

Troth Street Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Troth Street Elementary School
Street	5565 Troth St.
City, State, Zip	Jurupa Valley, CA 91752-2204
Phone Number	951 360-2866
Principal	Ilsa Crocker
Email Address	ilsa_crocker@jUSD.k12.ca.us
Website	www.jurupaUSD.org
County-District-School (CDS) Code	33 67090 6032221

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951 360-4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jUSD.k12.ca.us
Website	www.jurupausd.org

School Description and Mission Statement (School Year 2019-20)

Troth Street Elementary has approximately 740 students, including two preschool classes and a special day class (SDC) that has been incorporated into an inclusion class. Troth is located in a rural setting of single-family homes and small businesses. We are proud to serve a diverse population.

Our educational programs are based on Common Core State Standards and guided by data analysis. Our dedicated staff participates in on-going professional staff development to guide and build on best practices. We provide differentiated instruction for all students, including at-risk students, English Learners, special education (inclusion), and Gifted and Talented Education (GATE). We have also adopted AVID practices as we work together to ensure our students receive the best opportunities. Our Troth Street staff is dedicated to maintaining a dynamic learning environment which supports and ensures our students achieve and reach their highest potential.

The mission of the district is to educate each student to the highest level of academic achievement and prepare students to succeed in life. Our goals at Troth Street as in all Jurupa USD schools include: developing an environment that is physically and emotionally safe that promotes positive character traits. Goals also include that parents and the community actively participate in positive school and/or learning experiences. Our goal is that all students experience measurable success in any program, increase the number of students eligible for college and other post secondary options, increase the quality of interaction between teachers and students, and learn to live and work in a culturally diverse society where staff is representative of the cultures in the community. This philosophy along with parent partnerships ensure we develop a supportive culture in which all students Learn without Limits to become productive members of our diverse society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	118
Grade 1	86
Grade 2	101
Grade 3	110
Grade 4	114
Grade 5	96
Grade 6	102
Total Enrollment	727

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Hispanic or Latino	96.4
Native Hawaiian or Pacific Islander	0.1
White	2.3
Socioeconomically Disadvantaged	84.6
English Learners	54.9
Students with Disabilities	7.3
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	31	31	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6) , McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (K-6), Houghton Mifflin Harcourt Publishers (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The District's Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as a top priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/04/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MPR: Damaged wall surfaces Rm 17: 2 stained ceiling tiles

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Webs/Dust: webs and dust were noticed throughout the campus. All areas need to be dusted and free of webs.
Electrical: Electrical	Fair	Rm 32: Electric cords without cover Rm 3: Broken low voltage box
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Girls RR: No paper towel in restroom Boys RR: Loose toilet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: Paint flaking off of apparatus brackets
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	25	23	36	38	50	50
Mathematics (grades 3-8 and 11)	20	21	24	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	424	97.92	2.08	23.35
Male	227	221	97.36	2.64	19.91
Female	206	203	98.54	1.46	27.09
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	418	409	97.85	2.15	22.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	372	366	98.39	1.61	22.13
English Learners	313	304	97.12	2.88	19.08
Students with Disabilities	60	59	98.33	1.67	1.69
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	432	99.77	0.23	20.60
Male	227	226	99.56	0.44	20.35
Female	206	206	100.00	0.00	20.87
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	418	417	99.76	0.24	20.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	372	371	99.73	0.27	19.68
English Learners	313	312	99.68	0.32	15.71
Students with Disabilities	60	59	98.33	1.67	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.2	11.1	3.0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is highly encouraged at Troth Street Elementary. Parent advisory groups are in place and meet regularly throughout the school year to give parents an opportunity to be involved. Advisory groups include SSC, GATE, Title I, and ELAC parent meetings. In addition, students and families at Troth are provided access to community resources through a wide range of services. Students who require additional support and assistance may participate in the district's Student Assistance Program, School and Community Outreach, or our Troth Street Student Study Team.

The following include programs designed for parents and/or staff to continue to support parental involvement opportunities: parent-teacher conferences, translation services during meetings, Parent Involvement Policy (Title I), Parent/Teacher/Student Compact (Title I), Academic Progress Reports, teacher phone calls, Remind text messages, Back To School Night, parent training with technology devices, AVID parent meetings, parent/student handbook, community volunteers, bulletins in English and Spanish to inform parents of events, Family Literacy, and parent broadcast messages are all tools used to encourage and promote our parental involvement opportunities. All communication to parents is in English and Spanish. This year we will also include parent opportunities to be a part of the HERO presentation for parents as we work as partners. Continuing to build parental involvement opportunities is key as we work together to ensure our students thrive.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.2	0.0	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Troth Street School in accordance with Senate Bill 187, has safe school strategies that include information on the status of school crime and the following elements: safety school programs; child-abuse reporting procedures; disaster-response procedures; suspension and expulsion policies pursuant to Education Code Sections 48900, 48915, and 49079; the District's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school, as well as during school hours. The plan is updated every year and approved by our School Site Council in February. Our site has emergency water, blankets, first-aid supplies, radios, flashlights, and tools recommended for disaster use. The plan was discussed with staff at the beginning of the school year in August 2019 and will be reviewed and updated once again in March of 2020.

Ongoing dialogue with staff continues as we focus on a safe and clean school environment. Disaster drills were implemented and teacher feedback was reported to administrator and safety coordinator. The feedback was taken into consideration to make changes as we continue to refine our safety plan. Each teacher is provided a copy of the safety plan annually and it is reviewed so all staff understands their role during an emergency situation. An annual inventory of supplies is also held to replace/replenish essential materials to ensure safety. In addition to this plan, Troth Street has implemented Positive Behavioral Interventions and Supports (PBIS) program. Among its many functions, this program works to promote a positive, safe and productive school environment that ensures quality learning and enrichment for all students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	5		21	2	4		24	1	4	
1	24		4		21	1	3		22	1	3	
2	26		4		25		4		23		4	
3	23		4		22	1	5		24		5	
4	34			3	25		3		23	1	4	
5	27	1		4	31		3		32		2	1
6	28	1		4	34			4	32		1	3
Other**	19	1	1		30		1					

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10379	2279	8100	92200
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-8.6	2.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	21.3	17.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Available funds include general education, special education, and state and federally-funded monies for various programs. In addition, Troth Street received funding for state and federal programs, including Title I (a federal remediation program serving all students at Troth Street); Title III (a federal program serving EL students); and Local Control Funding Formula (LCFF). Available programs include Gifted and Talented Education, class size reduction, and extended learning opportunities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143
Average Principal Salary (Elementary)	\$126,881	\$126,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	25	23	15

Student data analyzed through district benchmarks and SBAC reporting revealed student needs in English Language Arts and Math. Primary intervention in grades K-3 has been a focus through district professional development and ongoing collaboration and modeling of lessons at the school site. This addresses teachers' particular needs to continue to develop primary reading instruction. In addition, progress monitoring of instructional focus has also been a target to formally measure growth of students. This school year we have also used staff meetings as continued professional development sessions. Our AVID trained teachers have facilitated various AVID strategies and continued dialogue of best practices. Staff meetings have also included the discussion of EL data. We have implemented student goal sheets with two years SBAC data. Teachers sat one-on-one with students and reviewed individual data regarding SBAC. These goal setting conferences were also shared with parents. Our staff meetings are held in different classrooms as part of the continued professional development model.

District-sponsored professional development has included math fun training. Fish bowl strategies have been utilized to ensure teachers continue to grow professionally. Continuous support and feedback has taken place by walk throughs of math fun strategies and practices. The math coach has also modeled poster method at staff meetings and for individual teachers. Technology professional development has also been on-going. We have discussed technology apps and how to incorporate technology in the classroom. Our technology coordinator models lessons for teachers and assists with technology in the classroom.

The implementation of NGSS has been on-going through staff meetings, minimum day collaboration, and district support. This year we have also offered enrichment classes for GATE students. Since we are a large staff, we have continued to provide and support AVID conference training during the school year. As we continue to analyze data, we refine our professional development needs.

Our ongoing focus has also been the instruction of English Learners. Fifty-five percent of our students are English Learners, therefore, discussing data to guide instruction has been present throughout the year. Data analysis includes being familiar with ELPAC and how CDE reports ELPAC data. In addition, BELIEF training has been held during professional development time on minimum days. The addition of English Learner newcomer classes has also been added as an intervention. In addition, this school year we have started Impact Teams as a formative process to guide classroom instruction.