

School Year:

2023-24



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

**School Name**

Troth Street Elementary School

**Address**

5565 Troth Street  
Jurupa Valley, CA 91752-2204

**County-District-School (CDS) Code**

33 67090 6032221

**Principal**

Jacqueline Stump

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2023

**Schoolsite Council (SSC) Approval Date**

May 22, 2023

**Local Board Approval Date**

June 26, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The mission of the Jurupa Unified School District and Troth Street Elementary is to create a dynamic learning environment that is safe, healthy, and based on mutual respect, cooperation, and support among students, staff, parents, and the broader community.

Staff and parents serve as educators and positive role models for all students by helping them develop a sense of responsibility, character, creativity and the skills to become successful, productive citizens of our community.

## Goals

- Troth Street School will develop an environment that is physically and emotionally safe and that promotes positive character traits.
- Troth Street will have parents and community actively participate in positive school and/or learning experiences.
- Troth Street School will help all students experience measurable success in any program.
- Troth Street School will increase the number of students eligible for college and other powerful post-secondary options.
- Troth Street School will increase the quality of interaction between teachers and students.
- Troth Street students will learn to live and work in a culturally diverse society where staff is representative of the cultures in the community.

School: Troth Street Elementary School

District Name: Jurupa Unified School District

Calendar: Modified Traditional

Enrollment: TK-6

Grade Levels TK, K-6

# School Profile

Describe The students and community and how school serves them.

## The Story

Troth Street Elementary serves students in TK and K-6. In 2022-2023 we had an enrollment of 665 students of which 83.3% of them were Socioeconomically Disadvantaged, 46% of them were English Learners and 8.6% of our students are Students with Disabilities. 95.2% of our student population is Hispanic. Troth Street is in a rural setting of single-family homes and small businesses in Jurupa Valley, California. In addition, Troth Street Elementary is a Community School.

Troth is the second oldest site in the Jurupa Unified School District and one of the largest elementary schools. The Jurupa Unified School District has fifteen (15) elementary schools, one (1) K-8 School, three (3) middle schools, three (3) high schools, one continuation high school, and a virtual school.

All teachers have access to the Internet. Students in grades K-6 have one-to-one Chromebook devices. Teachers take attendance and input grades through teacher-connect. Teacher laptops have been upgraded to include a docking station for easy removal of the laptop for meetings and home use. A library makerspace is available for primary classrooms once every week and every other week for upper-grade students.

Troth Street Elementary students are serviced by 27 teachers, all of whom are fully credentialed. We have two education specialists, two literacy support teachers, one math support teacher, one school psychologist, one Speech and Language Pathologist, one behavioral health associate, one band teacher, and one Community Schools Teacher on Special Assignment. The school is comprised of 28 classrooms, one multipurpose room, a library, and a main office. We are currently undergoing modernization which is estimated to be completed in August 2025. The class size average is 25 students in grades K-3 and a maximum of 34 in grades 4-6. We have bilingual tutors and instructional aides to support students in the classroom. The 2023-2024 school year has 180 school days which

includes 40 minimum days to support teacher collaboration. Our staff participates in monthly professional development meetings, as well as Leadership, English Language Advisory Committee (ELAC), School Site Council (SSC), AVID, BSEL, and grade-level meetings.

As a Community School our goal is to collaborate with and support our surrounding community, including the families of Troth Street students. We have several community events and activities, such as English Language Classes for parents, the Watch D.O.G.S. program which encourages fatherly participation at school, and Family Literacy and Math events. Some of the activities include our Family Fun Runs and Movie Nights. We also have partnerships with the community that support our students; such as, Vision to Learn, Costco Tutoring, Christmas in the Classroom, and Shoes that Fit.

Troth Street Elementary guides students to follow the attributes of being respectful, responsible, safe, and kind as they embark on their learning adventures. Our school is committed to providing learning opportunities that are engaging and will assist our students not only with academic success but also in making responsible decisions when solving problems. Our teachers work diligently to create a learning environment that is responsive to the differences in our student's academic levels, interests, and learning styles. Teachers meet regularly to discuss teaching strategies and analyze data from common core aligned assessments to guide their planning. Our goal is for students to be engaged in learning experiences that prepare them for their future and develop skills that guide them to be college and career ready. Troth has a variety of extended learning opportunities such as Saturday School, family nights, AVID, Think Together, and ELO. It takes a true partnership to make Troth a success with everyone working together to support student achievement.

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

(Chance for readers. Main areas we want people to know. Goal 1: Students biggest impact or Fiscal Resources. Include new actions. BSEL, MSTs)  
The key features of this year's Single Plan for Student Achievement include align with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environment; and Student and Community Engagement.

- Troth Street will continue to promote and encourage teachers who have not attended AVID Summer Institute to attend during the school year. The site will also continue to implement AVID strategies.
- Troth Street will also continue the implementation of Guided Reading in the primary and upper grades. Intervention teachers will continue to push-in during strategic intervention time.
- Math Intervention will also continue among grade levels based on data and student need. Math Intervention teacher will push-in during intervention to support student need.
- Continue to focus on inclusive practices
- Continue the development of Positive Behavior and Intervention Supports (PBIS) along with Multi-Tiered Systems of Support
- As a Community School- continue to plan for parent involvement engagement activities and in supporting our families in connecting to our school environment.
- We will continue to seek and promote parental involvement to support our students. Family Literacy will be offered in primary grades in an effort to work collaboratively with parents and families as we instill early learning literacy practices. We will also continue to look at our data and student groups to guide professional development and next steps.

## Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

- All grade levels showed an increase in both ELA and Math NWEA data from Fall to Spring.
- Our Suspension rate is very low.
- 70% of students responded favorably on student-Teacher relationships based on our Panorama Survey Data
- In comparison to the winter 2022 LCAP, we showed an increase in Teacher Self Reflection, Professional Learning, School Leadership, Feedback and Coaching, and Resources for Student Support according to the Teacher feedback on Panorama survey data.
- 52.5% of our students are making progress in English Language Proficiency.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Resource Inequities will be identified. Use Dashboard indicators for visual (more details in equity report)

- All student groups had very high absenteeism rate, as shown on the California Dashboard.
- An inequity for our students with disabilities was identified as they have scored very low in all areas, in comparison to peers.
- In ELA our English learners and students with disabilities performed very low.
- In mathematics, our students with disabilities performed very low.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

- CAASPP performance in ELA had 2 student groups with a performance gap: students with disabilities and English language learners were very low while other subgroups were low.
- CAASPP performance in Mathematics had one student group with a performance gap: Students with Disabilities were very low while all other subgroups were low.

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Parents, staff, and community members are consulted as part of the planning process for the SPSA/Annual Review and Update. These stakeholders are invited to be a part of School Site Council (SSC), English Language Advisory Committee (ELAC) and Community Schools Advisory Committee. Flyers, postings, and parent square are used to communicate opportunities for involvement in the decision making process. The Leadership Team conduct meetings throughout the year to check progress of SPSA and make recommendations. Staff, Teachers, Students and Parents are asked to participate in LCAP survey. This year- we did not have enough participation from parents in the LCAP survey. Meetings are held throughout the year to reflect and make suggestions for updating of the SPSA. This school year meetings have been face to face.

## Resource Inequities

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

Students with Disabilities demonstrate an inequity in all indicators (ELA, Math, Chronic Absenteeism) referenced on the CA Dashboard. There is a discrepancy in math performance between students with disabilities (very low) and other student subgroups (low). We have identified that Students with Disabilities need more support in mathematics. Moving forward additional mathematics professional development for all teachers that have students with disabilities will be needed. Also, increasing collaboration time/release days for Case Carriers and general education teachers to more closely monitor student academic progress, barriers, attendance, and strategies.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

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

### Conclusions based on this data:

1. Our enrollment has declined in enrollment in comparison to 2021-2022 school year.
2. Incoming kindergarten enrollment has remained stable.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	293	306	293	44.20%	46.0%	45.7%
Fluent English Proficient (FEP)	144	122	107	21.70%	18.3%	16.7%
Reclassified Fluent English Proficient (RFEP)	18			6.1%		

### Conclusions based on this data:

1. Our Fluent English Proficient (FEP) students continue to decline.
2. Our English Learner population has remained stable.
3. Nearly half of our students (45.7%) are English Language Learners.

# School and Student Performance Data

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

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2357.6			4.85			13.59			24.27			57.28	
Grade 4		2406.2			6.98			18.60			24.42			50.00	
Grade 5		2425.3			4.90			11.76			20.59			62.75	
Grade 6		2477.3			8.49			16.98			34.91			39.62	
All Grades	N/A	N/A	N/A		6.30			15.11			26.20			52.39	

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.85			63.11			32.04	
<b>Grade 4</b>		6.98			63.95			29.07	
<b>Grade 5</b>		5.88			55.88			38.24	
<b>Grade 6</b>		10.38			52.83			36.79	
<b>All Grades</b>		7.05			58.69			34.26	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.85			48.54			46.60	
<b>Grade 4</b>		2.33			50.00			47.67	
<b>Grade 5</b>		7.84			46.08			46.08	
<b>Grade 6</b>		7.55			45.28			47.17	
<b>All Grades</b>		5.79			47.36			46.85	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		0.97			74.76			24.27	
<b>Grade 4</b>		8.14			63.95			27.91	
<b>Grade 5</b>		2.94			71.57			25.49	
<b>Grade 6</b>		9.43			68.87			21.70	
<b>All Grades</b>		5.29			70.03			24.69	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.91			53.40			43.69	
Grade 4		5.81			62.79			31.40	
Grade 5		1.96			52.94			45.10	
Grade 6		6.60			70.75			22.64	
All Grades		4.28			59.95			35.77	

**Conclusions based on this data:**

1. Listening is our strongest area. Writing is our area of greatest need.
2. We had less than 100% of all students participate in testing for ELA.
3. Our 4th and 6th Grades had the highest number of students that scored standard exceeded in overall achievement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.9			3.81			19.05			30.48			46.67	
Grade 4		2412.9			4.60			17.24			31.03			47.13	
Grade 5		2398.9			0.98			3.92			22.55			72.55	
Grade 6		2472.0			8.41			8.41			33.64			49.53	
All Grades	N/A	N/A	N/A		4.49			11.97			29.43			54.11	

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.57			42.86			48.57	
<b>Grade 4</b>		8.05			43.68			48.28	
<b>Grade 5</b>		0.00			27.45			72.55	
<b>Grade 6</b>		7.48			48.60			43.93	
<b>All Grades</b>		5.99			40.65			53.37	

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

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.86			69.52			27.62	
<b>Grade 4</b>		5.75			52.87			41.38	
<b>Grade 5</b>		2.94			42.16			54.90	
<b>Grade 6</b>		6.54			57.94			35.51	
<b>All Grades</b>		4.49			55.86			39.65	

**Conclusions based on this data:**

1. 4th and 6th grade were the highest overall achievement.

2. Our greatest need is Concepts and Procedures. Our are of greatest strength is Communicating Reasoning.

3. 0% of 5th Grade students were above standard in Concepts and Procedures.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1404.4	1409.6		1419.1	1428.8		1370.3	1364.4		47	58	
<b>1</b>	1420.8	1442.7		1443.8	1453.6		1397.4	1431.3		35	45	
<b>2</b>	1455.1	1438.3		1455.3	1472.1		1454.4	1404.0		48	36	
<b>3</b>	1474.3	1483.7		1472.9	1475.8		1475.1	1491.1		40	46	
<b>4</b>	1480.0	1496.0		1484.7	1490.9		1474.8	1500.5		32	38	
<b>5</b>	1500.4	1500.8		1503.2	1503.3		1497.2	1497.9		47	36	
<b>6</b>	1508.0	1515.6		1503.9	1509.7		1511.6	1521.1		45	37	
<b>All Grades</b>										294	296	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.26	5.17		25.53	36.21		53.19	44.83		17.02	13.79		47	58	
<b>1</b>	5.71	8.89		5.71	35.56		57.14	33.33		31.43	22.22		35	45	
<b>2</b>	6.25	2.78		39.58	27.78		31.25	50.00		22.92	19.44		48	36	
<b>3</b>	2.50	10.87		25.00	39.13		60.00	34.78		12.50	15.22		40	46	
<b>4</b>	6.25	7.89		18.75	34.21		62.50	42.11		12.50	15.79		32	38	
<b>5</b>	10.64	0.00		23.40	36.11		53.19	52.78		12.77	11.11		47	36	
<b>6</b>	11.11	10.81		35.56	35.14		33.33	45.95		20.00	8.11		45	37	
<b>All Grades</b>	6.80	6.76		25.85	35.14		48.98	42.91		18.37	15.20		294	296	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.64	20.69		36.17	34.48		36.17	32.76		17.02	12.07		47	58	
<b>1</b>	5.71	17.78		42.86	42.22		34.29	26.67		17.14	13.33		35	45	
<b>2</b>	10.42	16.67		37.50	61.11		41.67	19.44		10.42	2.78		48	36	
<b>3</b>	5.00	17.39		60.00	50.00		25.00	17.39		10.00	15.22		40	46	
<b>4</b>	9.38	23.68		46.88	47.37		40.63	21.05		3.13	7.89		32	38	
<b>5</b>	23.40	25.00		53.19	55.56		17.02	11.11		6.38	8.33		47	36	
<b>6</b>	17.78	27.03		44.44	40.54		22.22	24.32		15.56	8.11		45	37	
<b>All Grades</b>	12.24	20.95		45.58	46.28		30.61	22.64		11.56	10.14		294	296	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	1.72		17.02	15.52		65.96	51.72		17.02	31.03		47	58	
<b>1</b>	5.71	11.11		5.71	11.11		31.43	37.78		57.14	40.00		35	45	
<b>2</b>	6.25	0.00		31.25	27.78		22.92	16.67		39.58	55.56		48	36	
<b>3</b>	2.50	8.70		7.50	28.26		60.00	41.30		30.00	21.74		40	46	
<b>4</b>	0.00	5.26		9.38	15.79		34.38	52.63		56.25	26.32		32	38	
<b>5</b>	2.13	0.00		6.38	11.11		44.68	38.89		46.81	50.00		47	36	
<b>6</b>	2.22	8.11		15.56	8.11		44.44	64.86		37.78	18.92		45	37	
<b>All Grades</b>	2.72	5.07		13.95	16.89		43.88	43.92		39.46	34.12		294	296	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.64	15.52		72.34	67.24		17.02	17.24		47	58	
<b>1</b>	11.43	28.89		82.86	60.00		5.71	11.11		35	45	
<b>2</b>	14.58	25.00		75.00	69.44		10.42	5.56		48	36	
<b>3</b>	17.50	34.78		67.50	56.52		15.00	8.70		40	46	
<b>4</b>	12.50	36.84		71.88	52.63		15.63	10.53		32	38	
<b>5</b>	17.02	5.56		63.83	75.00		19.15	19.44		47	36	
<b>6</b>	8.89	13.51		64.44	75.68		26.67	10.81		45	37	
<b>All Grades</b>	13.27	22.97		70.75	64.86		15.99	12.16		294	296	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.51	25.86		74.47	55.17		17.02	18.97		47	58	
<b>1</b>	0.00	20.00		71.43	64.44		28.57	15.56		35	45	
<b>2</b>	14.58	13.89		70.83	83.33		14.58	2.78		48	36	
<b>3</b>	7.50	21.74		80.00	54.35		12.50	23.91		40	46	
<b>4</b>	28.13	10.53		68.75	84.21		3.13	5.26		32	38	
<b>5</b>	51.06	61.11		38.30	33.33		10.64	5.56		47	36	
<b>6</b>	42.22	45.95		44.44	45.95		13.33	8.11		45	37	
<b>All Grades</b>	22.45	27.70		63.27	59.80		14.29	12.50		294	296	

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.53	13.79		40.43	39.66		34.04	46.55		47	58	
<b>1</b>	5.71	8.89		37.14	64.44		57.14	26.67		35	45	
<b>2</b>	8.33	2.78		37.50	58.33		54.17	38.89		48	36	
<b>3</b>	2.50	19.57		77.50	65.22		20.00	15.22		40	46	
<b>4</b>	0.00	13.16		68.75	71.05		31.25	15.79		32	38	
<b>5</b>	0.00	5.56		70.21	72.22		29.79	22.22		47	36	
<b>6</b>	11.11	2.70		75.56	89.19		13.33	8.11		45	37	
<b>All Grades</b>	8.16	10.14		57.82	63.85		34.01	26.01		294	296	

**Conclusions based on this data:**

1. Second Grade was the only grade level that did not improve in Overall from 20-21 to 21-22.
2. The majority of our students are at level 2.

3. The majority of our students scored Somewhat Moderately in the Listening, Speaking, and Writing Domains

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
665	83.3	46.0	1.1
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	306	46.0
Foster Youth	7	1.1
Homeless	4	0.6
Socioeconomically Disadvantaged	554	83.3
Students with Disabilities	57	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian		
Asian	1	0.2

**Enrollment by Race/Ethnicity**

Student Group	Total	Percentage
<b>Filipino</b>		
<b>Hispanic</b>	633	95.2
<b>Two or More Races</b>	1	0.2
<b>Pacific Islander</b>		
<b>White</b>	16	2.4

**Conclusions based on this data:**

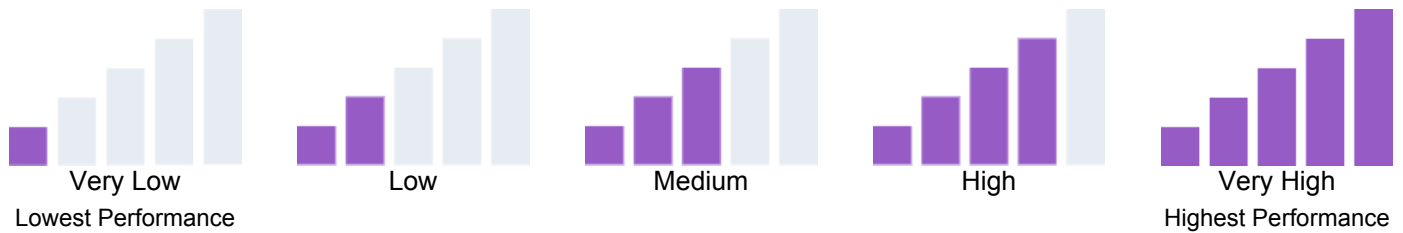
1. Socioeconomically disadvantaged (83.3%) is our highest subgroup percentage of our total enrollment.
2. Our Hispanic is our highest Race/Ethnicity with 95.2% of our total enrollment
3. 46% of our students are English Learners.

# School and Student Performance Data

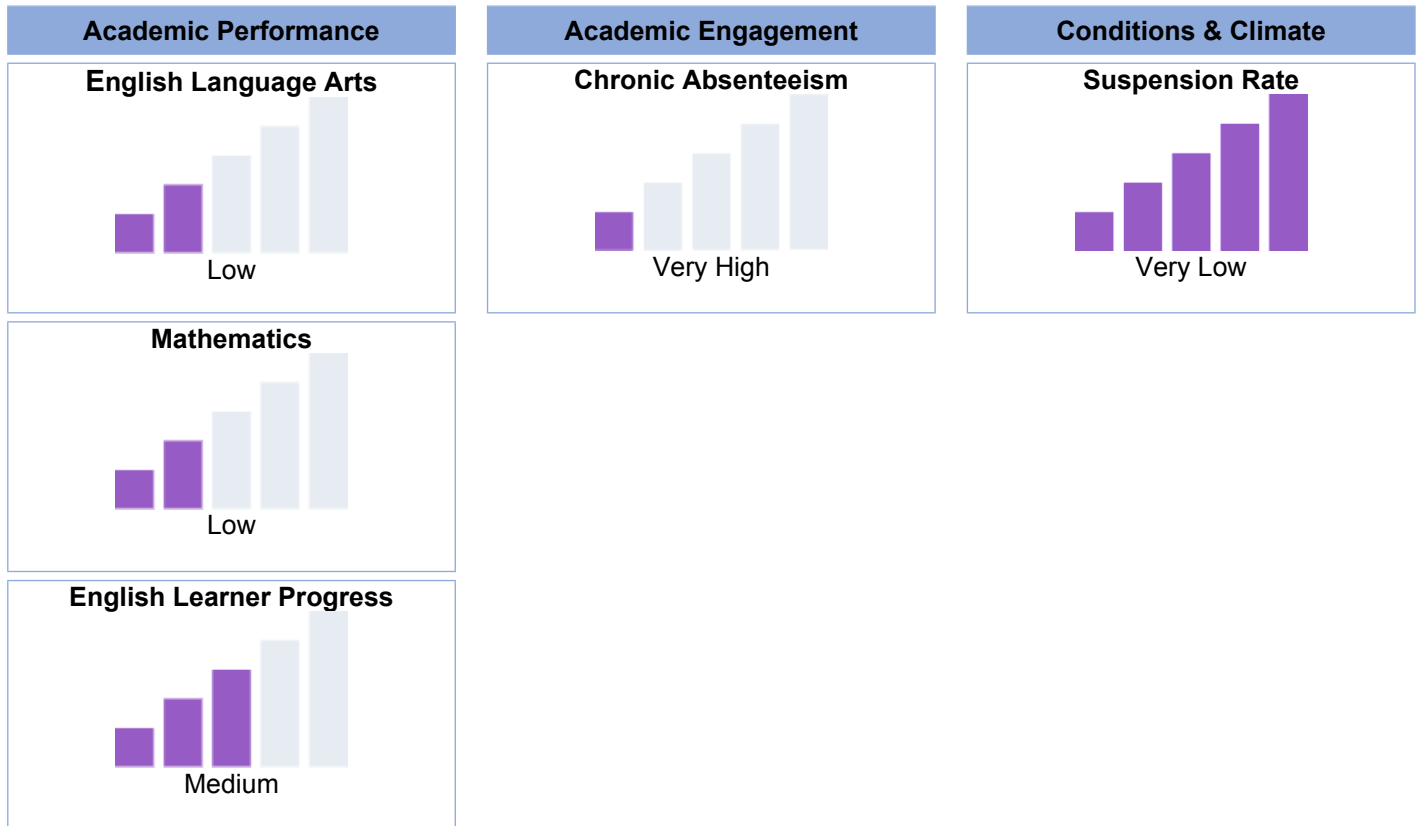
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Our English Learners are showing Medium Progress.
2. Chronic Absenteeism is very High.
3. Academic Achievement is low overall in both ELA and Math.



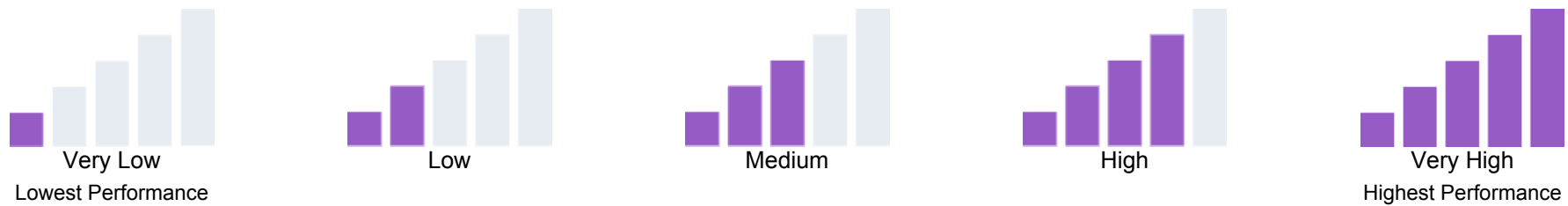


# School and Student Performance Data

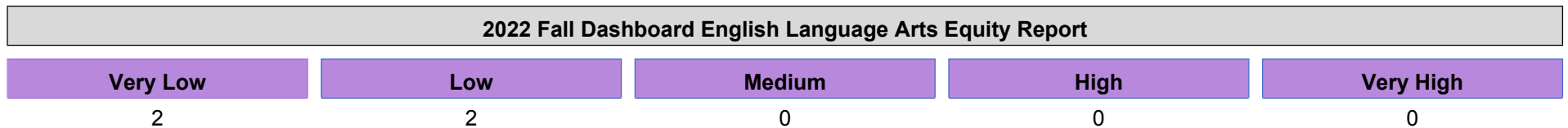
## Academic Performance English Language Arts

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

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

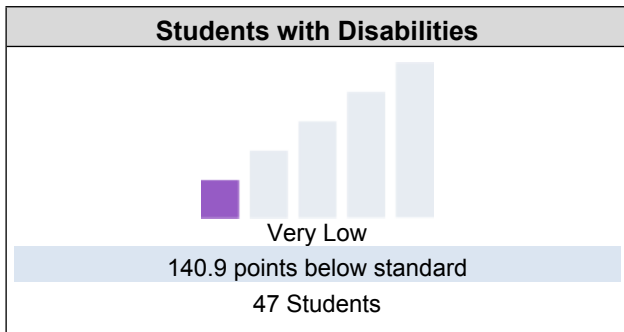
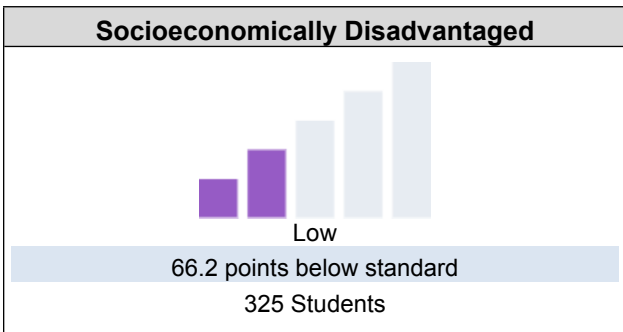
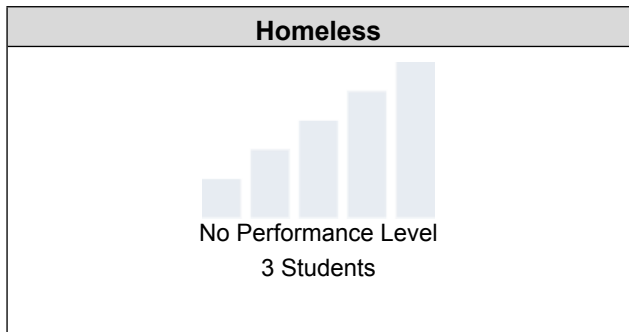
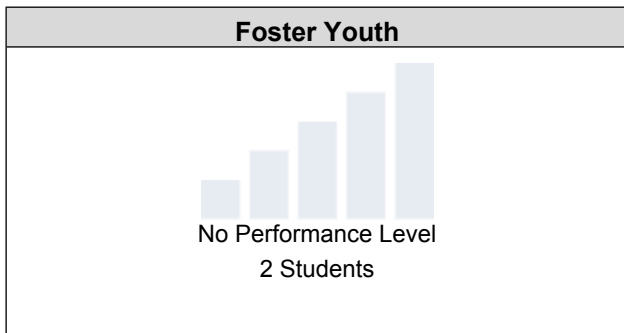
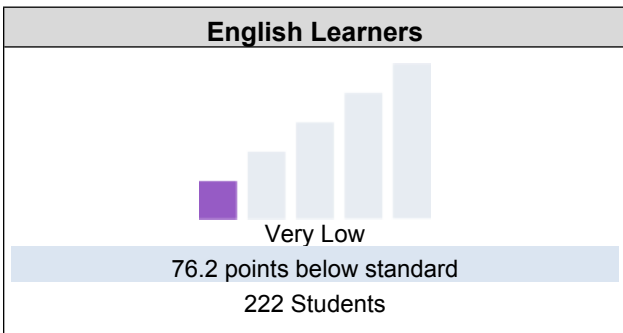
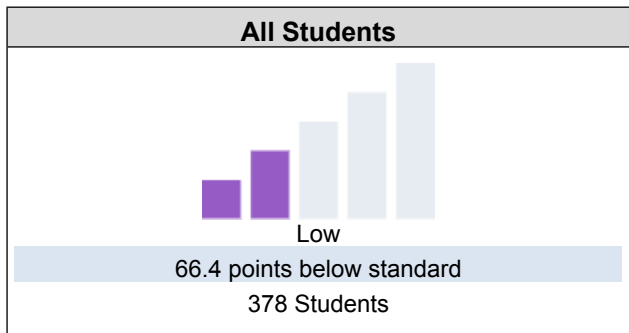


This section provides number of student groups in each level.

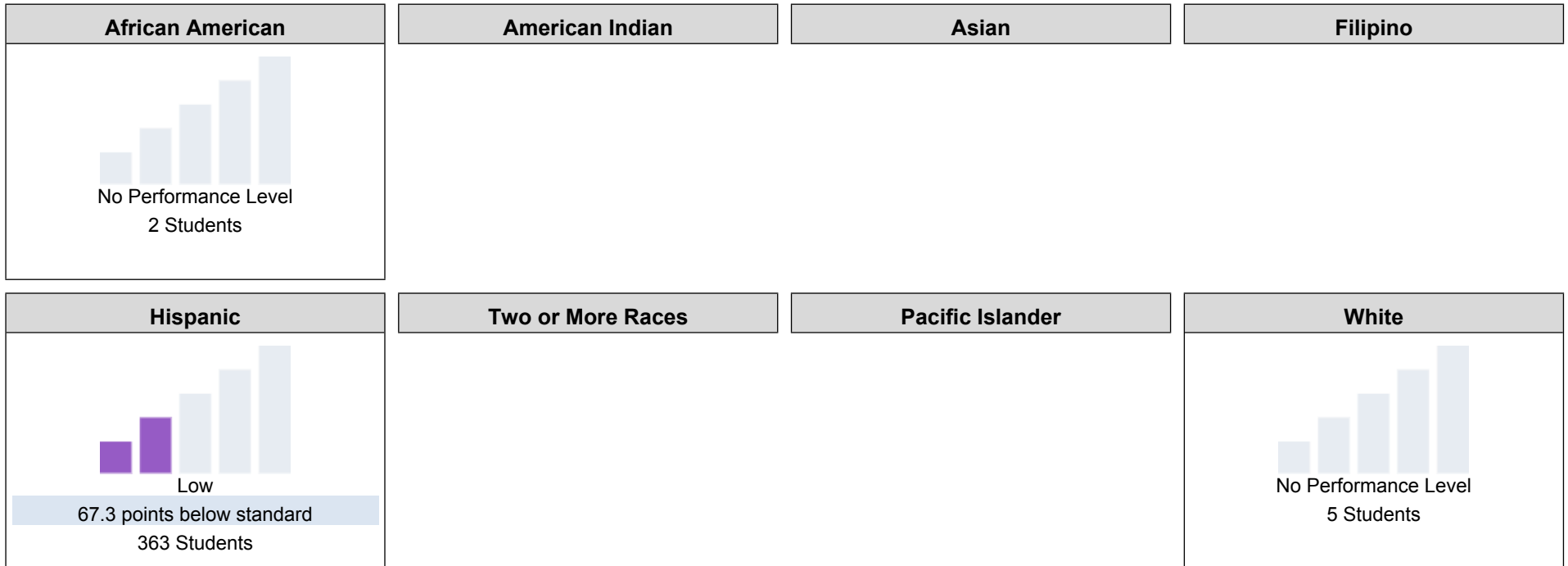


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
111.2 points below standard 145 Students	10.2 points below standard 77 Students	67.3 points below standard 126 Students

**Conclusions based on this data:**

- Our English Learners and Students with Disabilities scored Very Low in ELA in comparison to the rest of the population that scored Low.
- Our current English Learners scored 111.2 points below standard. Our students with Disabilities scored 140.9 points below standard.

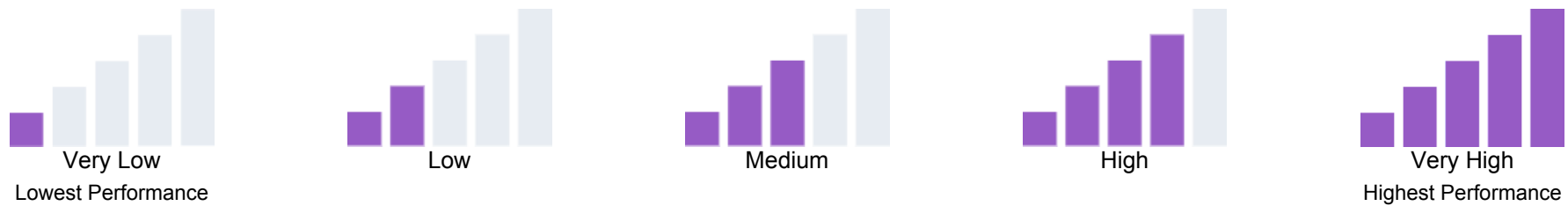
3. Our reclassified English Learners were 10.2 points below standard.

# School and Student Performance Data

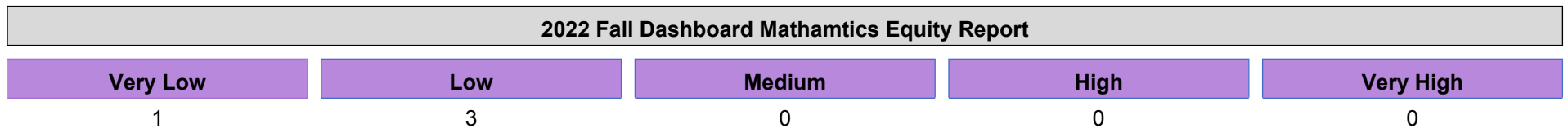
## Academic Performance Mathematics

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

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

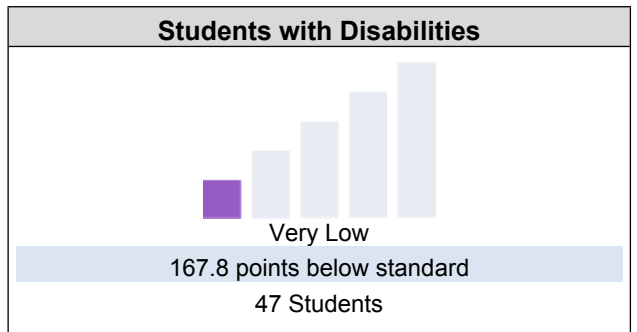
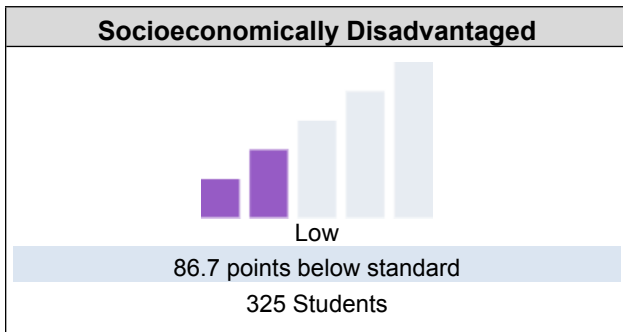
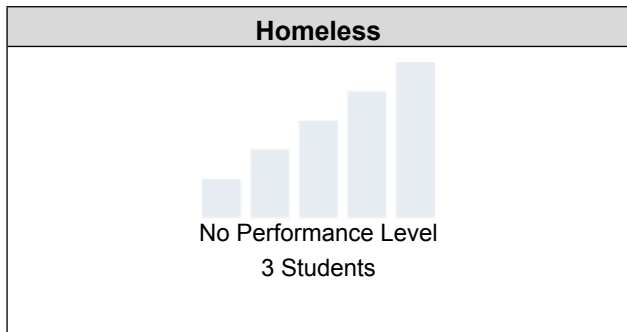
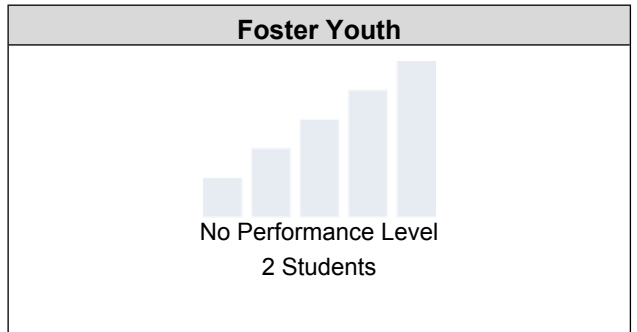
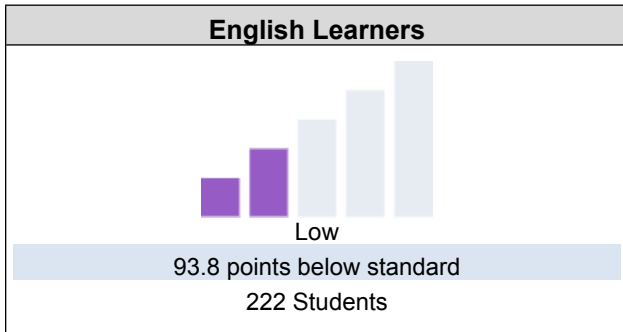
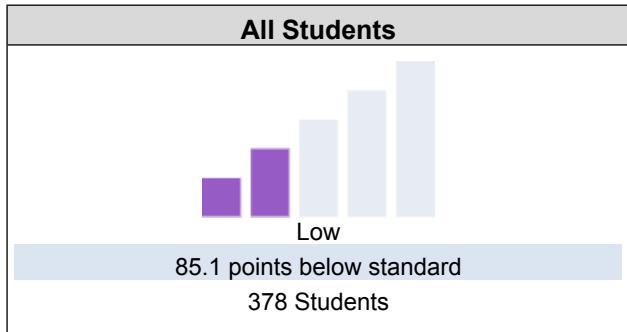


This section provides number of student groups in each level.

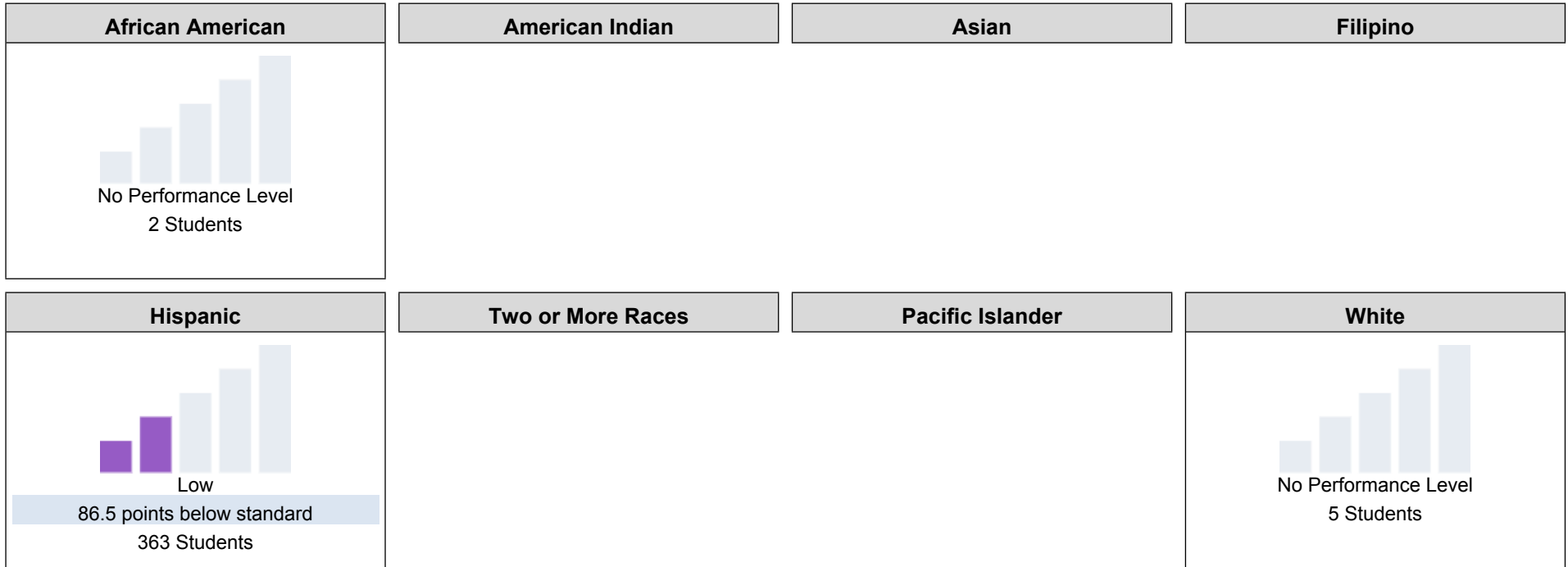


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
123.6 points below standard 145 Students	37.6 points below standard 77 Students	81.9 points below standard 126 Students

**Conclusions based on this data:**

1. Students with Disabilities was the only subgroup that scored Very Low.
2. Our current English Learners scored 123.6 points below standard in Math.



- 
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3. Our socioeconomically disadvantaged students scored comparable to all our students in overall mathematics achievement.

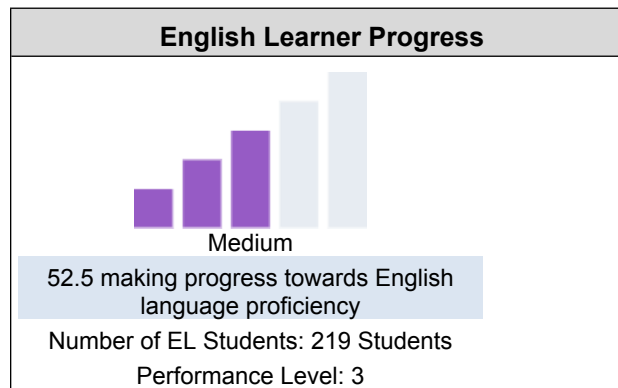
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.4%	36.1%	0.0%	52.5%

#### Conclusions based on this data:

- 52.5% of English Learners are making progress toward English Language Proficiency.
- 11.4% of our English Learners decreased one ELPI level.

- 
- 
3. 36.1% of our English Learners maintained ELPI levels.

# School and Student Performance Data

## Academic Performance College/Career Report

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

**Conclusions based on this data:**

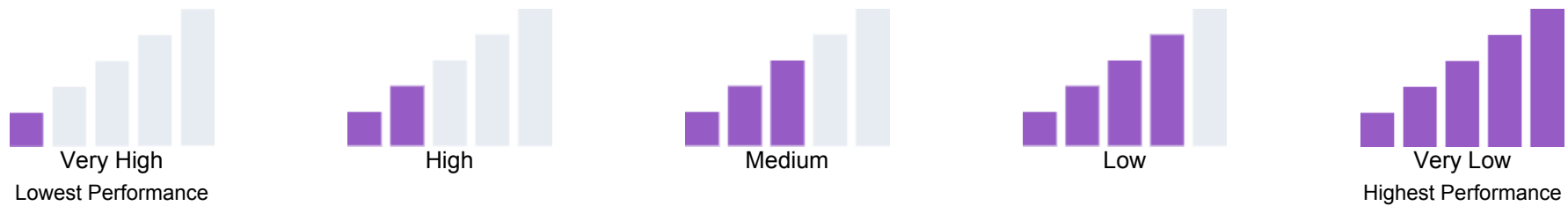
- 1. N/A
- 2. N/A
- 3. N/A

# School and Student Performance Data

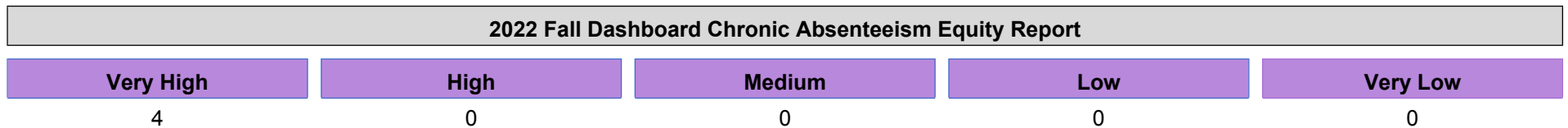
## Academic Engagement Chronic Absenteeism

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

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

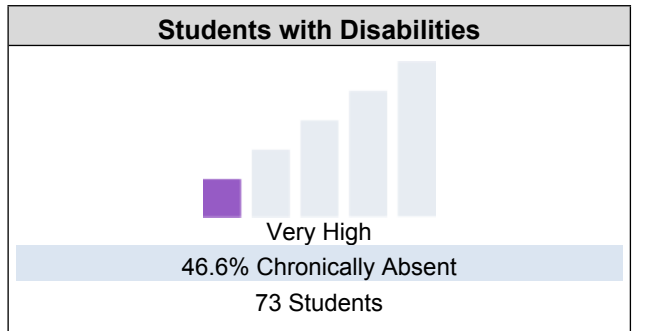
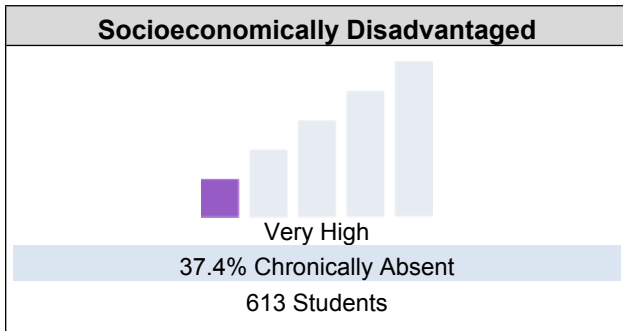
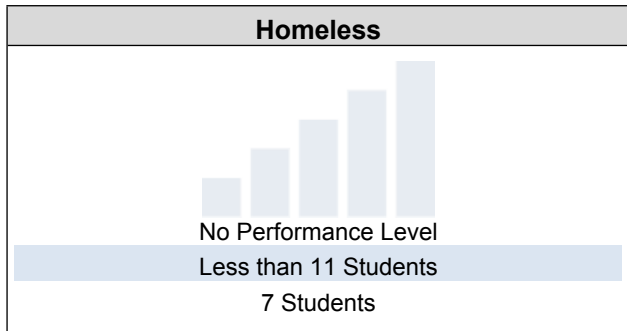
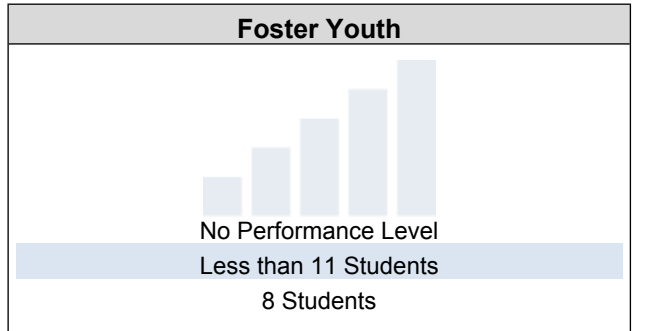
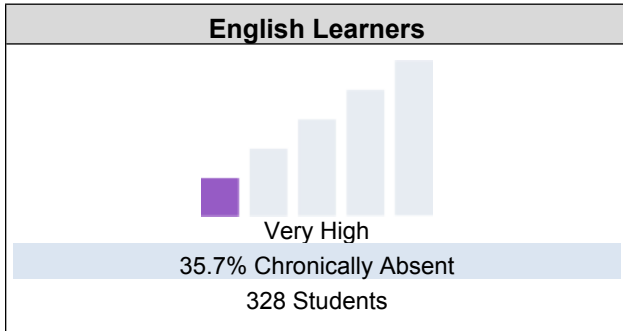
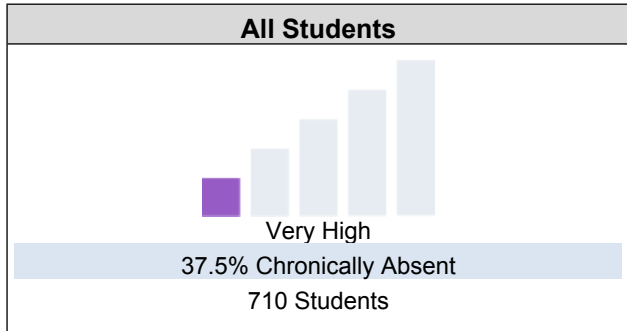


This section provides number of student groups in each level.

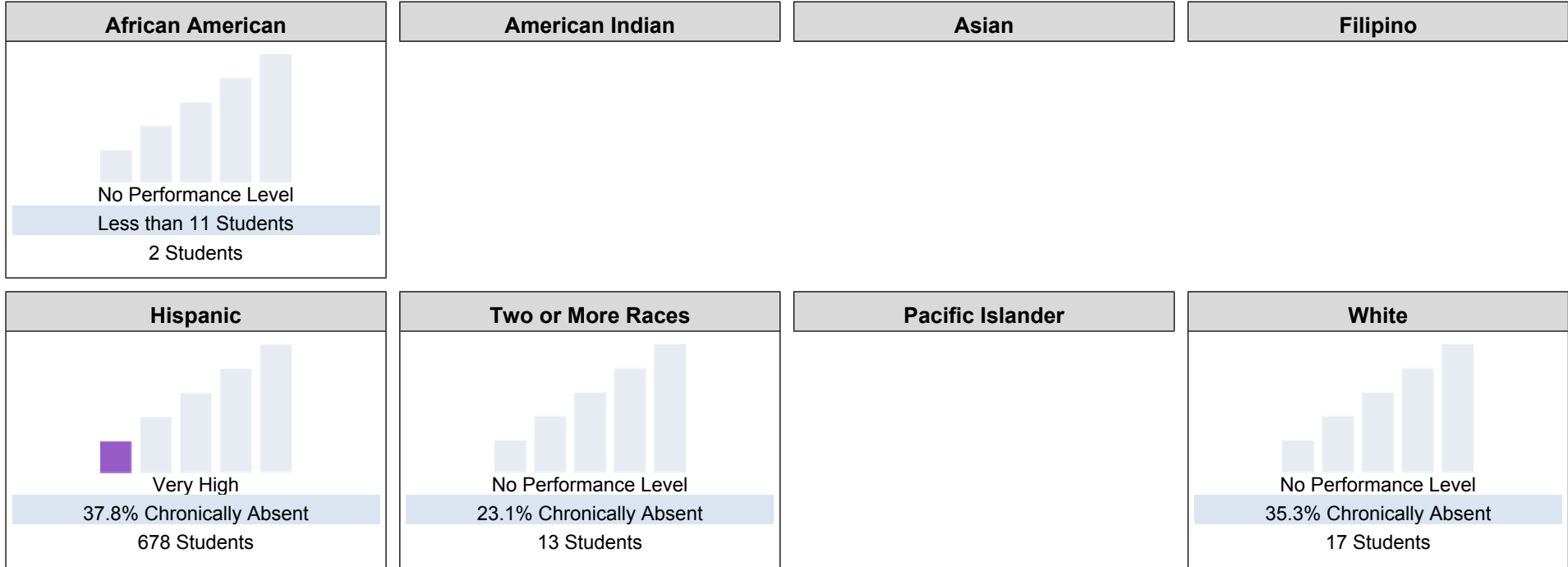


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- All student subgroups have Very High Chronic Absenteeism.
- Students with Disabilities has the highest percent of chronically absent (46.6%)
- Our English Learners have the lowest percent of chronically absent (35.7%)

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. N/A

2. N/A

3. N/A



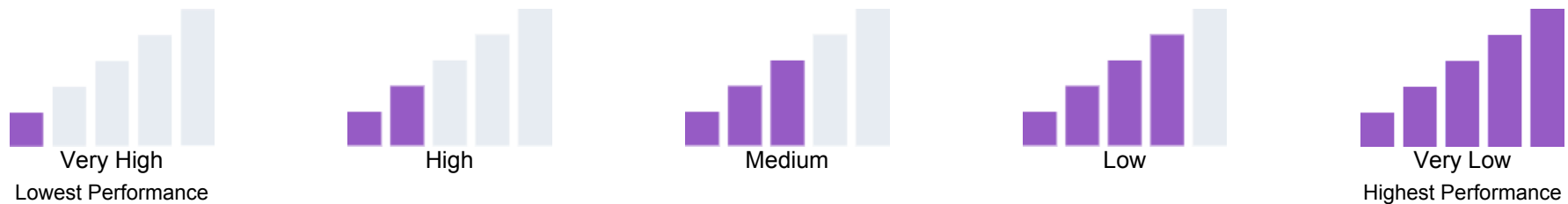


# School and Student Performance Data

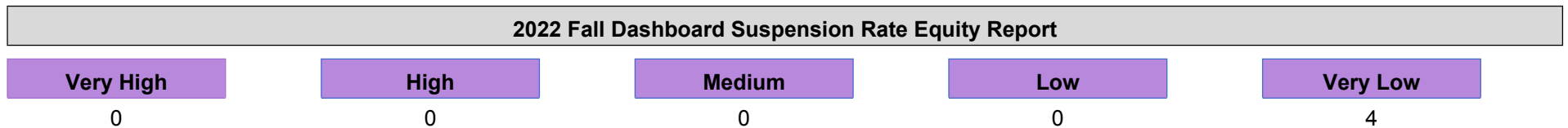
## Conditions & Climate Suspension Rate

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

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

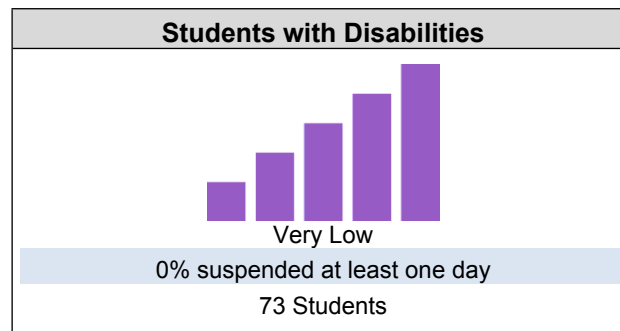
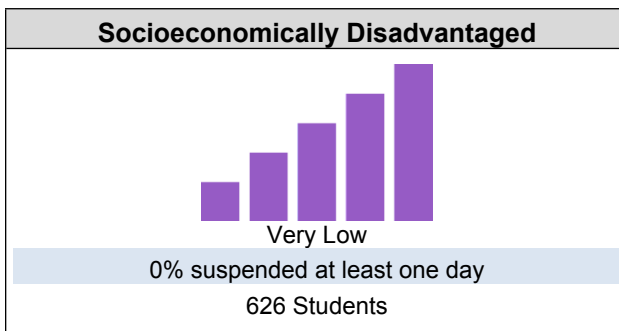
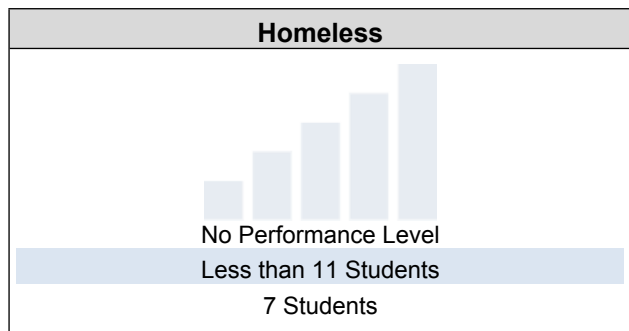
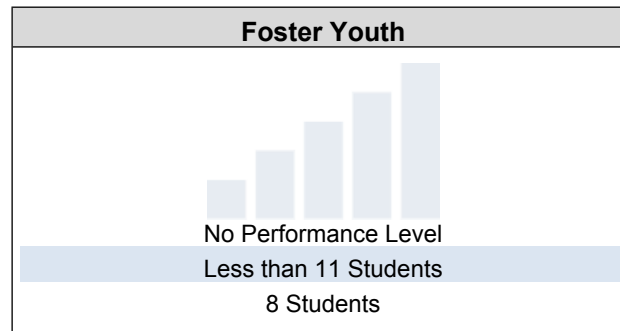
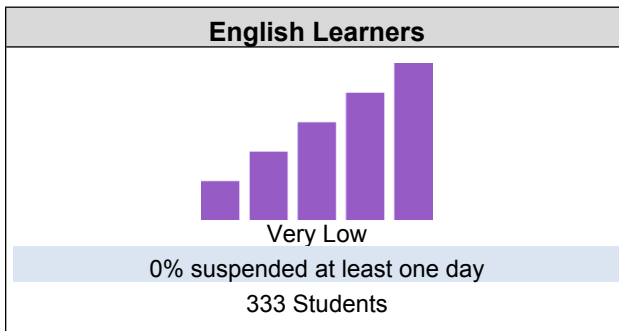
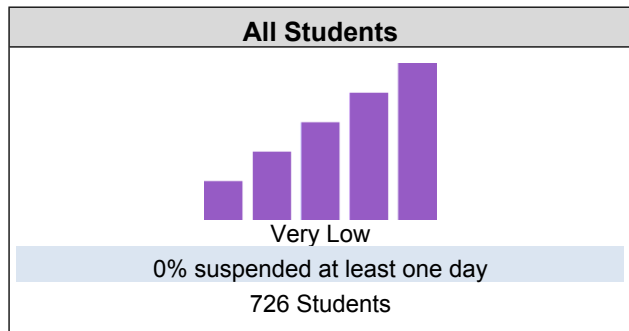


This section provides number of student groups in each level.

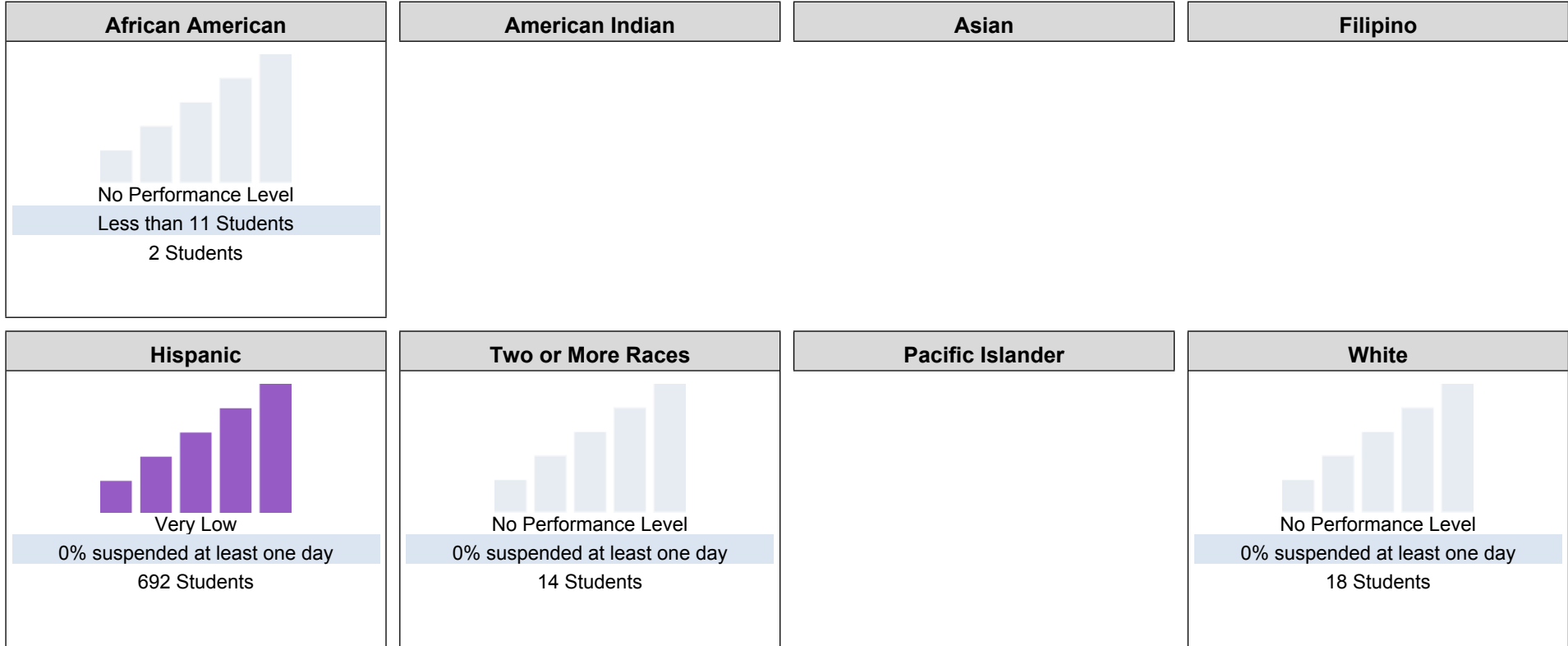


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension rate was very low in all subgroups.
2. 0% of students in a significant subgroup were suspended.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 2: State Standards (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

Analysis of CAASPP data indicates additional professional development needs to take place. Although we showed small gains in the area of ELA, release time needs to be provided to delve deeper into ELA as well as Math. An overview of the assessment has been provided through professional staff development. However, a closer look at each grade levels' strengths and areas of growth will be beneficial in establishing goals and next steps. Our teachers will need to continue NWEA professional development on using data to make instructional decisions

NWEA is new and our teachers need additional professional development on using data to make instructional decisions that impact student learning. This year we were learning as we came back from pandemic but we do need additional training with NWEA.

AVID implementation and refinement will continue as we attend Summer Institute and new teachers are trained in AVID practices. This is essential as we are an AVID Elementary site. Those teachers that have not been trained and are unable to attend Summer Institute will attend path training during the school year. Collaboration with site coach will also continue as we refine AVID practices.

Intervention teachers will continue to work with students in all grade levels. Primary intervention teacher works with students in grades 1-3. While our upper-grade intervention teacher supports students in grades 4, 5 and 6. Data triangulation occurs as we monitor student progress to ensure all students are growing. The transition to small group Guided Reading has proven effective. Teachers work closely together to monitor students and document progress through the SST process. This school year the upper-grade intervention teacher worked in every 4th, 5th, and 6th grade class which benefits all students since learning in a smaller group is ideal to meet student needs.

CAASPP analysis also indicated a need for math intervention, specifically with 5th-grade math. With district support, we were able to have a math intervention teacher this school year who supports students in grades 4-6.

We have expanded Inclusion practices at all grade levels. Students with an IEP continue to show growth with inclusion practices.

After grade level input and NWEA reading progress, with district support, we will utilize Accelerated Reader as a motivational reading program to supplement reading instruction in and out of the classroom. We also plan to use IAB's to address learning needs in grades 4-6. We plan to use IAB's particularly in the area of math.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide assessment as measured by CAASPP</p>	<p>Overall Distance from ELA standard: 66.4 points below standard            Students with Disabilities: 140.9 points below standard            English Learners: 76.2 points below standard            Hispanic: 67.3 points below standard            Socioeconomically Disadvantaged: 66.2 points below standard</p> <p>Overall Distance from Math standard: 85.1 points below standard            Students with Disabilities: 167.8 points below standard            English Learners: 93.8 points below standard            Hispanic: 86.5 points below standard            Socioeconomically Disadvantaged: 86.7 points below standard</p>	<p>Overall Distance from ELA standard: 66.4 points below standard            Students with Disabilities: 140.9 points below standard            English Learners: 76.2 points below standard            Hispanic: 67.3 points below standard            Socioeconomically Disadvantaged: 66.2 points below standard</p> <p>Overall Distance from Math standard: 85.1 points below standard            Students with Disabilities: 167.8 points below standard            English Learners: 93.8 points below standard            Hispanic: 86.5 points below standard            Socioeconomically Disadvantaged: 86.7 points below standard</p> <p>Our goal is to have students decrease points below standard by 30 points.</p>
<p>P4: NWEA ELA Assessment</p>	<p>NWEA- English Language Arts            According to Map Growth Grade Report for Winter 2022-2023:            Kindergarten - 15% (11 students) scored average or above            First - 13% (10 students) scored average or above            Second - 23% (20 students) scored average or above            Third - 19% (13 students) scored average or above            Fourth - 33% (33 students) scored average or above            Fifth - 42% (35 students) scored average or above            Sixth - 33% (32 students) scored average or above</p>	<p>NWEA- English Language Arts            According to Map Growth Grade Report for Winter 2022-2023:            Kindergarten - 15% (11 students) scored average or above            First - 13% (10 students) scored average or above            Second - 23% (20 students) scored average or above            Third - 19% (13 students) scored average or above            Fourth - 33% (33 students) scored average or above            Fifth - 42% (35 students) scored average or above            Sixth - 33% (32 students) scored average or above</p> <p>The overall growth will be measured by NWEA. All grades will increase their results from the Winter NWEA by 3%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Assessment	<p>NWEA- Math According to Map Growth Grade Report for Winter 2022-2023: Kindergarten - 27% (19 students) scored average or above First - 14% (10 students) scored average or above Second - 22% (19 students) scored average or above Third - 28% (20 students) scored average or above Fourth - 27% (28 students) scored average or above Fifth - 32% (27 students) scored average or above Sixth - 23% (22 students) scored average or above</p>	<p>NWEA- Math According to Map Growth Grade Report for Winter 2022-2023: Kindergarten - 27% (19 students) scored average or above First - 14% (10 students) scored average or above Second - 22% (19 students) scored average or above Third - 28% (20 students) scored average or above Fourth - 27% (28 students) scored average or above Fifth - 32% (27 students) scored average or above Sixth - 23% (22 students) scored average or above</p> <p>The overall growth will be measured by NWEA. All grades will increase their results from the Winter NWEA by 3%.</p>
P4 Assessments - Percentage of English Learner Pupil who make progress towards English Proficiency ELPAC Data	<p>ELPAC 6.1% - Level 4 - Well Developed 36.9% - Level 3 - Moderately Developed 42.2% - Level 2 - Somewhat Developed 14.8% - Level 1 - Minimally Developed</p>	<p>ELPAC 6.1% - Level 4 - Well Developed 36.9% - Level 3 - Moderately Developed 42.2% - Level 2 - Somewhat Developed 14.8% - Level 1 - Minimally Developed</p> <p>English Learner Progress increase by 2%</p>
P4 Statewide Assessment - Reclassification Rate	<p>Reclassification: 52.5% of English Learners are making progress towards English Language Proficiency</p>	<p>52.5% of English Learners are making progress towards English Language Proficiency</p> <p>Increase reclassification rate by 2%</p>

## Planned Strategies/Activities

## Action 1.1

CCSS Implementation

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Provide English language arts instruction and document daily use in every classroom with materials for every student.</p> <p>B. Provide and monitor necessary daily uninterrupted time for English language arts instruction.</p> <p>C. Provide a classroom setting conducive to learning.</p> <p>D. Provide additional paraprofessional support for small group instruction.</p> <p>E. Purchase additional English Language Arts resources and supplemental materials, supplies, incentives, technology, software programs, library support, and other pertinent items to support student academic achievement and supplement the core curriculum.</p> <p>F. Professional development to support initiatives such as AVID, Guided Reading, Math, and EL Strategies.</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Media Center Clerk Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$82099</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$15,024</p>

## Action 1.2

Staff Development/Collaboration

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Primary Intervention Teacher will work with struggling readers in grades 1-3. Utilizing NWEA and benchmark assessments will be the focus of working with struggling readers.</p> <p>B. Teachers and Education Specialists will collaborate in order to provide strategic/intensive instructional/differentiated support for students with disabilities.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) Students With Disabilities</p>	<p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$125323</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries</p>



C. Intervention and general education teachers will progress monitor daily with support from instructional aides.

D. Provide additional hours for school employees to support students in the classroom based on student needs.

E. Provide food/snack/beverages for professional development/training.

LCFF Suppl/Conc -- 0707  
\$10000.00

### Action 1.3

Intensive Intervention

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. Continue K-2 support for Early Literacy/Primary Intervention	<input checked="" type="checkbox"/> All Students	Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$169620  Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1073.00  Materials and Supplies for Newcomers 4000-4999: Books And Supplies Title III LEP -- 4203 \$1,000.00
B. Continue 4-6 grade intervention support with Guided Reading Intensive Intervention		
C. Provide small-group reading intervention to targeted, at-risk students in first-third grades.		
D. Newcomers		

### Action 1.4

Collaboration

Unchanged Action

- A. Utilize the model of Professional Learning Communities (PLC), create grade level and cross grade level teams to focus on improving student learning of content standards.
- B. Utilize minimum days to collaborate in PLC format (grade-level meetings) to plan and discuss lesson implementation of effective strategies and intervention support.

X All Students

Collaborative professional development,  
teacher substitutes  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$2000.00

## Action 1.5

Additional Support

X Unchanged Action

### Planned Actions/Services

### Students to be served

### Budget and Source

- A. Provide after-school extended learning opportunities for students experiencing difficulties, 1-year below grade level (strategic), utilizing core and supplemental standards-based instructional materials.
- B. Purchase additional core, supplemental materials, and clerical assistance to support extended learning opportunities after school.
- C. Teachers will work in grade level teams, utilizing NWEA assessments and Wonders leveled reading passages results to identify students who are not achieving mastery of grade level standards. These students will be scheduled into the after-school English language arts ELO intervention.

X All Students

Teacher Hourly  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$4000.00

## Action 1.6

Communication

X Unchanged Action

### Planned Actions/Services

### Students to be served

### Budget and Source

- A. Clerical staff will support the implementation of all supplemental services to meet the needs of students requiring additional services including translation.

X All Students

Instructional Aide substitute  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010

\$500.00

**Action 1.7**

Professional Development

X

Modified Action

**Planned Actions/Services**

- A. 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).
- B. 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).
- C. Provide release time (hourly/subs) for teachers to attend training, planning time, data analysis, and/or collaboration meetings.

**Students to be served**

- X All Students
- X Other student group(s) English Learners

**Budget and Source**

Teacher Substitutes  
 1000-1999: Certificated Personnel Salaries  
 Title I Basic -- 3010  
 \$2500.00  
 English Learner Professional Development  
 5800: Professional/Consulting Services And  
 Operating Expenditures  
 Title III LEP -- 4203  
 \$3274.00  
 Conferences  
 5000-5999: Services And Other Operating  
 Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$4000.00

**Action 1.8**

Materials and Supplies

X

Unchanged Action

**Planned Actions/Services**

- A. Purchase supplemental materials, supplies, incentives, software and hardware to use for supplementary instruction. Promote positive incentives for student engagement in the area of reading, including field trips to universities.

**Students to be served**

- X All Students

**Budget and Source**

Materials and Supplies  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$10,000

**Action 1.9**

Bilingual Aides

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Five Bilingual Tutors will be assigned to work in SEI classrooms with EL students who are at the beginning levels of language acquisition. They will also work with students in small guided reading groups.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>Bilingual Language Tutors Salaries 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$92297</p> <p>Bilingual Language Tutors Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$3336</p> <p>Bilingual Language Tutors Salaries 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$69224</p> <p>Materials and Supplies (if funding permits) 4000-4999: Books And Supplies Title III LEP -- 4203 \$477.00</p>

**Action 1.10**

Motivational Reading Program and assessment.

	<input checked="" type="checkbox"/> New Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The digital divide has indicated that resources need to be set aside so that all students have equitable access to internet as we plan for the school year ahead.</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Digital Divide 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7000.00</p>

**Action 1.11**

Library Materials

	<u>X</u> Unchanged Action	
--	---------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
A. Due to outdated library materials, we will purchase library books for students.	<u>X</u> All Students	Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$2952.00

### Action 1.12

Translator Clerk Typist

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Translating Clerk, Attendance Clerk to increase ADA.	<u>X</u> All Students	Translator Clerk Typist Salary (8hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$36460

### Action 1.13

Instructional Materials

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Lease/Purchase of Xerox Machines for printing of Instructional Materials	<u>X</u> All Students	Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 \$2113
B Printing of supplemental materials for instruction		Printing 4000-4999: Books And Supplies Title I Basic -- 3010 \$1500.00

Print Shop  
 5000-5999: Services And Other Operating Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$5,000.00

**Action 1.14**  
 AVID

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Incentives and supplies	<input checked="" type="checkbox"/> All Students	AVID Implementation 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00
B. Extended opportunities to visit universities		
C. Release time for teachers to plan AVID/College and Career Activities		AVID Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00  AVID Extra Hourly- Certificated 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00

**Action 1.15**  
 Transitional Plan to Kindergarten

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.	<input checked="" type="checkbox"/> All Students	Title I Preschool District Funded
	<input checked="" type="checkbox"/> Other student group(s) Head Start/Preschool	\$

Preschool age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.

Title I Preschool is funded by district reservation and provides the same support services as our Head Start program.

### Action 1.16

Communication Enhancement Program

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The Communication Enhancement Program (CEP) at Troth Street is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Students with Disabilities</p>	

### Action 1.17

Inclusion:

	<u>X</u> New Action	
--	---------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Full Inclusion include:</p> <p>A. Professional development for general education teachers, Educational Specialists, and paraprofessionals.</p> <p>B. Release time for teachers to collaborate and plan for the support and success of all students.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Students with disabilities</p>	<p>Teacher Substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$10000.00</p> <p>Instructional Aide Coverage 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00</p>

C. Classified and certificated behavior support and trainings (CPI Training, Student Attendant Aides-if not provided by the district.



# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)

Local Priorities:      P1

### Identified Need from the Annual Evaluation and Needs Assessment:

An increase in expenditures to use in attendance incentives will be needed. As the year progresses, it is evident that attendance needs to be increased and promoted. Although we continued with SART meetings, attendance needs to be increased to support student achievement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School Attendance Rate	School Attendance Rate:  TK 88.76% KN 88.16% 1st 91.17% 2nd 93.31% 3rd 90.31% 4th 92.40% 5th 93.85% 6th 92.79% Overall attendance percentage: 91.87%	School Attendance Rate:  TK 88.76% KN 88.16% 1st 91.17% 2nd 93.31% 3rd 90.31% 4th 92.40% 5th 93.85% 6th 92.79% Overall attendance percentage: 91.87%  Goal: Improve attendance by 2%
P1: Chronic Absenteeism Rate	2021-2022 Chronic Absenteeism Rate: <ul style="list-style-type: none"> <li>• Overall: 37.5%</li> <li>• Hispanic: 37.8%</li> <li>• White: 35.3%</li> </ul>	2021-2022 Chronic Absenteeism Rate: <ul style="list-style-type: none"> <li>• Overall: 37.5%</li> <li>• Hispanic: 37.8%</li> <li>• White: 35.3%</li> </ul>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Goal: Decrease Chronic Absenteeism by 3%            We will continue to make phone calls, promote Saturday School, talk to parents about the importance of school, and have various incentives for attendance.</p>
<p>P5: Pupil Suspension Rate</p>	<p>2021-2022 Suspension Rate            Troth Street 0%</p>	<p>2021-2022 Suspension Rate            Troth Street 0%</p> <ul style="list-style-type: none"> <li>• Goal: Maintain Suspension Rate under 1%</li> </ul>
<p>P6: Surveys of pupils, parents, teachers</p>	<p>LCAP Spring Survey 2023 (Panorama Survey)</p> <p>LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?"            37% responded almost never            14% responded once in a while</p> <p>LCAP teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?"            19% responded not at all difficult            44% responded slightly difficult            3% responded somewhat difficult            2% responded quite difficult            6% responded extremely difficult</p> <p>LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?"            A report was not able to be generated due to low participation rate in the survey.</p>	<p>LCAP Spring Survey 2023 (Panorama Survey)</p> <p>LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?"            37% responded almost never            14% responded once in a while</p> <p>LCAP teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?"            19% responded not at all difficult            44% responded slightly difficult            3% responded somewhat difficult            2% responded quite difficult            6% responded extremely difficult</p> <p>LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?"            A report was not able to be generated due to low participation rate in the survey.</p> <p>Goal:            Increase parent participation in LCAP survey.            Improve feeling of School Safety by 2% as measured by LCAP Survey</p>

**Metric/Indicator**

**Baseline/Actual Outcome**

**Expected Outcome**

--	--	--

**Planned Strategies/Activities**

**Action 2.1**

Safe and Healthy School Environment

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Campus supervisors are visible at every entry point during student arrival and dismissal. Additional school personnel assists with dismissal to ensure student safety.</p> <p>B. Safe Environment focus to educate students on the importance of an orderly environment. Teachers will promote lessons that follow the Positive Behavior Plan (PBIS) and Second Step lessons to ensure a positive school environment continues. Provide educational lessons through Red Ribbon Week and Kindness Week.</p> <p>C. Continue to assist students who are in need of school-based counseling. This service will be provided through the Family Outreach Program provider. Students will be referred by Principal or teachers.</p> <p>D. Training will be provided for activity supervisors on playground rules and activities to promote a peaceful playground.</p> <p>E. Training will also be provided to staff on Trauma Informed and Restorative Practices.</p>	<u>X</u> All Students	<p>(1.0) Health Care Aide Salary (3hrs.) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27823</p> <p>(1.0) Activity Supervisor (.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2564</p>

**Action 2.2**

Attendance Incentives

X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Increase student attendance to promote high academic achievement and ensure student safety through ongoing student training and incentives.

X All Students

B. Provide training for parents about the importance of attendance.

C. Monthly attendance team meetings to review attendance data and plan strategic intervention strategies to improve attendance.

Attendance Incentives  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$6000.00

**Action 2.3**

SEL/PBIS Resource Materials

X

Unchanged Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

Implementation of SEL Skills

X All Students

A. Meet monthly to discuss concerns and implementation

B. Continue to improve school office by updating furniture and making environment welcoming

C. Saturday School funds to support program and replenish ADA including purchasing materials for Saturday School

Teacher Hourly  
Meetings and Planning  
  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$2000.00

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)

Local Priorities:        P3 and P6

### Identified Need from the Annual Evaluation and Needs Assessment:

Provide additional opportunities for parents to be involved. Perhaps offering a Family Literacy in the classroom for primary students or Make-It, Take-It workshops after school hours for parents to continue to be involved in their children's education. Primarily, stressing the importance of being involved since an early age.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" A report was not able to be generated due to low participation rate in the survey.	Parent Engagement continues to be a priority. Weekly Q-message broadcast is sent to parents with the activities for the week, important reminders, etc.  Our Community Schools TSA has been an asset in developing programs/activities that involve the community.  Our goal is to increase parent participation in LCAP survey.
Student Engagement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extra-curricular activities?"	As we move forward, our goal is to improve student life by increasing student activities.  Overall, students have a good sense of belonging but there is room for growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>A report was not able to be generated due to a low participation rate in the survey.</p> <p>LCAP Teacher Survey, Spring 2023:            "On most days, how enthusiastic are the students about being at school?"            12% responded Extremely Enthusiastic            25% responded Quite Enthusiastic</p> <p>LCAP Student Survey, Spring 2023: "How much do you feel like you belong?"            3rd-5th Grade:            20% Belong Quite a Bit            34% Completely Belong            6th Grade:            29% Belong Quite a Bit            31% Completely Belong</p>	<p>Our goal is to increase student sense of belonging by 3%.</p>

## Planned Strategies/Activities

### Action 3.1

Parent Outreach

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>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. (ie school programs, Chromebooks, PBIS, CCSS, digital citizenship).</p>	<input checked="" type="checkbox"/> All Students	<p>Parental Involvement Certificated Extra Hourly            1000-1999: Certificated Personnel Salaries            Title I Parent Involvement -- 3010 1902            \$1211.00</p> <p>Parent Involvement Materials and Supplies            4000-4999: Books And Supplies            Title I Parent Involvement -- 3010 1902</p>

<p>C. Parent center/ideas will be available to support parent communication (computer, printer, library access)</p> <p>D. All parents and staff will have leadership opportunities through advisory committees</p> <p>E. Parent support materials for parent outreach.</p> <p>F. Use of RAPTOR system</p> <p>G. Volunteer appreciation breakfast to show parent appreciation.</p> <p>H. Translator clerk typist to translate materials and parent meetings</p>		\$684.00
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### Action 3.2

Student Engagement

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Students participate in sports/clubs activities.</p> <p>B. Student/Parent Activities</p> <p>C. Weekly Band Class</p> <p>D. Student Council</p> <p>E. Engaging school assemblies, partnerships</p> <p>F. Parent Workshops in Math and English Language Arts, including Family Literacy in TK/Kindergarten</p>	<input checked="" type="checkbox"/> All Students	<p>Parent Involvement Classified Support (Hourly/Subs) includes Childcare (if funding permits)            2000-2999: Classified Personnel Salaries            Title I Parent Involvement -- 3010 1902            \$500</p> <p>Materials and Supplies            4000-4999: Books And Supplies            Title I Parent Involvement -- 3010 1902            \$720.00</p>

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide assessment as measured by CAASPP</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Overall Distance from ELA standard: 66.4 points below standard            Students with Disabilities: 140.9 points below standard            English Learners: 76.2 points below standard            Hispanic: 67.3 points below standard            Socioeconomically Disadvantaged: 66.2 points below standard</p> <p>Overall Distance from Math standard: 85.1 points below standard            Students with Disabilities: 167.8 points below standard            English Learners: 93.8 points below standard            Hispanic: 86.5 points below standard            Socioeconomically Disadvantaged: 86.7 points below standard</p>
<p>P4: NWEA Assessment</p>	<p>Intervention data indicates growth. Teachers have used Wonders fluency levels as well in supporting student's instructional level.</p> <p>The overall growth will be measured by NWEA. The expectancy rate of increase by June 2023 will be at least 5 percent growth in every grade level.</p>	<p>Intervention groups are fluid and are based on NWEA and Wonders fluency and comprehension levels.</p> <p>NWEA ELA Fall to Winter, the results were as follows:            1st Grade: +4.83            2nd Grade: +5.24            3rd Grade: +4.48            4th Grade: +.96            5th Grade: +1.42            6th Grade: +1.5</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
NWEA Math Assessment	The expectation in the area of math using NWEA is that our site will grow by at least 5%. The addition of a math intervention teacher this school year will also help as she supports students in grades 4,5, and 6. The small group intensive support will continue to benefit our students.	NWEA Math Fall to Winter, the results were as follows: 1st Grade: +4.8 2nd Grade: +4.12 3rd Grade: +4.6 4th Grade: +1.7 5th Grade: +2.3 6th Grade: +2.19
P8: Other Student Outcomes - MDTP for Math		104 sixth graders completed the MDTP for Math.  Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.  The results are as follows: 35.58% of 6th graders showed no mastery of these mathematical concepts 24.04% of 6th graders showed mastery in one of these mathematical concepts 13.46% of 6th graders showed mastery in two of these mathematical concepts 7.69% of 6th graders showed mastery in three of these mathematical concepts 8.65% of 6th graders showed mastery in four of these mathematical concepts 1.92% of 6th graders showed mastery in five of these mathematical concepts 3.85% of 6th graders showed mastery in six of these mathematical concepts 4.81% of 6th graders showed mastery in all seven of these mathematical concepts

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CCSS Implementation</p> <p>A. Provide English language arts instruction and document daily use in every classroom with materials for every student.</p> <p>B. Provide and monitor necessary daily uninterrupted time for English language arts instruction.</p> <p>C. Utilize Step Up to Writing strategies.</p> <p>D. Provide a classroom setting conducive to learning.</p> <p>E. Provide additional paraprofessional support for small group instruction.</p> <p>F. Purchase additional English Language Arts resources and supplemental materials, supplies, incentives, technology, library support, and other pertinent items to support student academic achievement and supplement the core curriculum.</p> <p>G. Professional development to support initiatives such as AVID, Guided Reading, Step up to Writing, and EL Strategies,</p>	<p>CCSS Implementation:</p> <p>1A: Teachers provide English Language Arts instruction following CCSS and using instructional materials like: Wonders, AR, Guided Reading, etc. and materials are provided for every student.</p> <p>1B. Daily Schedules are posted and demonstrate uninterrupted time for ELA instruction.</p> <p>1C. Use anchor charts, graphic organizers, color coding, shared writing in teacher trained classrooms.</p> <p>1D. Teachers use SEL strategies, classroom rules and expectations, structured schedule, class seating arrangements, small group support and affirmations/goal setting.</p> <p>1E. Bilingual Language Tutors and intervention teachers provide support during small group instruction. Upper grades receive math intervention support.</p> <p>1F. Purchase of AVID materias, Accelerated Reader, SEL books and headphones, supplemental materials shared among grade level.</p> <p>1G. Ellevation Training, Science of Reading, AVID, Guided reading training led by intervention teachers.</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72,084</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72,084</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
<p>Staff Development/Collaboration</p> <p>A. Primary Intervention Teacher will work with struggling readers in grades 1-3. Utilizing NWEA and benchmark assessments will be the focus of working with struggling readers.</p>	<p>Staff Development/Collaboration:</p> <p>2A. Kinder support with NWEA assessments, primary intervention teacher provides small group reading support</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$149,204</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$130,602</p>		
<p>Intensive Intervention</p> <p>A. Continue K-2 support for Early Literacy/Primary Intervention</p> <p>B. Continue 4-6 grade intervention support with Guided Reading Intensive Intervention</p> <p>C. Provide small-group reading intervention to targeted, at-risk students in first-third grades.</p> <p>D. Newcomers</p>	<p>Intensive Intervention:</p> <p>3A. Students receive primary intervention with intervention teacher and ELO. Kinder has ELO after school for intensive reading intervention.</p> <p>3B. Second Intervention Teacher provides guided reading intervention to 4th-6th grade students.</p> <p>3C. Small group intervention is provided to targeted at-risk students.</p> <p>3D. Bilingual Language Tutor works with newcomers. Teachers with newcomers attended district training through Language Services.</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$76,807</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$88,486</p>		
<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$76,807</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$88,486</p>	<p>Collaboration</p> <p>A. Utilize the model of Professional Learning Communities (PLC), create grade level and cross grade level teams to focus on improving student learning of content standards.</p> <p>B. Utilize minimum days to collaborate in PLC format (grade-level meetings) to plan and discuss lesson implementation of effective strategies and intervention support.</p>	<p>Collaboration:</p> <p>4A. Met as grade level to collaborate and discuss student improvement.</p> <p>4B. Grade level meetings focus on standards implementation and effective strategies for instruction, intervention, and at-risk students.</p>	<p>Collaborative professional development, teacher substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000.00</p>	<p>Collaborative professional development, teacher substitutes 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$2000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Additional Support</p> <p>A. 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>B. Purchase additional core, supplemental materials, and clerical assistance to support extended learning opportunities after school. Teachers will work in grade level teams, utilizing NWEA assessments and Wonders leveled reading passages results to identify students who are not achieving mastery of grade level standards. These students will be scheduled into the after-school English language arts ELO intervention. We are fortunate that we will be able to provide ELO to all grade levels.</p>	<p>Additional Support:</p> <p>5A. After-school ELO taught by more than half the staff throughout the school year.</p> <p>5B. Additional materials to support ELO purchased in the beginning of the year. Teachers worked with grade level teams and used NWEA and Wonders data to form groups for ELO classes.</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000.00</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>Communication</p> <p>A. Clerical staff will support the implementation of all supplemental services to meet the needs of students requiring additional services including translation.</p>	<p>Communication:</p> <p>6A. Clerical staff communicate with parents regarding supplemental services, provide translation and enter ELO information in Q.</p>	<p>Instructional Aide substitute 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.00</p>	<p>Instructional Aide substitute 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>Professional Development</p> <p>A. Teachers and Administrator will continue to attend staff development and workshops to support CCSS implementation. At the training, teachers will examine program elements, share effective strategies and collaborate to produce cohesive program instruction to ensure student</p>	<p>Professional Development:</p> <p>7A. Teachers attended district provided Professional Development trainings; including, UDL, SEL, Newcomers, Long Term ELs, Behavior, etc. Attended professional development trainings on Minimum Day (TWIG, NWEA and Ellevation). Trainings available through Alludo.</p>	<p>Teacher Substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2500.00</p>	<p>Teacher Substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$675.00</p>

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>achievement. Based on prior staff development, we will continue to incorporate standards-based planning with the skillful implementation of the curriculum for language arts, mathematics, and English language development at our site. Our school will address all components of the Elementary Classroom/Teacher Requirements. The instructional model of direct instruction includes: (1) the pre-teach of academic language and essential vocabulary, (2) the explicit skillful implementation of the core program, (3) creating opportunities for meaningful interaction with supplementary activities that integrate oral and written language development, as well as the (4) reteaching of students struggling with the objectives. This is accomplished through an implementation model that includes content and language objectives, academic language, sentence frames, common schedules, collaboration, engagement strategies, and student-relevant focus walls.</p>	<p>Continue to implement and follow district's Units of Study aligned to CCSS. Display anchor charts, CCSS, focus walls and content vocabulary to create an environment focus on standards-based instruction.</p>		
<p><b>Materials and Supplies</b> A. Purchase supplemental materials, supplies, incentives, software and hardware to use for supplementary instruction. Promote positive incentives for student engagement in the area of reading, including field trips to universities.</p>	<p><b>Materials and Supplies:</b> 8A. Purchased Accelerated Reader and incentives for student engagement (AR goal incentives). 5th and 6th grade Field Trip to CBU.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000</p>
<p><b>Bilingual Aides</b> A. Five Bilingual Tutors will be assigned to work in SEI classrooms with EL</p>	<p><b>Bilingual Aides:</b> 9A. Bilingual Tutors work with students daily during small reading</p>	<p>BLT Salaries 2000-2999: Classified Personnel Salaries</p>	<p>BLT Salaries 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students who are at the beginning levels of language acquisition. They will also work with students in small guided reading groups.	groups. Provide support to Newcomers and ELs.	LCFF Suppl/Conc -- 0707 \$121,875  BLT Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7,891  BLT Salaries 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$26,731  Materials and Supplies (if funding permits) 4000-4999: Books And Supplies Title III LEP -- 4203 \$477.00	LCFF Suppl/Conc -- 0707 \$135,208  BLT Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$9,225  BLT Salaries 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$30,138  Materials and Supplies (if funding permits) 4000-4999: Books And Supplies Title III LEP -- 4203 \$477.00
Motivational Reading Program and assessment.  A. The digital divide has indicated that resources need to be set aside so that all students have equitable access to internet as we plan for the school year ahead.	Motivational Reading Program and Assessment: 10A: Hot spots are available to all students who need them and 1:1 Chromebooks provided to all students. Access to sites that supplement and enhance academics.	Digital Divide 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000.00	Digital Divide 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0
Library Materials A. Due to outdated library materials, we will purchase library books for students.	Library Materials: 11A. Library books focused on SEL and diversity where purchased by EMCC.	Library Books (if funding permits) 4000-4999: Books And Supplies Title I Basic -- 3010 \$1952.00	Library Books (if funding permits) 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00
Translator Clerk Typist A. Translating Clerk, Attendance Clerk to increase ADA.	Translator Clerk Typist: 12A. Translating Clerk and Attendance Clerk work to schedule SART meetings and offer translation. Attendance Clerk is part of attendance	TCT- 8 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33,286	TCT- 8 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33,286

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	team and helps creating attendance communications for parents/families.	TCT - 8 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$33,286	TCT - 8 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$33,286
<b>Instructional Materials</b> A. Lease/Purchase of Xerox Machines for printing of Instructional Materials	<b>Instructional Materials:</b> 13A. Instructional materials printed with Xerox Machine.	Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 \$2113	Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 \$1346.00
		Printing 4000-4999: Books And Supplies Title I Basic -- 3010 \$1500.00	Printing 4000-4999: Books And Supplies Title I Basic -- 3010 \$1500.00
<b>AVID</b> A. Incentives and supplies B. Extended opportunities to visit universities	<b>AVID:</b> 14A. AVID Supplies provided at the beginning of the year.  14B. 5th and 6th grade visited CBU.	AVID Implementation 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00	AVID Implementation 4000-4999: Books And Supplies Title I Basic -- 3010 \$0
<b>Transitional Plan to Kindergarten</b> The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.  Preschool age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration	<b>Transitional Plan to Kindergarten:</b> TK/K registration flyers sent through peach jar and posted on school marquees, district and school websites. When preschool is on campus. Currently not on campus due to modernization.	Title I Preschool District Funded  \$0	Title I Preschool District Funded  \$0

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>information for preschool will be made available in the front office.</p> <p>Title I Preschool is funded by district reservation and provides the same support services as our Head Start program.</p>			
<p>Communication Enhancement Program The Communication Enhancement Program (CEP) at Troth Street is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>Communication Enhancement Program: 16A. Speech and Language Pathologist offer CEP program through SST and in response to intervention.</p>		
<p>Inclusion: The planned actions for Full Inclusion include:</p> <p>A. Professional development for general education teachers, Educational Specialists, and paraprofessionals.</p> <p>B. Release time for teachers to collaborate and plan for the support and success of all students.</p> <p>C. Classified and certificated behavior support and trainings (CPI Training, Student Attendant Aides-if not provided by the district.</p>	<p>Inclusion: 17A. Teachers attended UDL training through the district.</p> <p>17B. Collaboration with special education teacher during release time to monitor students' progress, review goals, and implement strategies for success.</p> <p>17C. CPI training offered through the district, classified personnel attend behavior training.</p>		



## Analysis

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

A focus on student data continues to guide instruction. We have also continued with social-emotional learning for our students and staff. Grade level collaboration and professional development continued this school year. We began the school year with Ellevation Training hosted by Language Services. The District TSA presented and collaborated with Teachers regarding NWEA data and forming of guided reading groups based on need. Our Intervention teachers attended Science of Reading training and shared their learning with grade-level teachers during grade-level release days. Teachers were also given the opportunity to attend Universal Design for Learning training. Language Services provided training for Teachers that have long-term ELS and Newcomer ELs. Our TK-2 Teachers began 95% Group's Science of Reading Training and will continue in the following school year. Grade Level leads attended Behavior Interventions for the Classroom Training and shared with grade level teams during collaboration. Teachers were also provided with release time to review student data for SSTs and strategies to support students most in need.

Best first instruction and learning in our classroom has consistently been the focus. Numerous strategies and interventions were implemented to support student academic achievement. To support our English Language Learners a Newcomer class was offered by our BLT. NWEA data guided the formation of guided reading groups and small group instruction with a teacher and BLT's have provided a reading focus on student's instructional level. NWEA data also guided the formation of Math intervention groups in 3rd-6th grade which provided math intervention at student's instructional level.

We incorporated our Accelerated Readers program as a motivational reading program for all students and will continue to incorporate the following school year.

College and Career readiness has also been a focus. We continue to practice AVID implementation school wide and teachers continue to be trained. Our school celebrated College and Career Week, where students researched different college and participated in career focused activities. Our 5th and 6th grade students attended a field trip to California Baptist University. Students were provided with AVID materials (notebooks, highlight, binders, agenda) to support organization and success.

Three classrooms (Kinder, 2nd and 6th Grade) have received Flexible Seating furniture. Next year we will continue to incorporate flexible seating in our classrooms.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As reported by the Dashboard our students fell 66.4 points below Standard in ELA and 85.1 points below Standard in Math. All of our reported subgroups also fell below standards.

NWEA ELA data show an increase for each grade level. Second Grade was the only grade level that showed over a 5% increase. NWEA Math shows an increase for each grade level, with First grade having the highest increase at 4.8%. Overall, NWEA data shows that we are making small gains in ELA and Math, but not substantial gains that reflect on state testing.

The data on the Dashboard tells us that our Students with Disabilities and our English Learners were the subgroups that fell most below standards. Providing release time for Intervention and grade-level teachers to collaborate proved beneficial in gaining teacher clarity, examining, and making data-based decisions regarding grouping and instruction. We need to improve in student clarity and ownership regarding learning and progress on academic goals.

Strategies used were data-driven guided reading groups that focused on reading foundational skills and reading comprehension. ELA Intervention teachers provided professional development to teachers provided small group instruction to students. Math TSA was used to provide small group intervention to upper-grade students that focused on Number Sense.

The overall effectiveness of activities, programs, and strategies are closely aligned to ensuring our students continue to succeed. Ensuring that reading components are addressed and taught daily via small group instruction will continue to be a focus.

Goal setting will continue to be a focus. As we get additional information with CAASPP and ELPAC, the data will guide our next steps in setting student goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

1.5A and 1.5B We planned to spend \$4000 for Teacher Hourly to support ELO. We spent \$0 because it was paid for by the District.

1.6A we planned to spend \$500 on instructional aide substitute. We spent \$0. Community School TSA supported with entering ELO information into Q.

1.7A we had \$2500 set aside for substitutes for professional development. We spent \$675. Professional Development substitutes were paid for by the District.

1.10A We had \$3000 set aside for our motivational reading program and assessment (Accelerated Reading). This was paid for through ESSR funds so \$0 was spent.

1.14 we planned \$500 for AVID supplies and field trips. We spent \$0. Supplies were covered by the District and our field trip was covered through ESSR funds. Our surplus on our budget was spent on Teacher supplies and instructional materials for the classroom. Money was also used for a laminator machine.

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.

AVID Implementation and refinement will continue as we receive funds for teachers to attend trainings. We have newer teachers who have not been AVID trained. Collaboration with site coach will also continue as we refine AVID practices.

Our two ELA intervention teachers will continue to work with students at all grade levels. With TK/K going full day next year we will look into intervention teachers supporting our TK/K next year. Data triangulation occurs as we monitor student progress and document progress through the SST process. Bilingual Language Tutors also support during intervention time. Guided Reading Groups and Intervention collaboration time with teachers will continue. Professional development was beneficial. Purchasing updated library materials was useful. We will continue using Bilingual Tutors to support Guided Reading groups and our Newcomer population. Professional Development to address the needs of our English Learners will be provided in the next school year. Step Up to Writing will be discontinued as data shows little impact.

Data continue to reveal the need for Math intervention. Next year Math will be a focus with the plan of Professional Development being provided to teachers. Data shows the need for support to our English Language Learners. We plan to expand the support provided to our Newcomers as well as our Long Term English Learners.

Inclusion practices will continue at Troth. Continuous collaboration and professional development to support teachers in this area will continue. Next year we will look into release time with General Education inclusion teachers with Special Education case carrier. As we reflect on student data, the need for Accelerated Reader was also discussed as a supplemental, motivation program for all students in grades 1-6.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School Attendance Rate	<p>Attendance is expected to increase as we continued incentives throughout the school year. Attendance at the end of the school year was 90.476%.</p> <p>As we plan and prepare to return to a full day schedule, attendance and tardies will be tracked. Our goal is to improve by 5% overall especially in TK and Kindergarten.</p> <p>Weekly message broadcasts are made to parents of the classes with the highest attendance rates as well as upcoming events of the week.</p> <p>We have also had monthly attendance incentives and we will continue to recognize attendance at the end of the school year.</p> <p>Phone calls are made daily to those students who have been absent. On-going communication and dialogue of the importance of attending school continues.</p>	<p>"Coming from Olga - previous rate" 8/8/2022-04/02/2023 Cumulative Attendance is 91.6990 which is a 1.223 increase from 90.476% cumulative from the 2021-2022 school year.</p>
P1: Chronic Absenteeism Rate	<p>Our goal is to focus on reengagement of students as we return to school. LEAP summer school should help with reengagement strategies as we currently have 204 students enrolled. Our goal for</p>	<p>According to Chronic Absenteeism Indicator - 2022: Chronic Absenteeism overall rate is 37.5% (very high)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>the coming year is to decrease chronic absenteeism by 5%.</p> <p>We will continue to make phone calls, promote Saturday School, talk to parents about the importance of school, and have various incentives for attendance.</p>	<p>Two or more races = 23.1%  African American = No performance level  English Learners = 35.7%  Foster Youth = No Performance Level  Hispanic = 37.8%  Homeless: No Performance Level  Socially Economically Disadvantaged: 37.4%  Students with Disabilities: 46.6%  White: No Performance Level</p>
<p>P5: Pupil Suspension Rate</p>	<p>We will continue to support other means of correction so that students are ultimately in school.</p> <p>We continue to implement SEL skills and encourage a positive school climate with various school activities.</p>	<p>Suspension Rate Indicator - 2022  2021-2022 - 0.0% (Very Low)  Expulsión 0.00%</p>
<p>P6: Surveys of pupils, parents, teachers</p>	<p>LCAP Data Survey:</p> <p>Results will be shared but the expected outcome is a continued sense of trust and relationship building.</p>	<p>LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?"  37% responded almost never  14% responded once in a while</p> <p>LCAP teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?"  19% responded not at all difficult  44% responded slightly difficult  3% responded somewhat difficult  2% responded quite difficult  6% responded extremely difficult</p> <p>LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?"  A report was not able to be generated due to low participation rate in the survey.</p>

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe and Healthy School Environment</p> <p>A..Campus supervisors are visible at every entry point during student arrival and dismissal. Additional school personnel assists with dismissal to ensure student safety.</p> <p>B. Safe Environment focus to educate students on the importance of an orderly environment. Teachers will promote lessons that follow the Positive Behavior Plan (PBIS) to ensure a positive school environment continues. A new skill will be taught each week. Provide educational lessons through Red Ribbon Week.</p> <p>C. Continue to assist students who are in need of school-based counseling. This service will be provided through the Family Outreach Program provider. Students will be referred by Principal or teachers. Training will be provided for activity supervisors on playground rules and activities to promote a peaceful playground.</p>	<p>Safe and Healthy School Environment:</p> <p>1A. Supervisors at entry points during arrival. Teachers assist during dismissal.</p> <p>1B. SEL lessons provided through Second Step, PBIS expectations taught and reviewed with students. Kindness activities such as kindness chain, posters and Valentine's and Boo Grams.</p> <p>1C. Behavioral Health Associate on site. Collaboration with PICO, SPED team, office staff and teacher sto ensure services are provided to students in need.</p>	<p>Health Care Aide 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24,359</p> <p>Activity Supervisor (.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,776</p>	<p>Health Care Aide 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$28,561</p> <p>Activity Supervisor (.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,275</p>
<p>Attendance Incentives</p> <p>A. Increase student attendance to promote high academic achievement and ensure student safety through ongoing student training. Provide training for parents about the importance of attendance.</p>	<p>Attendance Incentives:</p> <p>A. Raffles, prizes for perfect attendance by week, Gas Cards for parents, class incentives (extended outdoor activities), Awards for attendance, communication to parents</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2123.00</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2123</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PBIS Resource Materials Implementation of SEL Skills</p> <p>A. Meet monthly to discuss concerns and implementation</p> <p>B. Continue to improve school office by updating furniture and making environment welcoming</p> <p>C. Saturday School funds to support program and replenish ADA including purchasing materials for Saturday School</p>	<p>PBIS Resource Materials:</p> <p>3A. SEL team meets to discuss Second Step Implementation. Information is shared with teachers. SEL books purchased for classroom libraries (3rd grade)</p> <p>3B. Office offers welcoming environment (decorated for seasons), School is going through modernization.</p> <p>3C. Saturday School materials are purchased to provide activities for students and increase attendance to replenish ADA.</p>	<p>Teacher Hourly Meetings and Planning</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00</p>	<p>Teacher Hourly Meetings and Planning</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

## Analysis

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

We have continued to support and promote attendance and student engagement. Before the school year began, phone calls were made to those families who had students chronically absent the previous school year. Weekly and monthly attendance incentives were implemented. SART meetings were held to support positive attendance. Students with improved attendance after SART meetings were given incentives and positive phone calls were made home. Home visits were made to families with chronically absent students who were unable to attend SART meetings.

Weekly message broadcast continues to be made with the announcements, flyers and calendar of events for the upcoming week/month. Awards assemblies returned to in person in the MPR. Social Emotional Learning lessons were conducted through the Second Step Program. Administration and Community School TSA were trained in Restorative Practices. The school celebrated the Great Kindness Challenge and Mental Health Awareness day. Kindness activities were held throughout the school year to promote school spirit and engage students. Spirit days were planned and promoted by student council and staff and students were encouraged to participate.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

When looking at our attendance data, we are seeing small improvements in attendance rate overall. Having student and parent activities and incentives had a positive impact on attendance and motivated positive attendance. We continue with message broadcasts, phone calls, parent meetings and continued communication on the importance of attendance. We have incorporated the districts campaign "Attend today, Succeed for Life" to our attendance practices and we continue to partner with families on the importance of attendance.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

2.3 We planned to spend \$2,000 on Teacher Hourly for SEL team. BSEL coordinator attended district meetings and sub was paid for by the district, however; the team did not meet during the school day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal will continue for next year. Possible changes include developing an SEL team that includes more teachers and having a focus on peer to peer relationships. Students social-emotional well-being will continue to be addressed and monitored to make an impact on academic achievement. Student social-emotional well-being will be key in addressing learning needs.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Engagement	<p>Parent Engagement continues to be a priority. Weekly Q-message broadcast is sent to parents with the activities for the week, important reminders, etc.</p> <p>Family Literacy began as well in order to make systemic changes to the community we serve.</p> <p>Our goal is to increase the overall importance of community partnerships by 5%.</p>	<p>Weekly Parent Connect message from the principal to parents to inform them about important events and initiatives on campus. Flyers for school events and initiatives are also communicated on Peach Jar.</p> <p>Family Bilingual Literacy class through Community school TSA. Families made a book together</p> <p>Family Literacy Day for our Kindergarten students.</p> <p>Watchdog program - Father figure volunteers on campus to help read or play at recess.</p> <p>Community partnerships: COSTCO tutoring program, COSTCO backpack distribution, Christmas in the classroom.</p> <p>LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" A report was not able to be generated due to low participation rate in the survey.</p>
Student Engagement	<p>As we move forward, our goal is to improve student life by increasing student activities by 5%.</p> <p>Overall, students have a good sense of belonging but there is room for growth.</p>	<p>LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extra-curricular activities?" A report was not able to be generated due to a low participation rate in the survey.</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
	Our goal is to increase student sense of belonging by 5%.	<p>LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?"            12% responded Extremely Enthusiastic            25% responded Quite Enthusiastic</p> <p>LCAP Student Survey, Spring 2023: "How much do you feel like you belong?"            3rd-5th Grade:            20% Belong Quite a Bit            34% Completely Belong            6th Grade:            29% Belong Quite a Bit            31% Completely Belong            Student Sense of Belonging decreased by 13%</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Outreach</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. (ie school programs, Chromebooks, PBIS, CCSS, digital citizenship).</p> <p>C. Parent center/ideas will be available to support parent communication (computer, printer, library access)</p> <p>D. All parents and staff will have leadership opportunities through advisory committees</p>	<p>Parent Outreach:</p> <p>1A. Math Family Night, Bilingual Family Literacy Class, TK/K Family Day</p> <p>1B. Financial Literacy class was offered to parents. Rosetta Stone was purchased through the district for 15 parents. Student opportunities included Student Council, 1:1 Chromebooks, SEL, Digital Citizenship Lessons.</p> <p>1C. Parents have access to computer, printer, copies and library access. Parent flyers are sent out through PeachJar, Social Media and posted by school entrance. Parent input is considered for school activities.</p>	<p>Parental Involvement            Certificated Release Time            5000-5999: Services And Other            Operating Expenditures            Title I Parent Involvement --            3010 1902            \$1211.00</p>	<p>Parental Involvement            Certificated Release Time            5000-5999: Services And Other            Operating Expenditures            Title I Parent Involvement --            3010 1902            \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. Parent support materials for parent outreach.</p> <p>F. Use of RAPTOR system</p> <p>G. Volunteer appreciation breakfast to show parent appreciation.</p> <p>H. Translator clerk typist to translate materials and parent meetings</p>	<p>1D. Parents and staff are part of ELAC and School Site Council.</p> <p>1E. Parent flyers are sent out through PeachJar, Social Media and posted by school entrance.</p> <p>1F. RAPTOR System was used for parent volunteers.</p> <p>1G. Volunteer appreciation breakfast will be provided to parents.</p> <p>1H. Translator clerk typist translates all parent flyers and parent letters, also translates when needed during parent meetings.</p>		
<p>Student Engagement</p> <p>A. Students compete in various sports</p> <p>B. Student/Parent Activities</p> <p>C. Weekly Band Class</p> <p>D. Student Council</p> <p>E. Engaging school assemblies, partnerships</p> <p>F. Parent Workshops in Math and English Language Arts, including Family Literacy in TK/Kindergarten</p>	<p>Student Engagement:</p> <p>2A. 100 mile club</p> <p>2B. Trunk or Treat, Family Nights, Watch DOGS, open runs, Parent information sessions</p> <p>2C. Weekly band classes provided for 4th-6th Grade</p> <p>2D. Student Council provides weekly announcements and they help promote school activities.</p> <p>2E. Provided assemblies for Planetarium, ECO Heros, Kaiser Assembly, Dictionary Assembly with Riverside Elks Club</p> <p>2F. Community School TSA provides workshops for parents. Had Math</p>	<p>Parent Involvement Classified Support (Hourly/Subs) includes Childcare (if funding permits) 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$500</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$720.00</p>	<p>Parent Involvement Classified Support (Hourly/Subs) includes Childcare (if funding permits) 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Night, workshops offered through the school

## Analysis

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

Parent involvement and outreach continues to be a key factor in student success. In becoming a Community school, we received a teacher on special assignment that helps to support connection from school to home. Communication takes place in English and Spanish and translation services are offered during parent/teacher meetings. Our office staff is also bilingual and they are able to support our parents and students. Various family activities were planned to support family involvement (Family Fun Runs, Trunk-or-Treat, Math Night, Family Picnic). Parent classes were offered based on need (family literacy, financial literacy). Weekly Principal's messages and calendar events were sent to parents through Parent Connect and PeachJar to increase communication.

Students received Social Emotional strategies through the Second Step Program. Student council members provide a connection between student perception and school decisions. Student engagement has continued through awards assembly and activities provided during lunch and recess. We offered ELO programs for GATE, English Learners, science, reading and math. Students also participated in 100 Mile Club, band and recorders.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Various events continue to make a positive impact on student engagement. Student Council, which is made up of 6th grade students, plan and communicate spirit days and school news through their announcements on our message broadcast. The announcements are emailed to teachers so they can show the rest of the student body. Student Council has also assisted with school activities, like our Family Movie Nights, 100- Mile Trunk or Treat and Egg Hunt, and our Kindness and College/Career Activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

3.1 We had \$1,211 set aside for release time to support parent involvement and in 3.2 we had \$500 planner for Classified Support, including childcare, and \$720 for Materials and Supplies. We spent \$0 in these areas because Community Schools covered the cost

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our ELAC team as well as our School Site Council have provided feedback on parent activities. Next year we plan to focus more on peer-to-peer student relationships, since our LCAP surveys shows that they are needed as we expand our Social emotional lessons. We would like to increase parent participation at ELAC and SSC meetings. To increase Family Literacy, books and student literature related to culturally responsive teaching as we work to include our diverse students and families will also be included in our SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	388507
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	705,774.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	207685	0.00
Title I Parent Involvement -- 3010 1902	3115	0.00
Title I District -- 500 3010	169620	0.00
Title III LEP -- 4203	8087	0.00
LCFF Suppl/Conc -- 0707	207345	0.00
LCFF District -- 500 0707	109922	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	109,922.00
LCFF Suppl/Conc -- 0707	207,345.00
Title I Basic -- 3010	207,685.00
Title I District -- 500 3010	169,620.00
Title I Parent Involvement -- 3010 1902	3,115.00
Title III LEP -- 4203	8,087.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	317,154.00
2000-2999: Classified Personnel Salaries	326,803.00
4000-4999: Books And Supplies	34,519.00
5000-5999: Services And Other Operating Expenditures	24,024.00
5800: Professional/Consulting Services And Operating Expenditures	3,274.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	109,922.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	16,500.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	143,321.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	23,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	24,024.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	129,823.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	69,724.00
4000-4999: Books And Supplies	Title I Basic -- 3010	8,138.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	169,620.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,211.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	500.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,404.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,336.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,477.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP -- 4203	3,274.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

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

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

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 22, 2023.

Attested:



Principal, Jacqueline Stump on 5/22/23

SSC Chairperson, Hillary Moe- Vice Chairperson on 5/22/23

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed 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.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected 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 be make in the coming year.

### **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Evaluation and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program