



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	May 12, 2025	June 24, 2025

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 Chronic Absenteeism, with 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 and Panorama 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 we had no Dashboard Indicators that were red or orange.

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, Students with Disabilities were in Red and English Learners were in Orange.
- In Mathematics the following subgroups were in orange: Students with Disabilities.
- In the area of Chronic Absenteeism Students with Disabilities were in the Red.

Other Needs

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

In addition to the Dashboard indicators, Troth Street Elementary utilizes a variety of locally collected data sources to monitor student outcomes and inform schoolwide decision-making. These include NWEA Benchmark assessments, class-level and grade-level assessments, monthly attendance data, and survey feedback from students, staff, and families.

NWEA Benchmark data provides timely insights into student learning and growth, allowing staff to make data-informed instructional adjustments. In NWEA Mathematics, 35% of students met or exceeded standards in Winter 2023–2024, increasing to 38% in Winter 2024–2025. Similarly, in NWEA ELA, the percentage of students meeting or exceeding standards rose from 33% to 39% during the same timeframe. These gains reflect the impact of focused instruction and targeted interventions.

To address Chronic Absenteeism, Troth Street monitors monthly attendance trends provided by district reports. The school's attendance committee analyzes this data regularly to identify barriers to consistent attendance and implement tailored strategies aimed at improving student attendance, especially for high-risk groups.

Troth also uses Panorama Survey results to assess school climate and student well-being. In Winter 2025, 89% of students responded favorably in the area of supportive relationships. However, only 38% reported favorable outcomes in emotion regulation. Regarding student supports and environment, 65% of students rated teacher-student relationships positively, while 44% gave favorable ratings to overall school climate. These insights are used to guide initiatives that strengthen campus culture and promote student engagement.

Finally, the school incorporates feedback from the annual LCAP parent and staff survey to identify areas of need and guide continuous improvement efforts across all stakeholder groups.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	0%	0	0	0
African American	0.30%	0.16%	0.66%	2	1	4
Asian	0.15%	0%	0%	1	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	95.19%	95.48%	95.56%	633	612	581
Pacific Islander	0%	0%	0%	0	0	0
White	2.41%	2.65%	2.63%	16	17	16
Multiple/No Response	0.15%	0.16%	0.16%	1	1	1
Total Enrollment				665	641	608

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			30
Kindergarten	109	98	70
Grade 1	89	81	70
Grade 2	73	88	74
Grade3	102	77	86
Grade 4	86	106	81
Grade 5	103	88	103
Grade 6	103	103	94
Total Enrollment	665	641	608

Conclusions based on this data:

1. The majority of the students identify as Hispanic/Latino, making up around 95-96% of the student body across all three years.
2. The total student enrollment has been decreasing over the past three academic years. It dropped from 665 students in 2021-22 to 641 in 2022-23, and further down to 608 in 2023-24.

3. While enrollment decreased overall, Kindergarten and Grade 1 saw the most significant drops from 2021–22 to 2023–24. Kindergarten enrollment declined from 109 to 70 students, and Grade 1 dropped from 89 to 70 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	306	293	293	44.2%	46.0%	48.2%
Fluent English Proficient (FEP)	122	107	94	21.7%	18.3%	15.5%
Reclassified Fluent English Proficient (RFEP)	14	14	22	3%	5%	7.5%

Conclusions based on this data:

1. The percentage of English Learners has steadily increased over the three years, rising from 44.2% in 2021-22 to 46.0% in 2022-23, and further to 48.2% in 2023-24.
2. The number of students reclassified as Reclassified Fluent English Proficient (RFEP) increased from 14 students in 2021-22 and 2022-23 to 22 students in 2023-24.
3. The number of Fluent English Proficient (FEP) students has declined from 21.7% to 15.5% over the three 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	105	77	86	103	77	82	103	77	82	98.1	100.0	95.3
Grade 4	87	105	85	86	105	82	86	105	82	98.9	100.0	96.5
Grade 5	102	90	106	102	90	103	102	90	103	100.0	100.0	97.2
Grade 6	107	101	93	106	101	88	106	101	88	99.1	100.0	94.6
All Grades	401	373	370	397	373	355	397	373	355	99.0	100.0	95.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2357.	2350.	2379.	4.85	6.49	9.76	13.59	10.39	17.07	24.27	23.38	29.27	57.28	59.74	43.90
Grade 4	2406.	2393.	2383.	6.98	6.67	3.66	18.60	15.24	12.20	24.42	20.95	20.73	50.00	57.14	63.41
Grade 5	2425.	2445.	2461.	4.90	5.56	10.68	11.76	14.44	21.36	20.59	35.56	31.07	62.75	44.44	36.89
Grade 6	2477.	2472.	2493.	8.49	4.95	4.55	16.98	25.74	30.68	34.91	25.74	28.41	39.62	43.56	36.36
All Grades	N/A	N/A	N/A	6.30	5.90	7.32	15.11	16.89	20.56	26.20	26.27	27.61	52.39	50.94	44.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.85	6.49	9.76	63.11	46.75	58.54	32.04	46.75	31.71
Grade 4	6.98	5.71	4.88	63.95	57.14	52.44	29.07	37.14	42.68
Grade 5	5.88	4.44	7.77	55.88	68.89	66.99	38.24	26.67	25.24
Grade 6	10.38	6.93	3.41	52.83	48.51	62.50	36.79	44.55	34.09
All Grades	7.05	5.90	6.48	58.69	55.50	60.56	34.26	38.61	32.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.85	3.90	9.76	48.54	44.16	50.00	46.60	51.95	40.24
Grade 4	2.33	4.76	2.44	50.00	46.67	39.02	47.67	48.57	58.54
Grade 5	7.84	2.22	6.80	46.08	58.89	59.22	46.08	38.89	33.98
Grade 6	7.55	7.92	9.09	45.28	45.54	60.23	47.17	46.53	30.68
All Grades	5.79	4.83	7.04	47.36	48.79	52.68	46.85	46.38	40.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.97	3.90	3.66	74.76	67.53	73.17	24.27	28.57	23.17
Grade 4	8.14	1.90	1.22	63.95	70.48	73.17	27.91	27.62	25.61
Grade 5	2.94	10.00	12.62	71.57	66.67	64.08	25.49	23.33	23.30
Grade 6	9.43	3.96	2.27	68.87	74.26	75.00	21.70	21.78	22.73
All Grades	5.29	4.83	5.35	70.03	69.97	70.99	24.69	25.20	23.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.91	1.30	6.10	53.40	59.74	59.76	43.69	38.96	34.15
Grade 4	5.81	2.86	3.66	62.79	61.90	57.32	31.40	35.24	39.02
Grade 5	1.96	5.56	5.83	52.94	61.11	68.93	45.10	33.33	25.24
Grade 6	6.60	5.94	13.64	70.75	73.27	64.77	22.64	20.79	21.59
All Grades	4.28	4.02	7.32	59.95	64.34	63.10	35.77	31.64	29.58

Conclusions based on this data:

1. Overall students exceeding and meeting the standard has increased over the last 3 years.
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 60% 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	105	77	86	105	77	86	105	77	86	100.0	100.0	100
Grade 4	87	105	85	87	105	84	87	105	84	100.0	100.0	98.8
Grade 5	102	90	106	102	90	106	102	90	106	100.0	100.0	100
Grade 6	107	101	93	107	101	92	107	101	92	100.0	100.0	98.9
All Grades	401	373	370	401	373	368	401	373	368	100.0	100.0	99.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2373.	2383.	2406.	3.81	7.79	13.95	19.05	16.88	25.58	30.48	31.17	25.58	46.67	44.16	34.88
Grade 4	2412.	2397.	2406.	4.60	0.95	3.57	17.24	11.43	14.29	31.03	35.24	29.76	47.13	52.38	52.38
Grade 5	2398.	2432.	2448.	0.98	2.22	2.83	3.92	10.00	10.38	22.55	25.56	34.91	72.55	62.22	51.89
Grade 6	2472.	2468.	2477.	8.41	10.89	13.04	8.41	14.85	7.61	33.64	23.76	34.78	49.53	50.50	44.57
All Grades	N/A	N/A	N/A	4.49	5.36	8.15	11.97	13.14	14.13	29.43	28.95	31.52	54.11	52.55	46.20

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.81	9.09	19.77	46.67	45.45	41.86	49.52	45.45	38.37
Grade 4	8.05	3.81	5.95	51.72	42.86	38.10	40.23	53.33	55.95
Grade 5	1.96	3.33	4.72	35.29	45.56	51.89	62.75	51.11	43.40
Grade 6	8.41	8.91	6.52	44.86	39.60	47.83	46.73	51.49	45.65
All Grades	5.49	6.17	8.97	44.39	43.16	45.38	50.12	50.67	45.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.86	5.19	13.95	69.52	61.04	58.14	27.62	33.77	27.91
Grade 4	5.75	2.86	4.76	52.87	49.52	51.19	41.38	47.62	44.05
Grade 5	2.94	3.33	2.83	42.16	51.11	61.32	54.90	45.56	35.85
Grade 6	6.54	6.93	7.61	57.94	46.53	52.17	35.51	46.53	40.22
All Grades	4.49	4.56	7.07	55.86	51.47	55.98	39.65	43.97	36.96

Conclusions based on this data:

1. The "% of Enrolled Students Tested" is consistently high across all grades and all years (21-22, 22-23, and 23-24), with most grades showing 100% participation and the lowest being 98.8% for 4th grade in 23-24.
2. Student performance in "Problem Solving & Modeling/Data Analysis 3rd grade had the highest increase. The "% Above Standard" for 3rd grade increased from 3.81% in 22-23 to 19.77% in 23-24,
3. The percentage of students achieving "Standard Exceeded" and other achievement levels varies across grades and years, indicating fluctuations in overall achievement.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1409.6	1418.6	1395.6	1428.8	1433.0	1415.1	1364.4	1384.9	1349.8	58	52	58
1	1442.7	1443.6	1434.1	1453.6	1460.0	1455.9	1431.3	1426.6	1411.6	45	41	32
2	1438.3	1457.9	1453.8	1472.1	1462.9	1463.3	1404.0	1452.5	1443.7	36	38	43
3	1483.7	1479.7	1481.9	1475.8	1485.9	1483.0	1491.1	1472.9	1480.3	46	35	39
4	1496.0	1493.2	1482.3	1490.9	1489.2	1480.4	1500.5	1496.6	1483.7	38	44	36
5	1500.8	1518.1	1520.2	1503.3	1511.3	1521.9	1497.9	1524.6	1517.9	36	36	43
6	1515.6	1511.3	1502.8	1509.7	1505.4	1491.7	1521.1	1516.6	1513.4	37	36	33
All Grades										296	282	284

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.17	13.46	8.62	36.21	30.77	24.14	44.83	34.62	39.66	13.79	21.15	27.59	58	52	58
1	8.89	2.44	9.38	35.56	31.71	34.38	33.33	48.78	25.00	22.22	17.07	31.25	45	41	32
2	2.78	0.00	4.65	27.78	44.74	44.19	50.00	39.47	32.56	19.44	15.79	18.60	36	38	43
3	10.87	2.86	20.51	39.13	40.00	23.08	34.78	34.29	30.77	15.22	22.86	25.64	46	35	39
4	7.89	13.64	5.56	34.21	34.09	33.33	42.11	27.27	33.33	15.79	25.00	27.78	38	44	36
5	0.00	19.44	18.60	36.11	36.11	41.86	52.78	36.11	30.23	11.11	8.33	9.30	36	36	43
6	10.81	5.56	6.06	35.14	44.44	42.42	45.95	27.78	30.30	8.11	22.22	21.21	37	36	33
All Grades	6.76	8.51	10.56	35.14	36.88	34.15	42.91	35.46	32.39	15.20	19.15	22.89	296	282	284

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.69	21.15	20.69	34.48	30.77	18.97	32.76	26.92	34.48	12.07	21.15	25.86	58	52	58
1	17.78	21.95	34.38	42.22	39.02	31.25	26.67	29.27	18.75	13.33	9.76	15.63	45	41	32
2	16.67	10.53	23.26	61.11	34.21	44.19	19.44	44.74	13.95	2.78	10.53	18.60	36	38	43
3	17.39	31.43	41.03	50.00	45.71	23.08	17.39	17.14	15.38	15.22	5.71	20.51	46	35	39
4	23.68	25.00	19.44	47.37	38.64	47.22	21.05	20.45	25.00	7.89	15.91	8.33	38	44	36
5	25.00	30.56	41.86	55.56	50.00	46.51	11.11	13.89	4.65	8.33	5.56	6.98	36	36	43
6	27.03	22.22	21.21	40.54	50.00	42.42	24.32	16.67	21.21	8.11	11.11	15.15	37	36	33
All Grades	20.95	23.05	28.52	46.28	40.43	35.21	22.64	24.47	19.72	10.14	12.06	16.55	296	282	284

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.72	3.85	3.45	15.52	21.15	10.34	51.72	42.31	60.34	31.03	32.69	25.86	58	52	58
1	11.11	4.88	3.13	11.11	17.07	21.88	37.78	36.59	31.25	40.00	41.46	43.75	45	41	32
2	0.00	2.63	0.00	27.78	31.58	30.23	16.67	36.84	32.56	55.56	28.95	37.21	36	38	43
3	8.70	0.00	2.56	28.26	20.00	23.08	41.30	40.00	38.46	21.74	40.00	35.90	46	35	39
4	5.26	2.27	0.00	15.79	36.36	19.44	52.63	25.00	38.89	26.32	36.36	41.67	38	44	36
5	0.00	8.33	6.98	11.11	13.89	20.93	38.89	58.33	46.51	50.00	19.44	25.58	36	36	43
6	8.11	0.00	0.00	8.11	25.00	21.21	64.86	47.22	51.52	18.92	27.78	27.27	37	36	33
All Grades	5.07	3.19	2.46	16.89	23.76	20.42	43.92	40.43	44.01	34.12	32.62	33.10	296	282	284

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.52	15.38	13.79	67.24	65.38	62.07	17.24	19.23	24.14	58	52	58
1	28.89	39.02	53.13	60.00	53.66	25.00	11.11	7.32	21.88	45	41	32
2	25.00	23.68	18.60	69.44	71.05	65.12	5.56	5.26	16.28	36	38	43
3	34.78	14.29	28.21	56.52	74.29	43.59	8.70	11.43	28.21	46	35	39
4	36.84	31.82	16.67	52.63	56.82	66.67	10.53	11.36	16.67	38	44	36
5	5.56	27.78	23.26	75.00	63.89	67.44	19.44	8.33	9.30	36	36	43
6	13.51	2.78	24.24	75.68	75.00	51.52	10.81	22.22	24.24	37	36	33
All Grades	22.97	22.34	23.94	64.86	65.25	55.99	12.16	12.41	20.07	296	282	284

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.86	30.77	20.69	55.17	46.15	50.00	18.97	23.08	29.31	58	52	58
1	20.00	17.07	9.38	64.44	65.85	78.13	15.56	17.07	12.50	45	41	32
2	13.89	23.68	30.23	83.33	55.26	55.81	2.78	21.05	13.95	36	38	43
3	21.74	42.86	41.03	54.35	45.71	38.46	23.91	11.43	20.51	46	35	39
4	10.53	34.09	28.57	84.21	45.45	57.14	5.26	20.45	14.29	38	44	35
5	61.11	66.67	67.44	33.33	27.78	25.58	5.56	5.56	6.98	36	36	43
6	45.95	38.89	36.36	45.95	52.78	48.48	8.11	8.33	15.15	37	36	33
All Grades	27.70	35.46	33.57	59.80	48.58	49.47	12.50	15.96	16.96	296	282	283

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.72	3.85	1.72	79.31	76.92	68.97	18.97	19.23	29.31	58	52	58
1	13.33	14.63	15.63	35.56	29.27	34.38	51.11	56.10	50.00	45	41	32
2	5.56	10.53	2.33	41.67	52.63	60.47	52.78	36.84	37.21	36	38	43
3	4.35	0.00	2.56	56.52	40.00	46.15	39.13	60.00	51.28	46	35	39
4	2.63	9.09	0.00	52.63	52.27	50.00	44.74	38.64	50.00	38	44	36
5	2.78	8.33	9.30	38.89	66.67	65.12	58.33	25.00	25.58	36	36	43
6	10.81	0.00	0.00	32.43	47.22	45.45	56.76	52.78	54.55	37	36	33
All Grades	5.74	6.74	4.23	50.34	53.19	54.93	43.92	40.07	40.85	296	282	284

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.79	34.62	6.90	39.66	32.69	46.55	46.55	32.69	46.55	58	52	58
1	8.89	4.88	0.00	64.44	68.29	68.75	26.67	26.83	31.25	45	41	32
2	2.78	5.26	4.65	58.33	78.95	81.40	38.89	15.79	13.95	36	38	43
3	19.57	5.71	7.69	65.22	71.43	66.67	15.22	22.86	25.64	46	35	39
4	13.16	13.64	11.11	71.05	54.55	50.00	15.79	31.82	38.89	38	44	36
5	5.56	27.78	16.28	72.22	61.11	62.79	22.22	11.11	20.93	36	36	43
6	2.70	19.44	12.12	89.19	66.67	72.73	8.11	13.89	15.15	37	36	33
All Grades	10.14	16.67	8.45	63.85	60.28	63.03	26.01	23.05	28.52	296	282	284

Conclusions based on this data:

1. There is a general trend of improvement in the percentage of students reaching higher proficiency levels (Level 4 and Level 3) in both Oral and Written Language from the 21-22 school year to the 23-24 school year.

2. There is a decrease in the percentage of students at lower proficiency levels (Somewhat/Nearly Developed) in both Listening and Speaking domains from the 21-22 school year to the 23-24 school year.
3. The rate of improvement varies across grade levels and between listening and speaking domains.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
608	93.4%	48.2%	0.7%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	293	48.2%
Foster Youth	4	0.7%
Homeless	1	0.2%
Socioeconomically Disadvantaged	568	93.4%
Students with Disabilities	57	9.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	581	95.6%
Two or More Races	1	0.2%
Pacific Islander	0	0.0%
White	16	2.6%

Conclusions based on this data:

1. Troth has a significantly high percentage (93.4%) of students identified as socioeconomically disadvantaged

2. A substantial portion (48.2%) of the student population are identified as English Learners.
3. Students with disabilities make up almost 10% of the student population.

School and Student Performance Data

Overall Performance






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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The school's academic performance in English Language Arts, Mathematics, and English Learner Progress is at the Yellow level.
2. Chronic Absenteeism is also rated Yellow, signaling a need for strategic interventions to improve student attendance.

3. The school's Blue rating for Suspension Rate demonstrates strong performance in maintaining a positive school climate and managing student behavior effectively.

School and Student Performance Data

Academic Performance English Language Arts

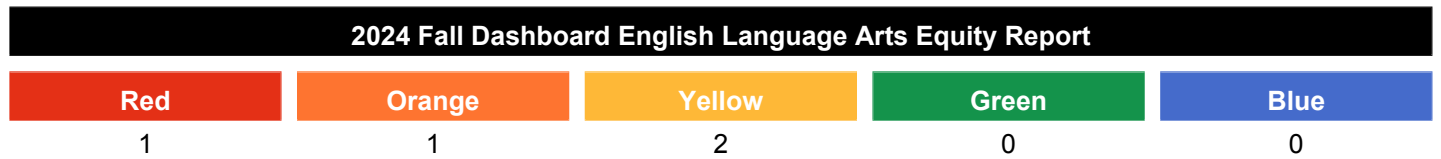
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>53.2 points below standard</div> <div>Increased 12.9 points</div> <div>341 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>72.6 points below standard</div> <div>Increased 20.0 points</div> <div>170 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>54.9 points below standard</div> <div>Increased 12.1 points</div> <div>317 Students</div>

Students with Disabilities  Red 154.8 points below standard Declined 6.5 points 51 Students	African American  No Performance Color Less than 11 Students 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 53.9 points below standard Increased 13.3 points 328 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. The All Students group is performing at the Yellow level, scoring 53.2 points below standard. While this indicates that students are not yet meeting grade-level expectations, the school experienced growth with an increase of 12.9 points from the previous year.
2. Students with Disabilities are performing at the Red level, scoring 154.8 points below standard, and performance has declined by 6.5 points. This subgroup is the lowest performing in ELA and indicates an urgent need for targeted interventions, differentiated instruction, and specialized support to address their academic needs.
3. English Learners are performing at the Orange level with 72.6 points below standard, but have shown notable growth, increasing 20 points. Similarly, Socioeconomically Disadvantaged students are in the Yellow category with 54.9 points below standard and an increase of 12.1 points.

School and Student Performance Data

Academic Performance Mathematics

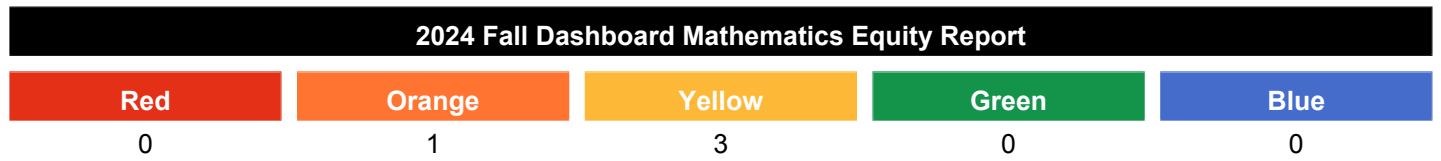
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>62.5 points below standard</div> <div>Increased 17.3 points</div> <div>343 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>80.4 points below standard</div> <div>Increased 25.7 points</div> <div>172 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>64.8 points below standard</div> <div>Increased 17.2 points</div> <div>319 Students</div>

Students with Disabilities  Orange 158.9 points below standard Increased 14.3 points 51 Students	African American  No Performance Color Less than 11 Students 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 63.0 points below standard Increased 17.1 points 330 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. All students scored an average of 62.5 points below standard, placing them in the Yellow performance level (mid-range). However, performance increased by 17.3 points from the previous year.
2. Students with Disabilities performed 158.9 points below standard—the lowest performance of any group with a performance color, landing them in the Orange performance level. Despite this, they showed some growth, improving by 14.3 points, suggesting some interventions may be having a positive effect, though substantial support is still needed.
3. English Learners scored 80.4 points below standard (Yellow level), but they made a significant gain of 25.7 points, the highest improvement among all student groups reported.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
44.2% making progress.	making progress.
Number Students: 206 Students	Number Students: 3 Students

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.

2024 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
16%	39.3%	0%	44.2%

Conclusions based on this data:

- 44.2% of English Learners are making progress in English language proficiency, which places them in the Yellow performance level.
- While 44.2% progressed, another 39.3% of students maintained their current ELPI levels, showing consistency in language skills. Combined, over 83% of students either maintained or improved, demonstrating a strong foundation on which to build future gains.
- 16% of students decreased by at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

24.4% Chronically Absent

Declined 8.4

652 Students

English Learners



Yellow

21.2% Chronically Absent

Declined 12.8

321 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

8 Students

Socioeconomically Disadvantaged












Yellow

25.4% Chronically Absent

Declined 8

610 Students

Students with Disabilities  Red 36.6% Chronically Absent Increased 1.3 82 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 23.8% Chronically Absent Declined 9.4 623 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 33.3% Chronically Absent Declined 2 18 Students

Conclusions based on this data:

1. Chronic absenteeism among all students declined by 8.4 percentage points, landing in the Yellow performance level.
2. Among English Learners, chronic absenteeism dropped by an impressive 12.8 percentage points, now at 21.2%.
3. While chronic absenteeism among students with disabilities increased slightly by 1.3% (now at 36.6%, in the Red level), this highlights an opportunity to refine attendance strategies specifically for this group

School and Student Performance Data

Conditions & Climate Suspension Rate

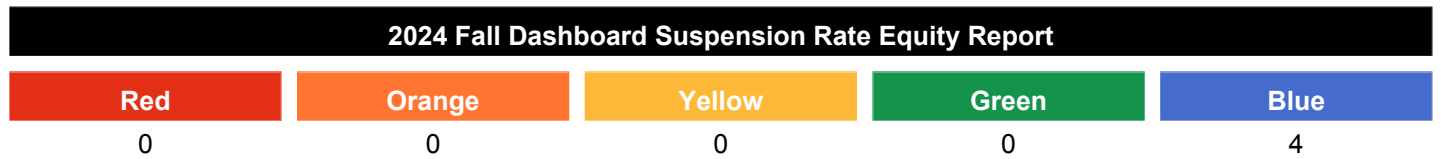
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.3% suspended at least one day</div> <div>Declined 0.3%</div> <div>668 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.3%</div> <div>333 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0.2% suspended at least one day</div> <div>Declined 0.3%</div> <div>624 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 1.4% 84 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0.2% suspended at least one day Declined 0.3% 636 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 20 Students

Conclusions based on this data:

1. The school achieved a Blue performance level, the highest possible rating, with only 0.3% of all students suspended at least one day.
2. Both English Learners and Students with Disabilities had 0% suspension rates, with a decline noted from the previous year.
3. Suspension rates for Socioeconomically Disadvantaged students also declined by 0.3%, down to just 0.2%, further reinforcing the school's commitment to proactive behavioral support and equitable discipline across all student populations.

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: Students with Disabilities.

In Mathematics, no subgroups were in red. Our Students with Disabilities were in orange.

Our English Learner progress is in yellow.

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 continue to use Quality Teaching for English Learners (QTEL) strategies to provide the best first instruction to students. Additionally teacher will be trained in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) to provide intensive interventions during small group time.

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: -53.2 English Learners: -72.6 Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -54.9 Students with Disabilities: -154.8 African American: N/A Asian: N/A Filipino: N/A Hispanic: -53.9 Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -48.2 English Learners: -67.6 Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -49.9 Students with Disabilities: -139.8 African American: N/A Asian: N/A Filipino: N/A Hispanic: -48.9 Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -62.5 English Learners: -80.4 Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -64.8 Students with Disabilities: -158.9 African American: N/A Asian: N/A Filipino: N/A Hispanic: -63 Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -47.5 English Learners: -65.4 Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -49.8 Students with Disabilities: -143.9 African American: N/A Asian: N/A Filipino: N/A Hispanic: -48 Native Hawaiian or Pacific Islander: N/A White: N/A Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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: 44.2% Status Level: Yellow	Current Percentage of English Learners making progress: 46% Status Level: Green
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 9.63%	Percentage of English Learners Reclassified: 10%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 36% of students scored average or above All Grades (EL): 16% of students scored average or above All Grades (Students with Disabilities): 6% of students scored average or above	Achievement Percentile: All Grades: 41% All Grades (EL): 21% All Grades (Students with Disabilities): 11% Grade 1: 24% Grade 2: 37% Grade 3: 40%

	Grade 1: 19% of students scored average or above Grade 2:: 32% of students scored average or above Grade 3: 35% of students scored average or above Grade 4: 39% of students scored average or above Grade 5: 42% of students scored average or above Grade 6: 45% of students scored average or above	Grade 4: 44% Grade 5: 47% Grade 6: 50%
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 37% of students scored average or above All Grades (EL): 19% of students scored average or above All Grades (Students with Disabilities): 8% of students scored average or above Grade 1: 29% of students scored average or above Grade 2: 30% of students scored average or above Grade 3: 37% of students scored average or above Grade 4: 41% of students scored average or above Grade 5: 30% of students scored average or above Grade 6: 48% of students scored average or above	Achievement Percentile: All Grades: 42% All Grades (EL): 24% All Grades (Students with Disabilities): 13% Grade 1: 34% Grade 2: 35% Grade 3: 42% Grade 4: 46% Grade 5: 35% Grade 6: 53%

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 further development of ELD, enhancement of NGSS, refining inclusion practices, and ensuring SEL/management strategies will be given (printing, supplemental materials/supplies, digital resources,</p>	All Students English Learners	<p>92,947 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk Salary</p> <p>102,079 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salaries (4)</p> <p>5,100 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary (1) Split Funded</p>

	<p>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, Accelerated Reader), library support, and other pertinent items to support student academic achievement and supplement the core curriculum.</p> <p>F. Administration will coordinate & 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>21,984 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary (1) Split Funded</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 Classified Support</p>
1.2	<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>All Students Students with Disabilities</p>	<p>143,059 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary</p> <p>1331.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries</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>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>		<p>Classified Hourly</p> <p>10000.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teacher Substitutes- Release Days, Collaborative PD</p>
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>	All Students	<p>188,542</p> <p>Title I District -- 500 3010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support Teacher Salary</p> <p>176,939</p> <p>LCFF District -- 500 0707</p> <p>1000-1999: Certificated Personnel Salaries</p>

	<p>C. Purchase technology licenses and materials to enhance intervention opportunities and digital learning access (SIPPS, UFLI, 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> <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 & Integrated SEL needs, and test prep for CAASPP, EL, and GATE.</p>		<p>Support Teacher Salary</p> <p>3,607.00 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>1,200.00 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Additional hourly for EL support</p> <p>287.00 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and Supplies for Newcomers</p>
1.4	<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>	All Students	<p>43,940 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translator Clerk Typist Salary (8hrs)</p> <p>5,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>1000.00 Title I Basic -- 3010 4000-4999: Books And Supplies Library Books</p> <p>2,830.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Xerox Machines/Printers</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 supplies will be ongoing (earbuds, headphones, etc.).</p> <p>J. Lamination will be available on-site, and the maintenance contract will be updated.</p>		<p>1,500.00 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies</p> <p>5,000.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Print Shop</p>
1.5	<p>College and Career Readiness</p> <p>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.</p> <p>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)</p> <p>C. Students will be provided with incentives for the utilization of organization strategies.</p> <p>D. Release time for teachers to plan College and Career Activities.</p> <p>E. Extended opportunities to visit universities.</p>	All Students	<p>500.00 Title I Basic -- 3010 4000-4999: Books And Supplies College & Career Implementation</p> <p>500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies College & Career Incentives and Supplies</p>
1.6	<p>Preschool Transition to Elementary School</p> <p>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.</p>	Preschool Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 2024 California Dashboard data shows that Troth Street Elementary was 53.2 points below standard in English Language Arts (ELA), reflecting an improvement of 12.9 points from the previous year. In Mathematics, the school was 62.5 points below standard, with a year-over-year gain of 17.3 points. Subgroup data reveals that students with disabilities in ELA performed in the red band, falling 154.8 points below standard, while English Learners performed in the orange band, 72.6 points below standard. In Mathematics, students with disabilities also performed in the orange

band, falling 158.9 points below standard. Additionally, 44.2% of English Learners demonstrated progress toward English proficiency—an increase of 5.9% from the previous year.

Instructional improvement efforts focused on strengthening best first instruction and fostering a supportive social-emotional environment for both students and staff. A variety of strategies and interventions were implemented to support student achievement. Literacy Support Teachers (LSTs) and the Math Support Teacher (MST) collaborated with classroom teachers to analyze NWEA data and form guided reading and math groups tailored to student needs. Given the data, our priority groups were English Learners and Students with Disabilities. The school continued implementation of QTEL (Quality Teaching for English Learners) strategies to enhance language development and content access. Bilingual Language Tutors also provided consistent support to English Learners, with a focused effort on supporting newcomers. To ensure data-informed instruction and responsive intervention planning, teachers were provided release days for Student Success Team (SST) meetings and grade-level collaboration. These sessions allowed teams to review student progress, identify academic and behavioral needs, and plan Tier 2 and Tier 3 interventions, as well as refine best first instructional practices. Teachers also participated in district-provided professional development to support ongoing instructional growth. To further support students beyond the school day, Troth Street offered after-school Extended Learning Opportunities (ELO) focused on targeted academic intervention. These sessions provided additional instructional time for students in need of support in English Language Arts and Math, reinforcing essential skills and promoting academic confidence. In addition, Troth Street continues to promote a foundation for college and career readiness by emphasizing critical thinking, collaboration, communication, and problem-solving skills across content areas

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 and classroom budget increase impacted all actions. Of the \$13,000 allocated for software licenses between Actions 1.1 and 1.2, only \$8,402 was used for Accelerated Reader. The \$4,000 budgeted for travel and conference expenses was largely unspent, with only \$450 used. For teacher release time in Actions 1.1 and 1.2, only \$10,000 of the \$17,000 budgeted for substitute coverage was used due to reliance on two resident subs; teacher hourly compensation was also covered by Community Schools. Additionally, a late expense (\$3,250) for radios at the end of the 2023–2024 school year impacted the 2024–2025 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.

Based on the analysis, we will continue to prioritize best first instruction through ongoing professional development in QTEL, SIPPS, and Universal Design for Learning (UDL). Inclusion collaboration and training will be sustained schoolwide to support all learners. Our Literacy Support Teachers will begin providing targeted SIPPS intervention for students in grades 1–6. Given limited resources, we will reduce expenditures on software subscriptions and reallocate funds toward instructional support. These adjustments are reflected in the revised strategies and activities section of this goal in the SPSA.

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.

The following subgroup in Chronic Absenteeism was in red: Students with Disabilities.

To address areas of needs attendance information will be reviewed during IEP meetings. The 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: 95% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting ""Good Repair"" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 88.64% K: 93.13% 1: 92.52% 2: 92.35% 3: 93% 4: 93.47% 5: 91.5% 6: 90% Source: Student Information System P-2 report	TK: 93% K: 96% 1: 95% 2: 95% 3: 96% 4: 96% 5: 94% 6: 93% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 24.4% English Learners: 21.2% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 25.4%	All Students 20.4% English Learners: 18.2% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 22.4%

	<p>Students with Disabilities: 36.6%</p> <p>African American: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 23.8%</p> <p>Native Hawaiian or Pacific Islander: N/A</p> <p>White: 33.3%</p> <p>Two or More Races: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2024 Dashboard</p>	<p>Students with Disabilities: 33.6%</p> <p>African American: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 20.8%</p> <p>Native Hawaiian or Pacific Islander: N/A</p> <p>White: 30.3%</p> <p>Two or More Races: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: 0.3%</p> <p>English Learners: 0.0%</p> <p>Long-Term English Learners: N/A</p> <p>Foster Youth: N/A</p> <p>Homeless: N/A</p> <p>Socioeconomically Disadvantaged: 0.2%</p> <p>Students with Disabilities: 0.0%</p> <p>African American: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 0.2%</p> <p>Native Hawaiian or Pacific Islander: N/A</p> <p>White: 0.0%</p> <p>Two or More Races: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students: 0%</p> <p>English Learners: 0%</p> <p>Long-Term English Learners: N/A</p> <p>Foster Youth: N/A</p> <p>Homeless: N/A</p> <p>Socioeconomically Disadvantaged: 0.0%</p> <p>Students with Disabilities: 0.0%</p> <p>African American: N/A</p> <p>Asian: N/A</p> <p>Filipino: N/A</p> <p>Hispanic: 0.0%</p> <p>Native Hawaiian or Pacific Islander: 0.0%</p> <p>White: 0.0%</p> <p>Two or More Races: N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0%</p> <p>Source: Data Quest 2023-24</p>	<p>All Students: 0</p>
LCFF Priority 6: School Climate Survey: School Safety	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>60%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school</p> <p>65 %</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Sense of Belonging	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>50%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable of how much students feel they are valued members of the school community.</p> <p>55%</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom.</p> <p>65%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom.</p> <p>70%</p> <p>Source: Panorama Student Survey</p>

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	<p>Safe and Healthy School Environment</p> <p>A. Activity supervisors are visible at every entry point during student arrival and dismissal. Additional school personnel assist with dismissal to ensure student safety.</p> <p>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-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</p>	All Students	<p>59,462 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1.0) Health Care Aide Salary (6hrs.)</p> <p>2,210 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (1.0) Activity Supervisor (.25 hrs)</p> <p>922.00 Title I Basic -- 3010 4000-4999: Books And Supplies Safety Items and Supplies</p> <p>500.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Print Shop- Quality Coupons, BSEL, Awards</p>

	<p>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>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>		
2.2	<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> <p>D. Hand out Saturday School information and make sure the case carrier (education specialist) includes attendance information during IEP meetings.</p>	<p>All Students Students with Disabilities</p>	<p>500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Attendance Incentives</p>

2.3	<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> <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>	All Students	<p>500.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly Meetings and Planning</p> <p>200.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies PBIS Student Incentives</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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 2024 California School Dashboard, Troth Street Elementary has reduced its chronic absenteeism rate by 8.4%, bringing it down to 24.4%. The suspension rate remains low, with only 0.3% of students suspended for at least one day. These improvements reflect our ongoing commitment to promoting consistent attendance, student engagement, and a positive school climate.

To support these efforts, our BSEL (Behavioral and Social-Emotional Learning) team and Community Schools TSA collaborate monthly to implement strategies that foster socio-emotional growth. This year, we began the schoolwide implementation of a Multi-Tiered System of Supports (MTSS), which includes social-emotional learning, academic interventions, and inclusive practices. Teachers utilize the Second Step SEL curriculum and conduct daily morning meetings to build strong classroom communities. To encourage attendance, Troth Street has introduced both weekly and monthly incentives, held SART (School Attendance Review Team) meetings, and provided follow-up support such as personalized incentives and positive phone calls home for students showing improvement. Staff members have received training in trauma-informed practices, and a team of volunteer teachers has been trained to implement Calming Corners in their classrooms. Students in need of additional support are referred to our Behavioral Health Associate for

counseling and regular check-ins aligned to their social-emotional needs. In addition, Troth Street has begun Year 1 of Positive Behavioral Interventions and Supports (PBIS) training with RCOE. As part of this initiative, we are working to refine our school-wide behavior matrix to ensure clear and consistent expectations for students. To strengthen family and community engagement, weekly announcements are shared via ParentSquare and social media, keeping families informed of school news and events. Kindness activities and spirit days, organized in part by our student council, have been held throughout the year to build school pride and foster a sense of belonging among students and staff.

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 and classroom supplies increase. In Action 2.3 there was \$2,000.00 budgeted for Teacher Hourly to support the implementation of a Positive Behavior Intervention System (PBIS), the teacher hourly was covered by the district.

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.

Based on the analysis, several adjustments will be made to ensure continued progress toward the goal of creating a safe, orderly, and inviting learning environment. With Year 1 PBIS training underway, future strategies will emphasize refining the schoolwide behavior matrix and providing continued support for Calming Corners and SEL-based morning meetings. These updates are reflected in the revised budget and Strategy/Activity 2.3 section of the SPSA.

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: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 92.3% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 95% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 100%	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 100%

	Source: LCAP Staff Survey Winter 2024-25	Source: LCAP Staff Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	<p>The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class."</p> <p>92.4%</p> <p>Source: LCAP Parent Survey Winter 2024-25</p>	<p>The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class."</p> <p>95%</p> <p>Source: LCAP Parent Survey Winter 2025-26</p>
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	<p>The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."</p> <p>97.1%</p> <p>Source: LCAP Staff Survey Winter 2024-25</p>	<p>The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress."</p> <p>100%</p> <p>Source: LCAP Staff Survey Winter 2025-26</p>

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> <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.</p>	Students and community	<p>957.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Refreshments and snacks for parents</p> <p>1,342.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials for Parent Workshops</p>

	<p>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>		
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 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</p>	All students	<p>4,000.00</p> <p>LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And</p> <p>Other Operating Expenditures</p> <p>Student Assemblies</p>

<p>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: 2024-25

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 remain critical components of student success at Troth Street Elementary. Our Community Schools TSA (Teacher on Special Assignment) plays a vital role in strengthening the connection between school and home. In response to identified needs and interests, a variety of parent education classes have been offered, including Financial Literacy, Computer Skills, English as a Second Language, and Behavior Management. To support accessibility, these classes and events are scheduled at different times throughout the day and evening to accommodate families' varying work schedules. To further promote family engagement, Troth Street has hosted a range of events such as the 100-Mile Trunk or Treat, 100-Mile Egg Hunt, Family Picnics, and S.T.E.A.M. Nights. All school communications are provided in both English and Spanish, and translation services are readily available during parent-teacher conferences to ensure all families can meaningfully participate. In addition, our front office staff has received customer service training to enhance the support provided to students and families.

Student engagement continues to be positively influenced by various schoolwide activities. The Troth Street Student Council plays an active role in planning and promoting school spirit days and sharing important school news through a weekly broadcast. These announcements are distributed to teachers and shared with students during class. The Student Council also supports the planning and execution of campus events, helping to build a strong sense of community. Weekly newsletters are distributed to families, providing timely updates on school events, initiatives, and opportunities for involvement.

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 and classified extra hourly in Action 3.1 was covered by Community Schools Budget. Of the \$7,000 allocated for school assemblies, \$5,200 was expended. The lower expenditure was primarily due to the school's ability to leverage free assemblies provided through partnerships with community organizations.

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 a result of the analysis, minor adjustments will be made to the strategies and activities associated with this goal. The extra hourly expenditures originally budgeted for parent outreach will continue to be covered through the Community Schools budget. In addition, the school will continue to take advantage of free assemblies offered through community partnerships in order to build a positive school culture and increase student engagement. These changes are reflected in the updated budget and Strategies/Activities sections of Goal 3 in the SPSA. No changes will be made to the annual outcomes or metrics at this time.

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	\$377,830.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$885,938.00
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 (\$)
Title I Basic -- 3010	\$181,602.00
Title I District -- 500 3010	\$188,542.00
Title I Parent Involvement -- 3010 1902	\$2,299.00
Title III LEP -- 4203	\$5,387.00

Subtotal of additional federal funds included for this school: \$377,830.00

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$329,348.00
LCFF Suppl/Conc -- 0707	\$178,760.00

Subtotal of state or local funds included for this school: \$508,108.00

Total of federal, state, and/or local funds for this school: \$885,938.00

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	181,602	0.00
Title I District -- 500 3010	188,542	0.00
Title I Parent Involvement -- 3010 1902	2,299	0.00
Title III LEP -- 4203	5,387	0.00
LCFF Suppl/Conc -- 0707	178,760	0.00
LCFF District -- 500 0707	329,348	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	329,348.00
LCFF Suppl/Conc -- 0707	178,760.00
Title I Basic -- 3010	181,602.00
Title I District -- 500 3010	188,542.00
Title I Parent Involvement -- 3010 1902	2,299.00
Title III LEP -- 4203	5,387.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	524,040.00
2000-2999: Classified Personnel Salaries	332,253.00
4000-4999: Books And Supplies	16,315.00
5000-5999: Services And Other Operating Expenditures	12,830.00
5700-5799: Transfers Of Direct Costs	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	176,939.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	152,409.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	15,500.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	151,560.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	6,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	143,059.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	23,184.00
4000-4999: Books And Supplies	Title I Basic -- 3010	7,529.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	7,830.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	188,542.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	2,299.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,100.00
4000-4999: Books And Supplies	Title III LEP -- 4203	287.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	815,345.00
Goal 2	64,294.00
Goal 3	6,299.00

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
Mabel Armenta	Classroom Teacher
Sylvia Pizana	Classroom Teacher
Greer Sheldon	Classroom Teacher
Laura Ponce	Other School Staff
Alma Villegas	Parent or Community Member
Emma Hinojosa	Parent or Community Member
Genesis Sandoval	Parent or Community Member
Lidizeth Soto	Parent or Community Member
Rocio Orozco	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 12, 2025.

Attested:

	Principal, Jacqueline Stump on May 12, 2025
	SSC Chairperson, Tina Carns on May 12, 2025

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.

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.

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 as 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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

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/>

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