monthly attendance team meetings to review attendance data and plan strategic intervention strategies to improve attendance.</p> <p>C. Saturday School funds to support the program and replenish ADA, including purchasing materials for Saturday School</p>	All Students	<p>2,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Attendance Incentives</p>
<b>2.3</b>	<p>SEL/PBIS</p> <p>A. A school PBIS team will work to create, implement, and monitor a schoolwide PBIS program to improve school climate, culture, and student behavior on the playground, school grounds, and within classroom settings.</p> <p>B. The BSEL/PBIS coordinator, along with the Leadership Team, will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program. The program will aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short classroom lessons focusing on the identified positive character traits. Incentives will be purchased and provided to motivate students, classrooms, and grade levels.</p>	All Students	<p>2,000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly Meetings and Planning</p> <p>2,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies PBIS Student Incentives</p>

	<p>C. The BSEL/PBIS coordinator and PBIS Leadership Team will provide staff development and support in planning short lessons focused on positive behavior and area expectations. Release time will be provided for the PBIS Leadership Team to collaborate, develop, implement, and revise schoolwide PBIS.</p> <p>D. Students will participate in character reward activities. Classroom teachers and staff will identify students who demonstrated PBIS-positive behavior.</p>		
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# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

According to the California School Dashboard, the chronic absenteeism of Troth Street has declined by 4.7% to 32.8% in 2023. The suspension rate is at 0.6% suspended for at least one day. Troth Street continues to support and promote attendance and student engagement. Our BSEL team and Community Schools TSA meet monthly to help promote socio-emotional learning strategies. We are beginning to implement MTSS (Multi-Tiered Systems of Support) schoolwide. This included social and emotional learning, academic intervention, and inclusive practices. Teachers implement the Second Step SEL curriculum and schedule morning student meetings. Weekly and monthly incentives were implemented for attendance, and SART meetings were held to support positive attendance. Students with improved attendance after SART meetings were given incentives, and positive phone calls were made at home. The staff was trained on trauma-informed practices, and volunteer teachers received training on Calming Corners. Students continue to be referred to our Behavior Health Associate, who provides counseling services and will complete check-ins based on students' socio-emotional needs.

Weekly Announcements with information on upcoming events and news are made to families through ParentSquare and social media. Kindness activities were held throughout the year to promote school spirit and engage students. Spirit days were planned and promoted by the student council, and staff and students were encouraged to participate.

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

All actions were impacted due to negotiated salary increase. In Action 2.2 there was \$6,000.00 budgeted to improve attendance. From this only \$1,000.00 was spent due to it being covered by Community Schools Funds. Also in Action 2.2 there was \$2,000.00 set aside for teacher hourly to focus on SEL. These meetings took place during Wednesday collaboration.

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.

Possible changes for next year include moving Saturday School from Action 2.3 to Action 2.2 to reflect its focus on improving attendance. Improving the school office and making the environment more welcoming encompasses Action 2.1 more than 2.3 and will be moved to reflect that. In Action 2.1 (Safe and Healthy School Environment), we will add planned actions to reflect schoolwide MTSS (Multi-Tiered Systems of Support), information to reflect updating of the parent-student handbook, activities around the 100-mile club, Safe School Plan, monthly safety drills and updating of radios/walkie talkies. In Action 2.3 (SEL/PBIS), we will add planned actions to reflect the implementation and use of a schoolwide PBIS system and the activities that reflect a Positive Behavior Intervention System.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.**

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on parent, staff and student surveys there is a need for mental and behavioral health services, extended learning opportunities for students and adult classes for parents. To address these areas of needs we will be working with the Community School TSA and Behavioral Health Associate to provide Wellness Days for students during lunch. We will also provide students with school wide assemblies to promote student engagement. To address parent outreach we will provide parent classes, meetings and events that focus on their responses to Community School Surveys.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3: Parent & Family Engagement: California School Parent Survey	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child."  91%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child."  94%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	The percentage of staff who "Strongly agree or agree" with "School is welcoming to and facilitates parent involvement."  93%	"The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."  96%

	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024
LCFF Priority 3: Parent & Family Engagement: California School Parent Survey	The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class."  91%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class."  94%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class."  93%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class."  96%  Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Parent Outreach With the support of Community Schools TSA:</p> <p>A. Provide workshops to include parental participation in ELA, Math, technology</p> <p>B. Site-based parent training and student opportunities, including a variety of parent engagement opportunities. (i.e., school programs, Chromebooks, PBIS, CCSS, digital citizenship). Parents are provided with Common Sense Media resources to assist them in monitoring their child's technology use. Additionally, they are encouraged to engage in the school's PTO through monthly meetings. Parents are also invited to participate in PBIS committees, Community Schools Council, School Site Council, and English Language Advisory Committee meetings.</p>	Students and community	<p>1000.00 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Parental Involvement Certificated Extra Hourly</p> <p>957.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Refreshments and snacks for parents</p> <p>873.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries</p>

	<p>C. Parent center/ideas will be available to support parent communication (computer, printer, library access). Parents are encouraged to utilize the parent Chromebook available in the office for accessing district and school portals, signing up via QR codes, and gaining access to Parent Square. Families have after-school library access offering Chromebooks and printers for the convenience.</p> <p>D. Troth Street Elementary offers various avenues for parents and staff to take on leadership roles through advisory committees. These include the Community Schools Advisory Committee, the School Site Council, and the ELAC committee. These platforms provide structured opportunities for parents and community members to voice their opinions, share perspectives, examine issues, and formulate recommendations within focused, intimate group settings.</p> <p>E. Parent support materials for parent outreach. Build a strong network of support and culturally responsive programming and resources for students, educators and families, and foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community. In alignment with strategies developed in response to the deep needs and asset assessment, Troth Street will identify and establish school-community partnerships who share a holistic focus on students, families and the community.</p> <p>F. Use of RAPTOR system</p> <p>G. Provide refreshments and snacks for parent meetings and classes.</p> <p>H. Translator clerk typist to translate materials and parent meetings. Increase access and drive equity by ensuring that parents have access to information presented at meetings through having translation.</p> <p>I. Provide Family Nights for parents and students based on Needs Assessment Surveys, including but not limited to, Family Literacy, Family Math, Family STEM, etc.</p>		Teacher Hourly to support with parent outreach
3.2	<p>Student Engagement</p> <p>A. Students participate in sports/club activities- Expanded and Enriched Learning Times and Opportunities- Enrichment opportunities during school that expand student knowledge and enhance their skills. These include, but are not limited to, STEAM (science, technology, engineering, art, math), social-emotional learning skills, visual and performing arts, games (board games, video games, coding), photography, arts</p>	All students	7,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Student Assemblies

<p>and crafts, video and photography, ASISA Soccer Program- recess/lunch PE and sports.</p> <p>B. Student and parent engagement activities to promote connections and access to curriculum for students and families. Parents/families/community members are invited to Family events during and after school where they will engage in art lessons or activities in Literacy, Math, Art, Science. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, and provide administrative support as needed.</p> <p>C. Visual and Performing Arts- Weekly band classes, VAPA (visual and performing arts teacher) providing lessons in art, theater, dance, et.</p> <p>D. Student Council and Student Leadership through PAL- The PAL Peer Assistance Leadership Program is a school-based, peer-to-peer youth development program built upon a philosophy of students helping students. The mission of the PAL program is to develop youth leaders who connect with their peers to create a caring, safe, and supportive school environment for all. Community schools will support and fund peer student leadership training and transportation for training.</p> <p>E. Students will be provided with the opportunity to participate in engaging school assemblies, partnerships in order to build a positive school culture.</p> <p>F. Parent Workshops in Math and English Language Arts, including Family Literacy in TK/Kindergarten. Troth Street will host classes for parents based on their input on Parents Needs Assessment surveys. These classes will serve as a space for collaboration, learning, and community building, strengthening the educational journey for both children and their families. Classified staff will supervise young children during these classes to ensure that parents have equitable access.</p>		
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## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Parent involvement and outreach continue to be a key factor in student success. Troth Street's Community Schools TSA (Teacher on Special Assignment) helps support the connection between school and home. Parent classes have been created based on parent needs/interests; some classes offered include Financial Literacy, Computer Classes, English as a Second Language, and Behavioral Classes. Various family activities were planned to support family involvement (100-

mile Trunk or Treat, 100-mile Egg Hunt, Family Picnics, Math/Family Literacy/Arts & Crafts Nights). Communication takes place in Spanish and English, and translation services are offered during parent/teacher meetings. Our office staff has participated in customer service training and assisted in supporting parents and students.

Various events continue to make a positive impact on student engagement. Troth Street Student Council plans and communicates spirit days and school news through its weekly broadcast. The announcements are emailed to teachers to show to the rest of the student body. Student Council also assisted with school activities

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

Money set aside for certificated extra hourly in Action 3.1 was covered by Community Schools Budget.

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.

Our ELAC, School Site Council, Community Schools Council and Student Council have provided feedback on parent and family activities. Discuss Chronic Absenteeism at every parent event. Community Schools will implement PAL (Peer Assistance and Leadership) to increase student engagement, peer mediation, conflict resolution and leadership among students on campus.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$388507
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$883,167.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
LCFF District -- 500 0707	\$321,290.00
LCFF Suppl/Conc -- 0707	\$189,584.00
Title I Basic -- 3010	\$186,390.00
Title I District -- 500 3010	\$178,584.00
Title I Parent Involvement -- 3010 1902	\$1,957.00
Title III LEP -- 4203	\$5,362.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$883,167.00

Total of federal, state, and/or local funds for this school: \$883,167.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	186390	0.00
Title I Parent Involvement -- 3010 1902	1957	0.00
Title I District -- 500 3010	178584	0.00
Title III LEP -- 4203	5362	0.00
LCFF Suppl/Conc -- 0707	189584	0.00
LCFF District -- 500 0707	321290	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	321,290.00
LCFF Suppl/Conc -- 0707	189,584.00
Title I Basic -- 3010	186,390.00
Title I District -- 500 3010	178,584.00
Title I Parent Involvement -- 3010 1902	1,957.00
Title III LEP -- 4203	5,362.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	507,872.00
2000-2999: Classified Personnel Salaries	322,121.00
4000-4999: Books And Supplies	23,174.00
5000-5999: Services And Other Operating Expenditures	29,000.00
5700-5799: Transfers Of Direct Costs	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	172,298.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	148,992.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	20,373.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	131,711.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	12,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	24,000.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	135,617.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	36,918.00
4000-4999: Books And Supplies	Title I Basic -- 3010	8,855.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	5,000.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	178,584.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,000.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	957.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	862.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	801,723.00
Goal 2	71,614.00
Goal 3	9,830.00



# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jacqueline Stump	Principal
Tina Carns	Classroom Teacher
Hillary Moe	Classroom Teacher
Perla Diaz-Morfin	Classroom Teacher
Greer Sheldon	Classroom Teacher
Laura Ponce	Other School Staff
Laura Cardoso	Parent or Community Member
Elinali Santiago	Parent or Community Member
Erika Lopez	Parent or Community Member
Nancy Reyes	Parent or Community Member
Leni Arias	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**



English Learner Advisory Committee
Other: Community Schools 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 6, 2024.

Attested:



Principal, Jacqueline Stump on May 6, 2024
SSC Chairperson, Tina Carns on May 6, 2024

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023