

School Year:

2020-21

## 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.

<b>School Name</b>	Troth Street Elementary School
<b>Address</b>	5565 Troth St. Jurupa Valley, CA 91752-2204
<b>County-District-School (CDS) Code</b>	33 67090 6032221
<b>Principal</b>	Ilsa Crocker
<b>District Name</b>	Jurupa Unified School District
<b>SPSA Revision Date</b>	May 21, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	May 21, 2020
<b>Local Board Approval Date</b>	June 22, 2020

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 School is to create for our students 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

As in all Jurupa schools, Troth Street School will develop an environment that is physically and emotionally safe and promotes positive character traits.

Troth Street School 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 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: PreK-6

Preschool = 50 students

Grade Levels Pre K, TK, K-6

# School Profile

Describe The students and community and how school serves them.

## The Story

Troth Street School serves students in Pre-K, TK, and K-6. Currently Troth Street serves approximately 800 students, including SDC (4-6) and 50 preschool children. Troth Street is in a rural setting of single-family homes and small businesses in Jurupa Valley, California.

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 sixteen (16) elementary schools, three (3) middle schools, three (3) high schools, one continuation high school, and a learning center. There are approximately 21,000 students. Seventy-five percent of Jurupa's students are Hispanic, 21% white, and 4% African-American.

Currently, there are 200 kindergarten instructional minutes, 180 minutes for preschool and an average of 300 instructional minutes for grades 1-6 daily. There are also 41 minimum days combined. Troth Street School has thirty-three fully credentialed classroom teachers (including special education teachers and two intervention teachers. Troth Street also has one part-time psychologist, one speech therapist, a full-time RSP teacher, a part-time RSP teacher, and a part-time nurse. Troth Street School has five bilingual language tutors. All teachers at Troth are highly qualified. The class size average is 25 students in grades K-3, and a maximum of 34 in grades 4-6. Twenty-one students are in the RSP program, 77 in the Speech and Language program, and 17 students have been fully included.

The student make-up is 95% Hispanic/Latino, 1% African American, 3% White and less than 1% other. Eighty-five percent of the students qualify for free and reduced lunch.

All teachers have access to the Internet. Students in grades 2-6 have one-to-one Chromebook devices. Students in grades K-1 have one-to-one Chromebook devices in their classroom as well. Teachers are presently taking attendance and inputting 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 computer lab is available to classrooms for 30 to 45 minutes every other week and for parents on Wednesdays and Thursdays between 2:00-6:00 p.m.

## SPSA Highlights

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

The key features of this year's Single Plan for Student Achievement include:

- Impact Teams
- AVID
- Primary Reading Intervention
- Upper Grade Reading Intervention
- Inclusive Practices
- Positive Behavior and Intervention Supports (PBIS)
- Continued Guided Reading Professional Development
- Distance Learning

We will continue with Impact Team expansion and refinement to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level collaboration and planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level team, and site administration.

Our site will continue to promote and encourage teachers who have not attended AVID Summer Institute to attend during the school year. Our site will also continue the implementation of Guided Reading in the upper grades. Intervention teachers will continue to push-in during strategic intervention time.

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

Troth Street continues to make growth in the areas of English Language Arts and Math. Specifically, Students with Disabilities made the greatest gains. The growth can be attributed to continued professional development in Guided Reading, AVID, Impact Teams, a Math focus and Inclusion implementation. The continued emphasis in teaching reading throughout the grade levels, writing and mathematics using district created Units of Study to effectively address California State Standards continues to guide instruction. Goal setting was also an important piece of the overall growth this school year with all student groups.

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

Currently Troth Street is in the "Orange" category in the area of English Language Arts and Math. Students with disabilities are in the "Red" performance band in Math. English Learners who have been reclassified have shown a decline as well. As we plan ahead, expanding the Guided Reading strategies to upper grade students and continuing with primary students will help close the achievement gap.

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

Our English Learner students showed the greatest disparities in their academic progress according to the most recent California Dashboard results. Currently they are 71.7 points below the standard in English Language Arts and 101.6 points below the standard in math. Small group instruction will continue at Troth as well as assistance from a bilingual aide. Additional training and support in the instruction of English Learners is needed so that general education teachers and special education teachers work collaboratively as we move forward.

## 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

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.

## Stakeholder Involvement

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

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

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) and English Language Advisory Committee (ELAC) in August and September. Flyers, letters, and phone calls are made to communicate opportunities for involvement in the decision making process. Meetings are held throughout the year to reflect and make suggestions for updating of the SPSA.

## **Resource Inequities**

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

Due to a slight decrease in free and reduced lunch numbers, our funding was decreased in both federal Title I and state Local Control Funding Formula (LCFF). Even with these decreases, we are able to continue to provide base and supplemental services for our students. With continued data review and current planning along with support from the district, we will continue with Impact Team support and professional development. Additional support to promote SEL to help address behavior modification and social emotional learning is also an area of need. As we transition to opening school, further resources will be needed to help students with SEL. The digital divide has also been a challenge in the recent school closure. We will continue to find ways to reach all students during this difficult time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	%	0%	1		0
African American	%	0.41%	0.15%		3	1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	95.05%	96.42%	95.92%	710	701	658
Pacific Islander	0.13%	0.14%	0.15%	1	1	1
White	3.75%	2.34%	2.77%	28	17	19
Multiple/No Response	0.80%	0.69%	0.15%	6	5	6
	<b>Total Enrollment</b>			747	727	686

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	109	118	95
Grade 1	100	86	95
Grade 2	110	101	81
Grade3	122	110	100
Grade 4	96	114	105
Grade 5	99	96	111
Grade 6	111	102	99
<b>Total Enrollment</b>	<b>747</b>	<b>727</b>	<b>686</b>

**Conclusions based on this data:**

1. Over the past three years, our school has shown a slight decrease in enrollment. Full inclusion practices as well as school-wide AVID strategies should support enrollment.
2. The possibility of a full day Kindergarten program has been discussed which should increase our enrollment numbers.
3. There has also been a decrease in the percent of English Learner students overall.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

##### Mathematics



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Blue

#### Conclusions based on this data:

1. Progress based on California Dashboard indicates continued focus in English Language Arts and Math since we are currently in the orange band of performance.
2. We maintained in ELA with -.09 points with Students with Disabilities -1.8 points and in red and small declines for our EL and Hispanic students reflecting a need to continue Impact Team and Guided Reading support with focus on integrated ELD. Math we maintained with +2.8 points increase with highest increase for SWD students of 14.2 points.
3. Our suspension rate is in the blue with 0% of students suspended for all students. Our Chronic Absenteeism data is in median yellow indicator with maintaining rate of 8.3% with state at 10.1%. We will review EL and SED students who did increase slightly by .6 and .9, relatively.



# 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)

Local Priorities:        P2

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

Analysis of CAASPP data indicate additional professional development needs to be taking place. Although we showed gains in the area of math, release time needs to be provided to delve deeper into the ELA claims. An overview of assessment has been provided through professional staff development. However, a closer look at each grade level's strengths and areas of growth will be beneficial in establishing goals and next steps.

Impact Teams will continue as we add another grade level. District TSA's and professional coaching will provide guidance. Site administration and previously trained team will also continue to build Impact Teams at our site.

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 at 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 from Language! to 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. Our primary intervention teacher has also worked with upper-grade students in the area of math in reinforcing concepts taught this school year. Trends in our student population indicated a need for a newcomer support class. This class is offered once a week during our early release days.

We have expanded Inclusion practices in all grade levels. Teachers with fully included students were provided release time every trimester this school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide assessment as measured by CAASPP</p>	<p>CAASPP Scores- English Language Arts  School: Maintained 0.2 Points  SED: Maintained -0.2 Points  EL: Maintained 0.8 Points  SWD: Declined -12.6 Points</p> <p>Current English Learners: Increased 6.1 points</p> <p>CAASPP- Math</p> <p>School: Maintained 2.8 Points  SED: Increased 3.2 Points  English Learners: Increased 5.2 Points  Current English Learners: Increased 6.3 Points  Reclassified EL's: Maintained  SWD: Declined -6.2 Points</p> <p>Student groups:  Claim 1 (Reading): 51 percent below standard  Claim 2 (Writing) 48.4 percent below standard</p> <p>EL student group:  Claim 2 (Writing) and Claim 4 (Research and Inquiry)</p> <p>SWD:  Claim 2 (Writing)</p>	<p>The 5X5 English Language Arts Placement Report indicates:</p> <p>all of our student groups placed within the district average with the exception of Students with disabilities. SWD scored in the red zone.</p> <p>In the area of math, the 5x5 model indicated that we were above the district average. English Learners and Socioeconomically disadvantaged students scored in the yellow band which showed an increase of 3 to less than 15 points from prior years. Hispanic students maintained and students with disabilities were in the red zone.</p> <p>Analyzing claims by student group will continue to guide our next steps.</p> <p>Currently we are waiting for results from the 2018-2019 school year.</p> <p>CAASPP Scores 2018-2019:</p> <p>English Language Arts  Standard Exceeded: 9.5%  Standard Met: 13.3%  Standard Nearly Met: 31.9%  Standard Not Met: 45.3%</p> <p>Student group performance:  Orange zone of CA. Dashboard  Overall: Maintained -1.6  Students with Disabilities: Maintained -2 points  English Learners: Declined 6.7 points  Hispanic: Declined 3.2 points  Socioeconomically Disadvantaged: -.9 points</p> <p>Current EL's: maintained .5 points  Reclassified EL's: declined 5.9 points  English Only: Increased 6.4 points</p> <p>English Learner Progress Indicator</p>

**Metric/Indicator**

**Baseline/Actual Outcome**

**Expected Outcome**

44.4% made progress towards English Language Acquisition  
EL's who decreased at least one ELPI level 20.5  
EL's who maintained 35%  
EL's who maintained ELPI Level 4 2.6  
EL's who progressed at least one ELPI Level 41.7

Claims:  
Greatest growth: Claim 3, Listening  
Greatest need: Claim 1, Reading

Math  
Standard Exceeded: 5.5%  
Standard Met: 14.8%  
Standard Nearly Met: 31%  
Standard Not Met: 48.6%

Student Group Performance:  
Orange Zone of CA. Dashboard  
Overall: Maintained 2.8 points\*  
Students with Disabilities: Increased 14.2 points (orange)  
Hispanic: Maintained .7 points (orange)  
English Learners: Declined 3.8 points (orange)  
Socioeconomically Disadvantaged Students: Increased 3.9 points (Yellow)

English Learners: Increased 3.3 points  
Reclassified Students: Declined 4.1 points  
English Only: Increased: 18.3 points

P4: DIBELS Assessment

DIBELS B2  
Primary Measures:  
Kindergarten NWF-23.2  
First Grade DORF-33.3  
Second Grade DORF-58.4  
Third Grade DORF-72

The expectation with primary measures of DIBELS data is that our site will grow by at least 2%. Intensive intervention will continue as well as small group guided reading support.

DIBELS data for this school year will be analyzed and shared with staff after Trimester 2 assessment is completed. Continued progress is evident with the consistency of Guided Reading and additional materials available for our students and staff. Intervention data indicates positive growth continues.

**Metric/Indicator**

**Baseline/Actual Outcome**

**Expected Outcome**

**Planned Strategies/Activities**

**Action 1.1**

CCSS Implementation

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Provide the most recent district Units of Study program in English language arts 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, Digital Gateway, Guided Reading, Impact Teams, Step up to Writing, EL Strategies, Impact Team training.</p>	<p><u>X</u> All Students</p>	<p>Media Center Clerk            2000-2999: Classified Personnel Salaries            LCFF District -- 500 0707            \$65610</p>

**Action 1.2**

Staff Development/Collaboration

X

Unchanged Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Primary Intervention Teacher will work with struggling readers in grades 1-3. Utilizing DIBELS and benchmark assessments will be the focus of working with struggling readers.

X All Students

CSR Intervention Teacher  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$149243

**Action 1.3**

Intensive Intervention

X

Unchanged Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Continue K-2 support for Early Literacy/Primary Intervention

X All Students

B. Continue 4-5 intervention support with Guided Reading Intensive Intervention

C. Provide small-group reading intervention to targeted, at-risk students in first-third grades.

D. Newcomers

CSR Intervention Teacher (.50)  
1000-1999: Certificated Personnel Salaries  
Title II District -- 500 4035  
\$68033  
CSR Intervention Teacher (.50)  
1000-1999: Certificated Personnel Salaries  
LCFF District -- 500 0707  
\$68033

**Action 1.4**

Collaboration

X

Unchanged Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

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.

X All Students

Collaborative professional development,  
teacher substitutes  
1000-1999: Certificated Personnel Salaries

B. Utilize minimum days to collaborate in PLC format (grade-level meetings) to plan and discuss lesson delivery through Units of Study (based on UOS assessment data), implementation of effective strategies and intervention support.

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 marginal deficits, 1-year below grade level (strategic), utilizing core and supplemental standards-based instructional materials.

X All Students

B. Purchase additional core, supplemental materials, and clerical assistance to support extended learning opportunities after school. Teachers will work in grade level teams, utilizing UOS pre/post 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. Due to funding, this task is limited to 2nd and 3rd-grade benchmark students.

Teacher Hourly  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$1064

## 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  
\$1000.00



## Action 1.7

Professional Development

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<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 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><input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>Teacher Substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000.00</p>

## Action 1.8

Materials and Supplies

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>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><input checked="" type="checkbox"/> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$17841</p>

## Action 1.9

Bilingual Aides

Unchanged Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Five Bilingual Tutors will be assigned to work in SEI classrooms with EL students who are at the beginning levels of language acquisition.

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

One BLT (3 hrs) (.68)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$17181

One BLT (3 hrs) (.32)  
 2000-2999: Classified Personnel Salaries  
 Title III LEP -- 4203  
 \$8699

Three BLTs (2 @ 3 hrs) (1/2 of 6 hr)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$66049

One BLT (3 hrs)  
 2000-2999: Classified Personnel Salaries  
 Title I Basic -- 3010  
 \$27192

One BLT (1/2 of 6 hrs)  
 2000-2999: Classified Personnel Salaries  
 Title I Basic -- 3010  
 \$21388

Materials and Supplies (if funding permits)  
 4000-4999: Books And Supplies  
 Title III LEP -- 4203  
 \$394

**Action 1.10**

Motivational Reading Program and assessment.

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Use Accelerated Reader throughout the school year.

- All Students

Software License

B. Incentives are used to promote motivational reading program.  
 C. STAR assessment is used to communicate with parents, students and continued promotion of the motivational program. STAR assessment is also used as an assessment tool during SST's and parent/teacher conferences.  
 D. 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.

4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$5329.  
 Digital Divide  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$6068.00

### Action 1.11

Library Materials

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.

All Students

Library Books (if funding permits)  
 4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$0

### Action 1.12

Translator Clerk Typist

Modified Action

#### Planned Actions/Services

#### Students to be served

#### Budget and Source

A. Translating Clerk, Attendance Clerk to increase ADA.

All Students

TCT- 8 hrs (4 hrs. LCFF)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$28635

### Action 1.13

Instructional Materials

Unchanged Action

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  Printing 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000

### Action 1.14

AVID

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Incentives and supplies B. Extended opportunities to visit universities	<u>X</u> All Students	AVID Implementation 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.

### Action 1.15

Transitional Plan to Kindergarten

	<u>X</u> Unchanged Action	
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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.  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	<u>X</u> All Students  <u>X</u> Other student group(s) Head Start/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.

### Action 1.16

Communication Enhancement Program

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
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.	<u>X</u> All Students <u>X</u> Other student group(s) Students with Disabilities	

### Action 1.17

Inclusion:

X New Action

Planned Actions/Services	Students to be served	Budget and Source
The planned actions for Full Inclusion include:  A. Professional development for general education teachers, Educational Specialists, and paraprofessionals.  B. Release time for teachers to collaborate and plan for the support and success for all students.  C. Classified and certificated behavior support and trainings (CPI Training, Student Attendant Aides-if not provided by the district.	<u>X</u> All Students <u>X</u> Other student group(s) Students with disabilities	

# 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.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School Attendance Rate	Attendance to date: 96.59 Saturday School has increased significantly this school year.	Attendance is expected to increase as we continued incentives throughout the school year. Attendance at the end of the school year was 96.39%.  Currently, we are at 96.59%. Kindergarten is currently at 94.58% while 5th grade is at 97.37%. Our Saturday School attendance is increasing rapidly in an effort to make-up missed learning opportunities.  Last year at this point we had a total of 177 students attend Saturday School and this year we are currently at 244 students.  Weekly message broadcasts are made to parents of the classes with the highest attendance rates as well as upcoming events of the week.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<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>P1: Chronic Absenteeism Rate</p>	<p>Chronically Absent: All students: 8% chronically absent increase 0.9% District 11%</p>	<p>Troth continues to be below the district average. 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>CA Dashboard indicates we are currently in the yellow band for chronic absenteeism. Last school year we were in the orange band which indicates growth. Troth is below the district average.</p> <p>All student groups: 8.3% District 9.7%</p> <p>Student groups with the greatest gains include: Hispanic students: Maintained .1% (Yellow) Students with Disabilities: Declined 8% (Green)</p>
<p>P5: Pupil Suspension Rate</p>	<p>Suspension Rate: 0.2% declined -0.7% District 3.6%</p>	<p>This school year we were able to use other means of correction to ensure students are in school.</p> <p>All student groups according to CA Dashboard are in the highest performance band.</p> <p>All student groups: Maintained (Blue) District: 3.6% (Yellow)</p> <p>We continue to implement PBIS skills and encourage a positive school climate with various school activities.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P6: Surveys of pupils, parents, teachers</p>	<p>LCAP Survey: Actual How safe do you feel at your school?</p> <p>LCAP Survey Parents: Extremely safe 54%, Moderately safe 30%, Somewhat safe 12%, unsafe 4%</p> <p>LCAP Survey, Students: Extremely safe: 42%, Moderately Safe 29%, Somewhat safe 14%, unsafe 13%</p> <p>LCAP Survey, Staff: Extremely safe: 21%, Moderately Safe 47%, Somewhat safe 13%, unsafe 4%</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 Data Survey (June 2019) Staff feel there is a collaborative culture 100% Staff survey also indicated that the learning climate is positive for everyone and that they feel welcomed.</p> <p>98% of students felt the school was preparing them for college and career. Student survey also revealed students feel safe at school. Students overwhelmingly agreed and strongly agreed that the climate and learning environment is positive.</p> <p>Parents felt extremely welcomed at the school. They also overwhelmingly felt students were safe and they were being academically challenged.</p>

## Planned Strategies/Activities

### Action 2.1

Safe and Healthy School Environment

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
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A..Campus supervisors are visible at every entry point during student arrival and dismissal. Additional school personnel assists with dismissal to ensure student safety.

X All Students

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 and yellow ribbon week.

Health Care Aide 3hrs. (1.0)  
2000-2999: Classified Personnel Salaries  
LCFF District -- 500 0707  
\$23196

C. We are exploring outside counseling services twice a week to assist students who are in need of school-based counseling. This service would 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.

Activity Supervisor (.25 hrs)  
2000-2999: Classified Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$1657

## Action 2.2

Attendance Incentives

	<u>X</u>	Unchanged Action	
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### 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. Provide training for parents about the importance of attendance.

X All Students

Attendance Incentives  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$500.00

## Action 2.3

PBIS Resource Materials

	<u>X</u>	Unchanged Action	
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### Planned Actions/Services

### Students to be served

### Budget and Source

Implementation of SEL Skills

X All Students

Teacher Hourly  
PBIS Meetings and Planning

- 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

1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$500.00

# 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	<p>Parent Engagement:</p> <p>Satisfaction with the school:                      Extremely satisfied 51%, Moderately satisfied 37%,                      Somewhat satisfied 9%,                      not satisfied 3%</p> <p>How satisfied are you with the instruction at your child's school?                      Extremely satisfied 53%, Moderately satisfied 35%,                      Somewhat satisfied 9%, not satisfied 3%</p> <p>How welcomed do you feel at your child's school?                      Extremely welcomed 67%, Moderately welcomed 22%,                      Somewhat welcomed 11%, not welcomed 1%</p> <p>Are there opportunities for you to get involved with school and district decision making?                      Yes 71%, No 11%, 17 didn't know</p>	<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 will be starting as well in order to make systemic changes to the community we serve.</p> <p>Survey results indicate parents feel welcomed at our school and are very satisfied with the instruction. We are waiting for results of the survey to indicate parent overall satisfaction.</p> <p>Parent Engagement opportunities have increased this school year. Weekly messages continue with the use of Q communications. Messages include reminders, school activities, attendance announcements, etc.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		We have successfully launched Family Literacy Fun in TK and Kindergarten. Parents visit the classroom once a month and read with their children. Involving the family in literacy practices creates systemic changes in the community we serve.
Student Engagement	Students: Extremely satisfied 50%, Moderately satisfied 28%, Somewhat satisfied 28%, not satisfied 4%	The Healthy Kids Survey revealed that all students felt either highly connected or moderately connected to school but the majority felt highly connected to school.  Data also revealed that students felt safe at school.  Students also felt there was a caring adult at school.

## Planned Strategies/Activities

### Action 3.1

Parent Outreach

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Provide workshops to include parental participation in ELA, Math, technology	<u>X</u> All Students	Parental Involvement Certificated Release Time 5000-5999: Services And Other Operating Expenditures

- B. Site-based parent training and student opportunities including a variety of parent engagement opportunities. (ie school programs, Chromebooks, PBIS, CCSS, digital citizenship).
- C. Parent center/ideas will be available to support parent communication (computer, printer, library access)
- D. All parents and staff will have leadership opportunities through advisory committees
- E. Parent support materials for parent outreach.
- F. Use of RAPTOR system
- G. Volunteer appreciation breakfast to show parent appreciation.
- H. Translator clerk typist to translate materials and parent meetings

Title I Parent Involvement -- 3010 1902  
\$1330

### Action 3.2

Student Engagement

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Students compete in various sports	<u>X</u> All Students	Parent Involvement Classified Support (Hourly/Subs) includes Childcare (if funding permits)
B. Student/Parent Activities		5000-5999: Services And Other Operating Expenditures
C. Weekly Band Class		Title I Parent Involvement -- 3010 1902
D. Student Council		\$500
E. Engaging school assemblies, partnerships		Materials and Supplies
		4000-4999: Books And Supplies
		Title I Parent Involvement -- 3010 1902
		\$500

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 1

College and Career Readiness

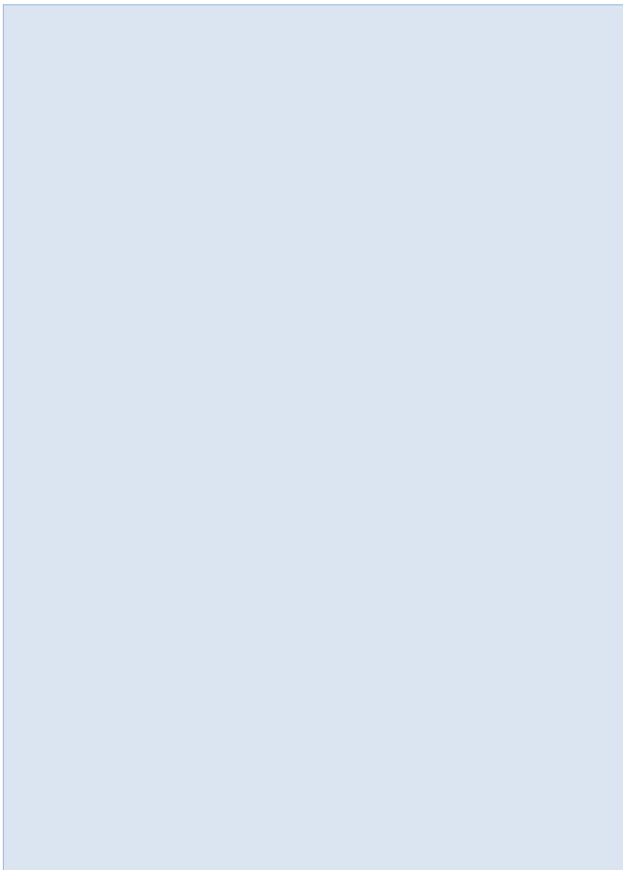
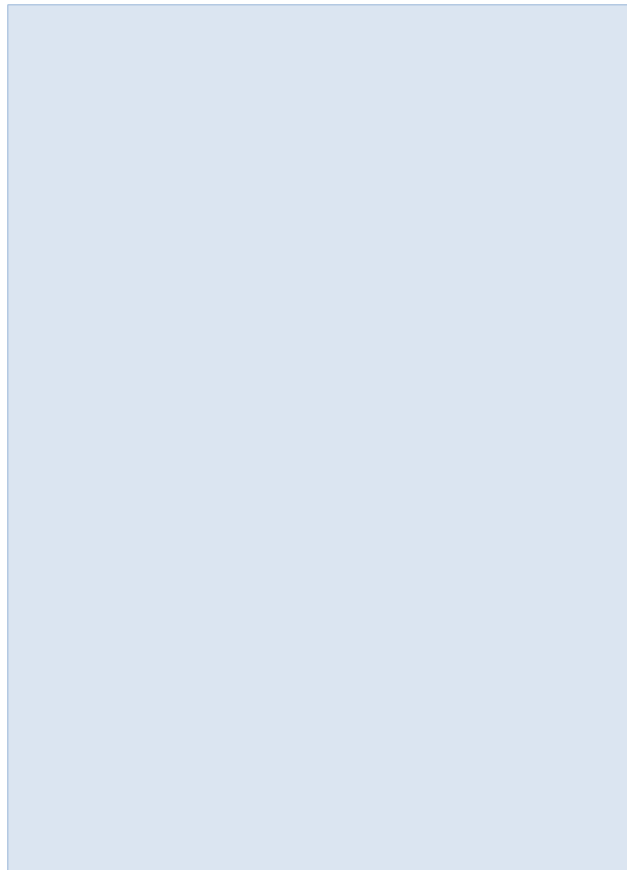
### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide assessment as measured by CAASPP</p>	<p>The 5X5 English Language Arts Placement Report indicates:</p> <p>all of our student groups placed within the district average with the exception of Students with disabilities. SWD scored in the red zone.</p> <p>In the area of math, the 5x5 model indicated that we were above the district average. English Learners and Socioeconomically disadvantaged students scored in the yellow band which showed an increase of 3 to less than 15 points from prior years. Hispanic students maintained and students with disabilities were in the red zone.</p> <p>Analyzing claims by student group will continue to guide our next steps.</p> <p>Currently we are waiting for results from the 2018-2019 school year.</p>	<p>CAASPP Scores 2018-2019:</p> <p>English Language Arts Standard Exceeded: 9.5% Standard Met: 13.3% Standard Nearly Met: 31.9% Standard Not Met: 45.3%</p> <p>Student group performance: Orange zone of CA. Dashboard Overall: Maintained -1.6 Students with Disabilities: Maintained -2 points English Learners: Declined 6.7 points Hispanic: Declined 3.2 points Socioeconomically Disadvantaged: -.9 points</p> <p>Current EL's: maintained .5 points Reclassified EL's: declined 5.9 points English Only: Increased 6.4 points</p> <p>English Learner Progress Indicator 44.4% made progress towards English Language Acquisition EL's who decreased at least one ELPI level 20.5 EL's who maintained 35% EL's who maintained ELPI Level 4 2.6 EL's who progressed at least one ELPI Level 41.7</p> <p>Claims: Greatest growth: Claim 3, Listening Greatest need: Claim 1, Reading</p>

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**



Math  
Standard Exceeded: 5.5%  
Standard Met: 14.8%  
Standard Nearly Met: 31%  
Standard Not Met: 48.6%

Student Group Performance:  
Orange Zone of CA. Dashboard  
Overall: Maintained 2.8 points\*  
Students with Disabilities: Increased 14.2 points (orange)  
Hispanic: Maintained .7 points (orange)  
English Learners: Declined 3.8 points (orange)  
Socioeconomically Disadvantaged Students: Increased 3.9 points (Yellow)

English Learners: Increased 3.3 points  
Reclassified Students: Declined 4.1 points  
English Only: Increased: 18.3 points

P4: DIBELS Assessment

The expectation with primary measures of DIBELS data is that our site will grow by at least 2%. Intensive intervention will continue as well as small group guided reading support.

DIBELS data for this school year will be analyzed and shared with staff after Trimester 2 assessment is completed. Continued progress is evident with the consistency of Guided Reading and additional materials available for our students and staff. Intervention data indicates positive growth continues.

Although we are currently in the testing window for Istation, data to date indicates positive trends in Tier 1 and 3.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CCSS Implementation</p> <p>A. Provide the most recent district Units of Study program in English language arts 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, Digital Gateway, Guided Reading, Impact Teams, Step up to Writing, EL Strategies, Impact Team training.</p>	<p>1.1 CCSS Implementation</p> <p>A. Continued support through district and site for implementation of Units of Study.</p> <p>B. Continued uninterrupted time for English language arts instruction daily. Adjust schedules as necessary so that intervention is not interrupted during ELA time.</p> <p>C. Provided additional professional development in writing. Specifically, Step up to Writing strategies as they align with writing standards vertically.</p> <p>D. Promote a positive learning environment</p> <p>E. Paraprofessionals scheduled in all primary classrooms in grades K-2. Paraprofessionals push into grades 3-6 during Guided Reading time.</p> <p>F. Purchased additional resources such as Guided Reading books to supplement core curriculum.</p> <p>G. Staff development has been provided during staff meetings in the area of AVID, technology, Step up to Writing, and EL strategies. First and Second grade have participated in Impact Team training.</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$65,735</p> <p>\$</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$65,735.00</p> <p>Certificated Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2480</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 DIBELS and benchmark assessments will be the focus of working with struggling readers.</p>	<p>1.2 Staff Development/Collaboration</p> <p>A. Primary intervention teacher continues to work with students in grades 1-3 in the area of English Language Arts. Primary intervention teacher also assists with school wide reading assessments in fluency. She coordinates Student Study Team meetings and follows up on meetings throughout the school year.</p> <p>Groups are fluid and changes are made depending on student data. Primary intervention teacher also works with upper grade students with math intervention.</p>	<p>CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$146,334</p> <p>\$</p>	<p>CSR Intervention Teacher (1.0) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$146334.00</p> <p>Certificated Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>
<p>Intensive Intervention</p> <p>A. Continue K-2 support for Early Literacy/Primary Intervention</p> <p>B. Continue 4-5 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>1.3 Intensive Intervention</p> <p>A. Continued analysis of student growth and students in intervention program.</p> <p>Kindergarten teachers work with first grade students for an hour in the first trimester then transition to ELO for Kinder students in the second and third trimester.</p> <p>B. Successful implementation of 4th and 5th grade intensive intervention. We also added 6th grade small group intervention.</p> <p>C. Utilized DIBELS cut scores to determine student needs.</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67,303</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,303</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67303.</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67303.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	D. Provided extended learning opportunities for newcomer students on minimum days.		
<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 delivery through Units of Study (based on UOS assessment data), implementation of effective strategies and intervention support.</p>	<p>1.4 Collaboration</p> <p>A. Continued PLC model to guide minimum days. This school year we have continued with Impact Teams to support our focused approach to learning and providing instruction.</p>	<p>Collaborative professional development, teacher substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Collaborative professional development, teacher substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.</p>
<p>Additional Support</p> <p>A. Provide after-school extended learning opportunities for students experiencing marginal deficits, 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 UOS pre/post assessments and Wonders leveled reading passages results to identify students who are not achieving mastery of grade level standards. These students will be</p>	<p>1.5 Additional Support</p> <p>A. Due to funding, extended day opportunities have been partially met. For example, we have offered extended learning opportunities for Newcomers on minimum days. We also continue to extend the school day for Kindergarten students who are at risk.</p> <p>B. Best first instruction is essential. This continues to be analyzed and refined.</p>	<p>Teacher Hourly (if funding permits) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>	<p>Teacher Hourly (Included with PD 1.7) None Specified  \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>scheduled into the after-school English language arts ELO intervention. Due to funding, this task is limited to 2nd and 3rd-grade benchmark students.</p>			
<p>Communication A. Clerical staff will support the implementation of all supplemental services to meet the needs of students requiring additional services including translation.</p>	<p>1.6 Communication A. Offering translation services at meetings in the office, SST's, IEP's, back to school events, etc continues to be of utmost importance. We also translate during parent-teacher conferences.</p>	<p>Instructional Aide substitute 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Instructional Aide substitute None Specified  \$680</p>
<p>Professional Development 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 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</p>	<p>1.7 Professional Development A. Continued staff development promoted by district as well as Riverside County Office of Education. Attended AVID training opportunities. Impact Team training and a focus on rubrics and student efficacy has been at the center as we look at student data.  We have also continued to discuss goal setting through professional development. In addition, writing standards have been unpacked to see progression of what students need to master at every grade level. Step up to Writing strategies have continued to be discussed.</p>	<p>Teacher Substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000.00  \$</p>	<p>Teacher Substitutes 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500  Travel and Conferences (Frozen/Canceled) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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><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>1.8 Materials and Supplies</b> A. Students in 6th grade were able to visit Cal Baptist as we continue to promote a College and Career mindset. Incentives in Accelerated Reader continue to be encouraged as students meet their reading goals. College and Career week of activities in the fall to kick-off college and career mindset.</p>	<p>\$</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$17841</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2068</p>
<p><b>Bilingual Aides</b> A. Five Bilingual Tutors will be assigned to work in SEI classrooms with EL students who are at the beginning levels of language acquisition.</p>	<p><b>1.9 Bilingual Aides</b> A. Bilingual aides continue to work in classrooms to support small group of English Learners throughout the day. They also receive professional development support through Language Services and Curriculum and Instruction.</p>	<p>One BLT (3 hrs) (.60) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$15,362.00</p> <p>One BLT (3 hrs) (.40) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$10,090.00</p> <p>Three BLTs (3 hrs) 2000-2999: Classified Personnel Salaries</p>	<p>One BLT (3 hrs) (.60) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$15362.</p> <p>One BLT (3 hrs) (.40) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$10090</p> <p>Three BLTs (3 hrs) 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		LCFF Suppl/Conc -- 0707 \$57,530.00	LCFF Suppl/Conc -- 0707 \$57530
		One BLT (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4695.00	One BLT (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4695
		One BLT (6 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$39,868.00	One BLT (6 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$39868
		Materials and Supplies (if funding permits) 4000-4999: Books And Supplies Title III LEP -- 4203 \$0	\$
<p>Motivational Reading Program and assessment.</p> <p>A. Use Accelerated Reader throughout the school year.</p> <p>B. Incentives are used to promote a reading program.</p> <p>C. STAR assessment is used to communicate with parents, students and continued promotion of the motivational program. STAR assessment is also used as an assessment tool during SST's and parent/teacher conferences.</p>	<p>1,10 Continued use of Accelerated Reader throughout the school year. Incentives are also used to promote reading program. STAR assessment is used to communicate with parents, students and continued promotion of motivational program. STAR assessment is also used as an assessment tool during SST's and parent/teacher conferences.</p> <p>1. Distance Learning has been a challenge for students with no internet access. Additional funds will be used to support students and families.</p>	Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5329.00	Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6068.00
		\$	Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.
<p>Library Materials</p> <p>A. Due to outdated library materials, we will purchase library books for students.</p>	<p>1.11 We have purchased additional library materials through a grant provided.</p>	Library Books (if funding permits) 4000-4999: Books And Supplies Title I Basic -- 3010 \$0	Library Books (alternate funding used) 4000-4999: Books And Supplies \$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Translator Clerk Typist A. Translating Clerk, Attendance Clerk to increase ADA.</p>	<p>1.12 Attendance clerk and translating clerk work establishing relationships, calling parents, and helping with monitoring attendance daily. They also assist with setting up SART meetings and getting files ready for parent meetings. They are very knowledgeable about community resources.</p>	<p>TCT- 8 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$53,394.00</p>	<p>TCT- 8 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$53394</p>
<p>Instructional Materials A. Lease/Purchase of Xerox Machines for printing of Instructional Materials</p>	<p>1.13 Update lease/purchase of xerox machines and printing of instructional materials.</p>	<p>Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 \$2113</p> <p>Printing 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>\$</p>	<p>Xerox Machines 4000-4999: Books And Supplies Title I Basic -- 3010 \$2990</p> <p>Printing 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.</p> <p>Technology Supplies/Toner 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p>
<p>AVID A. Incentives and supplies B. Extended opportunities to visit universities</p>	<p>1.14 Continued opportunities for students to attend field trips. Sixth Grade attended Cal Baptist during the school year.</p>	<p>AVID Implementation (if funding permits) 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>	<p>\$</p>
<p>Transitional Plan to Kindergarten 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.</p>	<p>1.15 Preschool teachers collaborate with Kindergarten teachers regarding new school year, procedures, activities, etc. Kindergarten teachers also collaborate with Preschool teachers regarding academic levels before placing in class the following school year.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</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>1.16 CEP is discussed through SST meetings and IEP meetings. Prior to assessing for speech and language, CEP is used as an 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 for 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>A. Professional development continued for inclusion teachers, education specialists and paraprofessionals through district office.</p> <p>B. District funds were used for teachers to collaborate once every trimester. This was not a site fund expense.</p>		



**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

C. Additional behavior support was provided through the district. Site incurred sub costs.

## Analysis

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

A focus on student data continues to guide instruction. Grade level collaboration on minimum days and release days to focus on student data continues to be the practice. Troth Street continues to have several representatives in district level committees such as Units of Study in English Language Arts, Math, and Next Generation Science Standards. Our committee members have been very active in revising and refining Units of Study and sharing information during professional development staff meetings. In addition, AVID site lead teacher continues to provide site support with AVID implementation and strategies. Technology training and dialogue continues to be a topic addressed during professional development time. Currently, second grade is participating in Impact Team training and first grade continues with year 2 of Impact Team training.

Reading intervention has been a focus this school year as evidenced by master calendars, DIBELS data, classroom observations, Student Study Team data and Istation. Best first instruction is key in a continuous growth model. This is the first year that our intervention teacher is pushing in to grades 4,5, and 6. DIBELS data as well as Istation progress monitoring reveal consistent growth in the area of reading. Primary intervention continues in grades first through third and Kindergarten students are provided additional support through extended learning opportunities.

District staff have provided on-going EL training. This year for example, culturally responsive teaching was discussed. Data related to English Learners continues to be a topic through ELPAC discussions and EL best practices. Strategies for English Learners are discussed during staff meetings and teacher observations. This is an area that we will continue to focus and refine as data related to English Learner progress indicates a decline.

Supplemental reading programs such as Accelerated Reader have also been used this school year. Students continue to practice reading and comprehension through technology.

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

SBAC results over the last three years indicate continuous improvement in the area of English Language Arts, specifically in standard met and nearly met. The percent of students in standard not met has declined every year. Although there was growth in cohort of student groups in math, the overall scores continue to be analyzed to improve instruction.

### CAASPP ELA Progress

	2016-2017	2017-2018	2018-2019
Standard Exceeded	11.8	9.4	9.5
Standard Met	10.5	13.3	13.3
Nearly Met	22.4	25.6	31.9
Standard Not Met	55.3	51.7	45.3



#### CAASPP Math Progress

2016-2017	2017-2018	2018-2019	
Standard Exceeded	6.6	5.6	5.5
Standard Met	11.8	20.6	14.8
Nearly Met	36.8	33.3	31
Standard Not Met	44.7	40.6	48.6

The overall effectiveness of activities, programs, and strategies work in unison to achieve results. Ensuring that reading components are fully discussed and a part of the daily curriculum continues to be a focus. Providing scaffolding of writing strategies at all grade levels has been essential as we continue to move forward.

After analyzing CAASPP student data, a math intervention block of time was added. We have also added additional learning opportunities for English Learners to reach language proficiency. Goal setting has been a focus this school year as well.

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

Expenditures proposed were covered through grants and donations this school year. Release time for inclusion teachers was not allocated in the school site budget due to limited funding but the district office provided funds for teachers to collaborate.

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.

Analysis of CAASPP data indicate additional professional development needs to be taking place. Although we showed gains in the area of math, release time needs to be provided to delve deeper into the ELA claims. An overview of assessment has been provided through professional staff development. However, a closer look at each grade level's strengths and areas of growth will be beneficial in establishing goals and next steps.

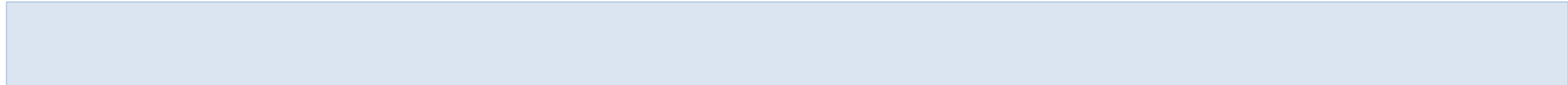
Impact Teams will continue as we add another grade level. District TSA's and professional coaching will provide guidance. Site administration and previously trained team will also continue to build Impact Teams at our site.

AVID implementation and refinement will continue as we receive funding for new teachers to be trained. 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 trainings during the school year. Collaboration with site coach will also continue as we refine AVID practices.

Intervention teachers will work with students at 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 improve. The transition this school year to the implementation of Guided Reading at all grade levels has proven effective. Teachers work closely to monitor students and document progress through the SST process as well as informally. This school year the upper grade intervention teacher pushed in to all upper grade classrooms allowing intensive best instruction for students at all levels.

CAASPP analysis also indicated a need for math intervention, specifically with 5th grade math. Our primary intervention teacher has also worked with upper grade students in the area of math in reinforcing concepts taught this school year. Trends in our student population indicated a need for a newcomer support class. This class is offered once a week during our early release days.

Inclusion practices will continue at Troth. Data indicates that inclusive practices are effective as this student group made the greatest gains this school year. Continuous collaboration and professional development to support teachers in this area will continue.



# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School Attendance Rate	Attendance is expected to increase as we continued incentives throughout the school year. Attendance at the end of the school year was 96.39%.	<p>Currently, we are at 96.59%. Kindergarten is currently at 94.58% while 5th grade is at 97.37%. Our Saturday School attendance is increasing rapidly in an effort to make-up missed learning opportunities.</p> <p>Last year at this point we had a total of 177 students attend Saturday School and this year we are currently at 244 students.</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>
P1: Chronic Absenteeism Rate	Troth continues to be below the district average. We will continue to make phone calls, promote Saturday School, talk to parents about the importance of school, and have various incentives for attendance.	CA Dashboard indicates we are currently in the yellow band for chronic absenteeism. Last school year we were in the orange band which indicates growth. Troth is below the district average.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>All student groups: 8.3% District 9.7%</p> <p>Student groups with the greatest gains include: Hispanic students: Maintained .1% (Yellow) Students with Disabilities: Declined 8% (Green)</p>
<p>P5: Pupil Suspension Rate</p>	<p>This school year we were able to use other means of correction to ensure students are in school.</p>	<p>All student groups according to CA Dashboard are in the highest performance band.</p> <p>All student groups: Maintained (Blue) District: 3.6% (Yellow)</p> <p>We continue to implement PBIS skills and encourage a positive school climate with various school activities.</p>
<p>P6: Surveys of pupils, parents, teachers</p>	<p>LCAP Data Survey:  Results will be shared but the expected outcome is a continued sense of trust and relationship building.</p>	<p>LCAP Data Survey (June 2019) Staff feel there is a collaborative culture 100% Staff survey also indicated that the learning climate is positive for everyone and that they feel welcomed.</p> <p>98% of students felt the school was preparing them for college and career. Student survey also revealed students feel safe at school. Students overwhelmingly agreed and strongly agreed that the climate and learning environment is positive.</p> <p>Parents felt extremely welcomed at the school. They also overwhelmingly felt students were safe and they were being academically challenged.</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 and yellow ribbon week.</p> <p>C. We are exploring outside counseling services twice a week to assist students who are in need of school-based counseling. This service would 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>2.1 Safe and Healthy School Environment</p> <p>A. Actively monitoring entry and exit points before and after school to ensure students are safe. Meeting held in August to review expectations.</p> <p>B. PBIS continued with lesson delivery through video announcements. New skill is taught every week. Red Ribbon week, yellow ribbon week and Acts of Kindness Challenge continue to build positive behavior skills. School spirit is also promoted through spirit days that are led by Student Council. This school year we have also trained Student Council to lead in being peer mentors for younger students. Student Council students "check-in" with their younger student once a week or are released once a week to play on the playground with them. There are about 20 students on Student Council. Wednesdays are 100 Mile Club, Thursdays are college days, Fridays are Troth Street spirit days.</p> <p>C. This school year we did not have an intern assigned to our site.</p> <p>D. Friendship Club at our site has been a positive addition. There are about 60 students in the club and they meet once a week. Teacher leader</p>	<p>Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$11,379.00</p> <p>Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$11,375.00</p> <p>Activity Supervisor (.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,606.00</p> <p>Activity Supervisor (.50 hrs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,178.00</p> <p>\$</p> <p>\$</p>	<p>Health Care Aide 3 hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$22740</p> <p>\$</p> <p>Activity Supervisor (.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1606.</p> <p>Activity Supervisor (.50 hrs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2178.00</p> <p>Hourly, Classified Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$186</p> <p>Classified Hourly Support during lock down 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$95</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>conducts lessons on empathy, friendship, etc. School wide activities are held such as plays, Acts of Kindness Challenge, and promoting kindness. This has also helped when students need another supportive adult in school.</p>		
<p>Attendance Incentives 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>2.2 Attendance Incentives A. Promoted 100 percent attendance through message broadcast to parents. Prior week's perfect attendance winners are announced to parents. Classes that have 100 percent attendance display a poster on their front door for all to see. Admin leaves a note or walks in to do a cheer with classes that had 100 percent attendance.</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200.00</p>
<p>PBIS Resource Materials Implementation of PBIS Skills  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</p>	<p>2.3 PBIS Resource Material to support implementation of PBIS Skills  A. Location expectations have been revised and updated this school year.  B. We have not purchased new furniture yet but we intend to update our office furniture.  C. Saturday School attendance continues to increase. Message broadcast is made to parents, flyers are sent home and invitations to students are also sent out.</p>	<p>Teacher Hourly PBIS Meetings and Planning  1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>\$</p>

## Analysis

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

Many strategies have been implemented to encourage and promote attendance. Message broadcast is used to let parents know of Saturday School, schedules, etc. Since we are paperless this school year, flyers and invitations are sent through Q Communications or PeachJar. To encourage students, teachers post a sign on their door when class has 100 percent attendance as well. Site administrator leaves a note or goes in to classroom randomly and does an AVID cheer when 100 percent of students attend. Students are awarded at the end of the year for perfect attendance and criteria was sent to parents at the beginning of the school year. During message broadcast to parents, classes with 100 percent attendance are announced and congratulated in the message to parents.

Parent meetings are held when attendance is not improving. We also call in the mornings to ensure students arrive to school on time.

PBIS implementation is ongoing. We continue to use reflection sheets in the classroom and in the office as the need arises. PBIS skill is taught once a week in class. Teachers have binders with PBIS skills and calendar of lessons. Students also announce the PBIS skill of the week through video announcements.

This school year we are a HERO school. We have partnered with Riverside Charitable Organization as they have helped in promoting kindness. This message continues with our Friendship Club students who facilitate Random Acts of Kindness throughout the school year.

Students are encouraged to participate in 100 Mile Club, Friendship Club, Student Council, GATE STEAM enrichment classes, or sports activities during recess and PE. Spirit days are also encouraged ahead of time to have maximum participation. Staff also participates in spirit days.

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

Data indicates a decrease in student suspensions and an improvement in attendance rates. Saturday School attendance rates have increased every month. Invitations to Saturday School, phone calls, and continued communication about the importance of attendance will continue. We have tied Learning Without Limits to attendance in continuing to motivate and improve student attendance. Morning wake-up calls continue to ensure partnerships are established with parents. Weekly Q Communication messages take place of upcoming school events as well as classes that have had 100 percent attendance.

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

An increase in attendance incentives is projected since these were not a part of our budget. Funds were also used for a 6th grade field trip to Cal Baptist University. An added expense will also be a leadership field trip planned for students in Student Council. Intern assistance continues to be a need at Troth. Emergency and safety preparedness supplies and items are needed at Troth.

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.

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.

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## 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 message broadcast in-touch message is sent to parents with the activities for the week, important reminders, etc.</p> <p>Family Literacy will be starting as well in order to make systemic changes to the community we serve.</p> <p>Survey results indicate parents feel welcomed at our school and are very satisfied with the instruction. We are waiting for results of the survey to indicate parent overall satisfaction.</p>	<p>Parent Engagement opportunities have increased this school year. Weekly messages continue with the use of Q communications. Messages include reminders, school activities, attendance announcements, etc.</p> <p>We have successfully launched Family Literacy Fun in TK and Kindergarten. Parents visit the classroom once a month and read with their children. Involving the family in literacy practices creates systemic changes in the community we serve.</p>
Student Engagement	<p>We are waiting for results from student data. Our expectation is that students are also continuously growing.</p>	<p>The Healthy Kids Survey revealed that all students felt either highly connected or moderately connected to school but the majority felt highly connected to school.</p> <p>Data also revealed that students felt safe at school.</p> <p>Students also felt there was a caring adult at school.</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>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>3.1 Parent Outreach</p> <p>A. Provided Coffee with the Principal in the fall and went over Title I, College and Career</p> <p>Parent Leadership class held this school year by Reach Out.</p> <p>B. Parent training related to Digital Citizenship will take place in the Spring</p> <p>C. Library is open late on Wednesdays for students to take AR tests or to finish homework if internet is needed.</p> <p>D. Parents are encouraged to attend and participate in ELAC, PTA, GATE, Title I, SSC</p> <p>E. Communication is through Q Communications and Peachjar.</p> <p>F. Visitors and parents sign in through Raptor</p> <p>G. Volunteer appreciation breakfast sponsored by PTA in the Spring to show appreciation</p> <p>H. Translator clerk typist assists with oral interpretation and written translations</p>	<p>Parental Involvement Certificated Release Time 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$1947</p> <p>\$</p> <p>\$</p> <p>\$</p> <p>\$</p> <p>\$</p>	<p>Parental Involvement Certificated Release Time 5000-5999: Services And Other Operating Expenditures \$1947.00</p> <p>Subs for Parent Outreach 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$</p> <p>Consultant-El Sol (Parent Literacy) 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>3.2 Student Engagement</p> <p>A. Students compete in soccer during recess and lunch. Different colored jerseys are worn and there are three games at one time.</p> <p>B. Activities for students include Friendship Club, Student Council, Yellow Ribbon Week, Red Ribbon Week, Spirit Days, Family Night Activities, College and Career Week, Acts of Kindness Challenge, "Girls on the Run", and GATE STEAM class.</p> <p>C. Band has been consistent this school year and there is higher engagement and enthusiasm this school year.</p> <p>D. Sixth Grade Student Council students promote video announcements. They share the events taking place for the week as well as the PBIS skill, menu, and any other important events taking place.</p> <p>E. Assemblies have taken place throughout the year. We are a HERO school this school year which helps in promoting anti-bullying. Bank partnership continues as well in teaching students about finances. Christmas in the Classroom was also a success this year as every student received an unwrapped toy. Read Across America and Walk to School Days also promote student engagement.</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 \$500</p>	<p>Parent Involvement Classified Support (Hourly/Subs) includes Childcare 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$65</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$250</p>

## 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. Communication takes place in English and Spanish and translation services are offered during parent/teacher meetings. We communicate through Q Communications, social media, flyers, Peachjar, Remind and Class Dojo apps.

Student engagement through video announcements, opportunities to lead such as Student Council, sports, Friendship Club, GATE STEAM enrichment classes, and "Girls on the Run" continue to be of great interest for our students. Students also participate in school assemblies, 100 Mile Club, AVID movies, band and AR end of trimester celebrations. This school year we are a HERO school which has helped in maintaining student engagement.

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

LCFF Survey results indicate parents feel welcomed at school and communication is effective. This school year parents have been receiving weekly Q communications messages with the activities of the week. Our parent and community perspective is something we continue to improve upon.

Various school activities this school year have made a positive impact on student engagement. These activities include Student Council to promote student-led spirit days. Student Council members also serve as peer mentors to younger students and help with various school activities. Friendship Club serves about 60 students but they encourage school wide participation such as Acts of Kindness challenges, plays, and promoting kindness throughout the school year. College and Career kick-off week was a success and students and teachers participated in various activities throughout the week. Red Ribbon week and Yellow Ribbon week also promote school spirit. Video announcements by Student Council encourage positive role models for younger students.

Family Literacy Fun, parent classes, PTA events and school activities promote parent engagement. We have had family events throughout the year that promote positive parent/student engagement. One of the topics for Family Literacy fun for example, was to encourage the socio-emotional bond of parents and children. Coffee with the Principal meetings began this school year as we continue to discuss College and Career.

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

Family Literacy Fun was facilitated this school year in the fall, site funds were not allocated for this. The parent class was facilitated by Reach Out free of charge.

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.

Provide additional funds for parents to be involved. Offering Make-It, Take-It workshops after school hours for parents to continue to be involved in their children's education. Primarily, to stress the importance of being involved at an early age.

# 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	288,225.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	589,055.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	209000.00	0.00
Title I Parent Involvement -- 3010 1902	2330.00	0.00
Title II District -- 500 4035	68033.00	0.00
Title III LEP -- 4203	9093.00	0.00
LCFF Suppl/Conc -- 0707	143760.00	0.00
LCFF District -- 500 0707	156839.00	0.00

# School Site Council Membership

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

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

Name of Members	Role
Hillary Moe	Classroom Teacher
Tina Carns	Classroom Teacher
Ilsa Crocker	Principal
Laura Ponce	Other School Staff
Nereyda Hernandez	Parent or Community Member
Laura Cardoso	Parent or Community Member
Leni Arias	Parent or Community Member
Elinali Santiago	Parent or Community Member
Greer Sheldon	Classroom Teacher
Jill Haynes (alternate)	Classroom Teacher
Perla Diaz-Morfin	Classroom Teacher

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 5/21/2020.

Attested:



Principal, Ilsa Crocker on 5/21/20



SSC Chairperson, Tina Carns on 5/21/20



## **Title I School-Level Parental Involvement Policy Troth Street Elementary**

Troth Street Elementary has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Association (PTA), and District School Liaison Team (DSLTL) when in program improvement status. It has distributed the policy to parents of Title I students. [Describe how the school distributes the policy. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Troth Street Elementary, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- During annual meeting at Back to School night in August.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review\*, and improvement of the school's Title I programs and the Title I parental involvement policy.\*\*

- An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.
- Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner



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Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meetings when in program improvement status.

The school provides parents of Title I students with timely information about Title I programs.

- Through parent newsletters, Back-to-School nights, SSC, ELAC, and PTO.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for SBAC and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Through informal parent requests for meetings, parent teas, Back-to-School nights, SSC, ELAC, and PTO.

\*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.

\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]

### **School-Parent Compact**





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Troth Street Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

### **Building Capacity for Involvement**

Troth Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Training to empower parents to support and assist their children's education. This may include such activities as: Family Math Training, Family Reading Night, Family Read-Ins in the morning, Parent Education Classes (Triple P Parenting, Families and Schools Together), Parent Universities as requested and available to parents (preparing for college,



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With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- A “Parents Make a Difference” newsletter in English and Spanish is provided for all staff and parents on effective parent practices.
- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a clerk typist, our Kindergarten Team, grade levels for specific grade level activities, and the principal
- Appropriate roles for community organizations will be developed and may include: supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling. At Troth Street this includes collaboration meetings the principal attends with Healthy Jurupa, Department of Social Services, the West Jurupa Valley Collaborative (which the principal chairs), and Riverside County Public Health and Mental Health Departments.
- Through parent newsletters, kindergarten orientations, student study teams, our Parent Resource Center and referral to viable parent resources.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I parents.



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- Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
- Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

### **Accessibility**

Troth Street provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.
- Access to all facilities and parking are provided to parents with disabilities.