



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taft Elementary	39686766042766	10/17/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement 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 improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Taft's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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

Taft staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Taft's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- January 23rd, 2024
- February 27th, 2024
- October 17, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting this year August 6, 2024
- Monthly Coffee Hour on August 15, 2024
- Monthly Parent Coffee on October 24, 2024
- English Language Advisory Committee on September 25, 2024
- English Language Advisory Committee on November 21, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Leadership Meeting on January 8th, 2024
- Leadership Meeting on February 6th, 2024
- Leadership Meeting on March 4th, 2024

- Faculty Meeting on January 18th, 2024
- Faculty Meeting on February 15th, 2024
- Faculty Meeting on March 7th, 2024
- Faculty Meeting July 30, 2024
- Faculty Meeting October 17, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Taft, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	118.6 points below standard (red)	151.1 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	populaton too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	9.4% suspended at least one day (red)	X	X	N/A
Students with Disabilities	174.3 points below standard (red)	196.5 points below standard (orange)	2.2% suspended at least one day (green)	X	N/A	N/A

American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A
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Based on our most recent data, Taft student inequities are the following subgroups; African American students math proficiency, African American chronic absentee and suspensions, Student with Disabilities academic progress, and English Language Learners academic progress. These inequities will be addressed through professional development specifically in math which will include math coaching. Further professional development and opportunities for staff in the area of PBIS and restorative practices as well as more students in grades 5-8 provided with the opportunity to participate in PLUS. Providing parents with the opportunity to participate in parent workshops; Parents by Choice and ElConcilio as well as attend CAFE conference. Hiring a Community Assistant to provide support for our EL parents as well as provide parent workshops to all parents.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	82.2 points below standard (red)	116.6 points below standard (red)	1.9% suspended at least one day (orange)			
Foster Youth						
English Learner	118.6 points below standard (red)	151.1 points below standard (red)	0.6% suspended at least one day (green)			
Long Term English Learner						
Homeless Youth			9.4% suspended at least one day (red)			
Socioeconomically Disadvantaged	91.6 points below standard (red)	124.7 points below standard (red)	2.1% suspended at least one day (orange)			
Student with Disabilities	174.3 points below standard (red)	196.5 points below standard (orange)	2.2% suspended at least one day (green)	50% chronically absent (orange)		
African American			7.4% suspended at least one day (red)	68.6% chronically absent (orange)		
American Indian/Alaskan Native						
Asian						
Filipino						
Hispanic	87 points below standard (red)	117.8 points below standard (orange)	1.2% suspended at least one day (orange)			
Two or More Races						

Pacific Islander/ Native Hawaiian						
White						

Major gaps were observed between Students with Disabilities, English Learners, African American subgroups on the CA Dashboard Indicators for Taft Elementary School. Local assessment data was also reviewed year over year which resulted in observing the three subgroups scoring less than the overall data. The results of the first iReady math diagnostic assessment also mirrors the CA Dashboard. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified math as an area of focus for this 2024-2025 school year due to low proficiency scores. The EL and African American subgroups made progress from the previous school year 2.5% to 4% and 0.9% to 3% respectively; however, the Students with Disabilities subgroup went down from 5.8% to 2.8%. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Last school year, 2023-24, Taft received math support from Andrew Walters, SUSD curriculum specialist, piloting Building Thinking Classrooms in Mathematics with four teachers. Due to its success, Taft wants to extend this to a second cohort of teachers. These teachers will work with Mr. Wallace, collaborate after school, and do an in depth book study.
- Taft would like to receive support from Satinder Singh of the San Joaquin County of Education (SJCOE) to work with the teachers on math effective strategies with an emphasis on number fluency, supporting multi-lingual learners, and supporting students with special needs. In addition, Taft wants to give teachers the opportunities to attend math professional development at SJCOE.
- Taft teachers will allocate practice time in class for iReady Math Pathways, Reflex Math, and Frax.

Surveys

Parent Surveys, English Language Learner Parent Surveys, Fall School Climate Survey, Social and Emotional Student Survey, Panorama Survey (student, staff, parents)

Classroom Observations

Classroom walks observing:

SIPPS Implementation and Instruction

Heggerty Instruction

Math Instructional Routines

ELA Instructional Routines

Writing

AVID WICOR strategies

Essential Standards Instruction in CORE Content; ELA and Math

Analysis of Instructional Program

During the 23-24 school year, Taft Elementary Leadership Team conducted a Comprehensive Needs Assessment (CNA) process that included a review of the school's mission and vision, educational expectations, assessment data, achievement gaps in our sub groups as well as reviewing the survey results. These meetings stakeholders included the Leadership Team, School Site Council, Parent Groups, and staff members. Through several brainstorming activities, academic conferences, examination of documents, essential standards in each grade level in ELA and Math, professional development agendas, school wide and grade level data results in academics as well as social emotional (PBIS), classroom observations and instructional walks. The CNA identified the following information for possible incite for the achievement gap in our subgroups in reading and math.

Meeting Dates:

Leadership Meeting: 10/16/23, 1/8/24, 2/6/24

School Site Council: January 23, 2024 February 27, 2024

Review Progress Towards Goals

Brainstorming activities which include data analysis with the Leadership Team and each grade level to address low percentage of student performing at grade level in ELA and Math: January, February

Review of surveys and instructional walks with the Cabinet as well as the Leadership Team: January, February

Members(Staff, Leadership Team, Teachers, Cabinet, and Parents) provided feedback for strategies to improve student achievement as well as students social and emotional growth (PBIS data and surveys)

Standards, Assessment, and Accountability

IReady Diagnostic Data, CORE Assessment Data, SIPPS Mastery and progress monitoring Data, Common Formative Assessment data, per grade level, Comprehension checks, PBIS monthly behavioral data, monthly attendance data, Social and emotional data (counseling and mental health services), and number of EL students who are making growth as well as number who are re-classifying. After the data was reviewed, the fishbone model was used to determine needs statements and root cause analysis.

Teaching and Learning

Teaching and Learning Strengths

- students with disabilities

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Student inequity occurs because of a lack of effective high quality first instruction. **Root Cause/Why:** The need for effective teaching and learning strategies that are learner-centered, inclusive, and future-oriented is critical. Taft teachers need professional development in differentiation, building collaborative relationship with students and teaching peers, providing feedback to students, and building positive communication skills with parents

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, equity, Social and Emotional development and AVID through agendas, sign-ins, classroom observations, coaching, number of teachers participating in the PD by June 2025</p> <p>ELA: We will project SBAC results using EOY iReady Diagnostic. By EOY 2025, per iReady Diagnostic 3 Results Reports, percent of students two or more grade levels below grade level will be 35% or lower.</p> <p>Math: We will project SBAC results using EOY iReady Diagnostic. By EOY 2025, per iReady Diagnostic 3 Result Reports, percentage of students two or more grade levels below grade level will be 35% or lower.</p> <p>EL: By EOY 2025, per ELPAC data 5% of Taft's level 1 EL students will move from level 2 to level 2, 5% from level 2 to Level 3, and 5% from level 3 to level 4.</p> <p>CAST: Using the CAST state dashboard, percent of students two or more grade level below grade level will be 32% or lower.</p>

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Students at 2 or more grade levels below	Projected ELA 35% (Actual SBA Results release August 2025)	SBAC ELA 45%
Percent of Students at 2 or more grade levels below	Projected Math 35% (Actual SBA Results release August 2025)	SBAC Math 45%
Percent of Students at 2 or more grade levels below	CAST 37%	CAST 32%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual assistant (1 FTE Centralized Funding) in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support : No additional site LCFF is being allocated for this strategy.</p>	English Learners	\${Enter amount here}	[Specify the funding source(s)]

1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]
1.1.6	<p>English Learner Programs and Supports</p> <p>Taft will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs, hotel, flight, and meals needed for 2 teachers, 1 administrator, 1 community assistant, and 2 parents to attend CABE (California Association for Bilingual Education)</p> <p>Title I funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: Conferences: \$17,072</p>	English Learners	\$17,072	0100 - LCFF/S&C (site)
1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Substitutes will be used to provide teachers the opportunities to attend academic/data conferences and professional development with instructional coach, program specialist, counselors, and administration. Collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support (such as SIPPS).</p> <p>Title I Funding Allocation: Substitute Pay Calculations 4 substitutes X 59 full time days X \$184= \$43,070 25 (24 teachers, 1 program specialist) X 10 hours X \$60 =\$15,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$43,070 \$15,000	3010 - Title I 3010 - Title I

1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Solution Tree consultants will provide coaching sessions in effective PLC implementation and refining instructional practices to improve student achievement.</p> <p>Title I Funding Allocation: Consultant: \$15,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$15,000	3010 - Title I
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Provide students opportunities to:</p> <ul style="list-style-type: none"> *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>1.1.12</p>	<p>Acceleration of Learning</p> <p>Provide students with opportunities to increase reading and math proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. The subgroups (African American, Homeless), ATSI will be provided intervention in the areas of ELA and Math, through small group instruction. Teacher will enhance integrated/designated ELD/ELD curriculum using AVID strategies.</p> <p>Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, planners, etc.</p> <p>Books will be purchased for students to use as a supplemental resource in ELA to enhance students' knowledge. These supplemental books are fiction and non-fiction books</p> <p>Individually and in small group, teachers will incorporate Reflex Math to provide students with procedural and application practice in the CCSS-math. In small group and whole group, teachers will incorporate Newsela to provide students leveled reading articles to strengthen their comprehension and writing in the content areas of ELA, Social Studies, Science, and Social Emotional Learning. In small groups, teachers will incorporate Scholastic News to provide students with leveled reading articles and writing prompts to strengthen their comprehension and writing.</p> <p>Individually and in small group, teachers will incorporate Mobi Max to provide students with procedural and application practice in the CCSS-math. Students will also use Mobi Max to improve their CCSS-reading foundational skills. The subgroups (African American and Homeless, , ATSI will be provided intervention in the areas of ELA and Math, through differentiation using technology programs (Moby Max, iReady, Reflex) to target and support their needs using the reports provided with each technology program.</p> <p>Applicable supplemental instructional materials include AVID specific organization and writing project material, SIPPS instruction, poster/chart paper, markers, color paper, planners, leveled readers, classroom libraries, school library; fiction and non-fiction, Teacher pay Teacher, supplemental ELA, Math, and Science materials, printers for classrooms.</p> <p>Title I Funding Allocation: Instructional Materials and Supplies: \$4,279 License Agreements: \$5,000</p> <p>LCAP 1.12 Acceleration of Learning:</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p> <p>\$4,279</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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	No additional site LCFF is being allocated for this strategy.			
1.1.13	<p>Literacy and Library Supports</p> <p>The Library Media Assistant(0.675, 0.375 - Centralized Funding, 0.0625 - Site Funded) will support literacy at the school site: Work directly with teachers and students to support literacy, read to all classes K-2 using elements from common core standards, Organizes the library so students can easily find books at their Lexile level, ensure books have Lexile levels on them, and order books that go along with Lexile level. Schedule times for each class to visit the library. Provide teachers with lists of individual and class sets of books sorted by Lexile levels to support Core Curriculum. Additional compensation for Library Media to support the library to be open longer hours for student access.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports Library Media Assist Salary and Benefits (0.0625 FTE): \$1,600 Library Media Assist Additional Comp: 22.00 per hour x 45.5 = \$1,000</p>	<p>English Learners, All Students, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,000</p> <p>\$1,600</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID Site Team/Leadership Team will conduct data walks in all classrooms to provide feedback to teachers on AVID strategies and data which will in turn improve student achievement in all academic areas.</p> <p>AVID Conferences for teachers, administration, and counselors in order for staff to extend their understanding and application of AVID strategies The AVID professional development will be provided to all Taft teachers in order for students, including the ATSI subgroups (African American, Hispanic, Homeless, Socio-economic disadvantaged, and Students with disabilities) which will include WICOR skill and strategies needed to be successful.</p> <p>Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, color paper, planners, leveled readers, classroom libraries, school library; fiction and non-fiction, supplemental ELA, Math, and Science materials, printers for classrooms</p> <p>AVID field trips in order for our AVID elective students to visit college campuses. Taft will pay student fees, transportation, professional services, and duplicating costs associated with AVID implementation and development of effective instructional practices.</p> <p>Title I Funding Allocation: Conferences: \$20,000 Field Trip Pupil Fees: \$5,000 Field Trip Transportation \$10,000 Teacher Additional Compensation: \$7,000 Instructional Materials and Supplies: \$5,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>	All Students	<p>\$5,000</p> <p>\$10,000</p> <p>\$20,000</p> <p>\$5,000</p> <p>\$7,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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1.1.15	<p>Recapturing Learning Loss</p> <p>Taft staff will participate in intensive Math professional development and coaching to improve student outcomes. Teachers will receive strategic coaching and support around high quality first instruction in math and just in time supports for students. Teachers will attend workshops and conferences to successfully support student learning along with after school collaboration to plan for the implementation of staff professional development.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: Consultant: \$10,000 Teacher Additional Compensation: \$10,000 Instructional Materials: \$5,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p> <p>\$10,000</p> <p>\$10,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Teachers were provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, equity, Social and Emotional development and AVID. The position of program specialist and Library Media assistant will continue to be a budgeted expenditure.

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

Taft staff continue to need professional learning opportunities in high quality first instruction, specifically phonemic awareness, math, writing strategies, comprehension in the area of informational text and English Language Development. As well as math instruction. Provide funding for a retired teacher to model and support phonemic awareness instruction for teachers as well as small group intervention for K and 1 students who lack phonemic awareness. Provide funding for the program specialist to provide professional development in the area of Math and English Language Development strategies as well as AVID WICOR strategies. Additionally Taft's instructional coach along with the curriculum department-Math specialist lead a book study with the book "Building Thinking Classrooms in Math". 4 teachers implemented what they learned in a pilot program. The math results in our ATSI sub groups Hispanic and students with disabilities have shown math growth.

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.

Professional Development in the areas additional day(s) of PLC training using a Solution Tree consultant. Add PLC conference. Continue to send teachers to AVID pathways and summer institute training. Add the strategy to hire a retired teacher to model and support phonemic awareness instruction for teachers as well as small group intervention for K and 1 student. Add math book study, purchase of book for participants and math coaching in order for math teachers to improve their pedagogy and their math instructional practices continuing with what we started with the 4 teachers and including more Taft teachers in the book study and implementation of math learning strategies, "Building Thinking Classrooms in Math." Provide extra compensation for the library media assistant in order for Taft library to be open more hours. This will give all classes the opportunity to weekly check out books and materials from the Taft library which correlates to increasing student literacy rates.

Goal 2.1

Goal #	Description
Goal 2.1	Taft's suspension rate for all students will maintain at 1%, as measured by Suspensions on the Dashboard in Spring 2025 Taft's Chronic Absenteeism rate for all students will decrease from 41.8% to 30%, as measured by Chronic Absenteeism on the Dashboard in Spring 2025

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	1.2% of students	1.2% of students
Chronic Absenteeism Rate	35.4% of students	30% of students

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Positive School Climate Professional Development (conference) for two school counselors and one administrator. This conference will continue to support and build Taft's PLUS program.</p> <p>The CASC 2024 Fall Conference offers school counselors and educators a distinctive opportunity to learn from experts on topics regarding the importance of student voice, restorative cultures, advancing school counseling programs, current substance abuse trends, school counseling strategies, and so much more.</p> <p>Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>Title I Funding Allocation: No additional site LCFF is being allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Conference: \$10,000</p>	Foster Youth, Students with Disabilities, Low Income, English Learners, All Students	\$10,000	0100 - LCFF/S&C (site)
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.11	<p>Student Attendance and Truancy</p> <p>Increase student attendance through parent meetings, communication, and an incentive system (The intended outcome is by increasing student attendance with extrinsic motivators, we will build the desire to attend school and increased student achievement) by providing celebrations. Students who are absent or tardy will have interventions based on their tier level.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.\$2,000 LCFF</p> <p>LCAP 2.11 Student Attendance and Truancy: Non Instructional Materials and Supplies: \$2,000</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$2,000	0100 - LCFF/S&C (site)

2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Provide students with social and emotional supportive resources that positively impact student learning through programs such as PLUS program, counseling, peer tutoring, structured student engagement activities (PBIS, Mindful Morning, celebrations, duplication for signs (welcome, ROAR, certificates), teachers who are knowledgeable of student trauma and can support student social and emotional well-being). Provide staff with trauma informed and social/emotional professional development through utilizing Mental Health and Behavioral Support Services</p> <p>Title I Funding Allocation: Duplicating: \$5,000</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools</p> <p>Non-Instructional Materials and Supplies: \$4,000</p>	Students with Disabilities, Foster Youth, Low Income, English Learners, All Students	\$5,000 \$4,000	3010 - Title I 0100 - LCFF/S&C (site)
2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.17	<p>Additional School Site Support</p> <p>The Program Specialist (1.0 FTE Centralized Funding) will coordinate supplemental programs at the site: English Learner Program Tasks State Mandated Testing Local Assessments Master Schedule & Student Placement Training & Demonstration of Activities & Processes Data Analysis, Reporting, Distribution Core Materials Management/Library Student Assistance Program (SAP) After School Program Supplemental, SIPPS. The program Specialist will participate in after school planning and collaboration to assist the implementation of supplemental programs.</p> <p>The Program Specialist will coordinate English Learner Program Tasks: State Mandated Testing, Local Assessments, Master Schedule & Student Placement, Training & Demonstration of Activities & Processes Data Analysis, Reporting, Distribution Core Materials, Student Assistance Program (SAP) After School Program Supplemental, SIPPS</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: Program Specialist Additional Comp: 3 hours x 9 months x \$74 = \$2,000</p>	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners	\$2,000	0100 - LCFF/S&C (site)
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.20	<p>Instructional Technology</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/flipped classroom instruction. Maintenance agreements ensure the equipment (Laminator, copier, Duplo, poster maker) are available and usable to provide a print rich environment.</p> <p>Duplicating- produce supplemental instructional materials in ELA and Math.</p> <p>Title I Funding Allocation: Equipment: \$11,894.20 Maintenance Agreement: \$2,200 Duplicating: \$2,000</p> <p>LCAP 2.20 Instructional Technology: Equipment: \$5000</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$2,200</p> <p>\$2,000</p> <p>\$11,894.20</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>

2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Taft's chronic absentee rate declined by 12.3%. This is due to the attendance strategies implemented. Taft's suspension rate overall stayed the same, 1.9%, which was an increase of 0.6%. Due to social and emotional supportive resources that positively impact student learning through programs such as PLUS program, counseling, peer tutoring, structured student engagement activities (PBIS, Mindful Morning, PLUS, incentives). The subgroups African American and homeless had more suspensions this school year than in previous school years.

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

Professional Development in equity training, as well as additional PD in the area of social and emotional development, PBIS strategies, and restorative practices. Implementation of Sown to Grow, an easy engaging student check-ins, personalized feedback, and built-in curriculum empowering Taft to improve student social, emotional, and academic well-being.

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.

Professional Development in the areas of students social and emotional development using SUSD mental health and behavior support services, PBIS conferences and consultants and professional development in PBIS strategies. Providing school counselors and staff strategies for building a positive school climate through workshops and conferences as well as workshops on chronic absenteeism . Professional Development in the area of trauma inform care and equity training using a consultant and conferences. ATSI subgroup inequities of African American and homeless students will receive support through school counseling services and MHC. All 5th grade students will be provided the opportunity to attend 3 days of science camp. The families interested in their child attending science camp will not be charged for participation or transportation fees. Parent Liaison position will be replaced with the Community Assistant position in the 24-25 SPSA.

Goal 3.1

Goal #	Description
Goal 3.1	SMART goal: Plus, super recess, increase number of roar tickets turned in... etc

Identified Need

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

Based on Taft most recent parent survey, parents are requesting tutoring support, homework support, and parent workshops so they have the skills to support their child's learning. They are also requesting an English Language Learners-ESL class for them on Taft campus, during the school day.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities Peer Leaders Uniting Students (PLUS) program experiences provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focus on developing student leadership skills</p> <p>Taft will pay student feed, professional services and duplicating costs associated with SEL development, building CTE pathways, PLUS initiative and PBIS implementation to improve school climate.</p> <p>Title I Funding Allocation: Professional Services: \$500</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: Pupil Fees: \$1,500 Duplicating:\$1,000</p>	All Students, English Learners, Students with Disabilities, Low Income, Foster Youth	\$500 \$1,000 \$1,500	3010 - Title I 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

3.1.5	<p>Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/ conferences, etc.</p> <p>Increase parent engagement activities through student-led conferences which encourage parent, teacher, and student relationships Parent Lending Library-purchase bilingual books and materials for parents in order to support their children's language acquisition</p> <p>Taft will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships.</p> <p>Metrics for Progress Monitoring: Number of parents accessing the lending library</p>	Students with Disabilities, Low Income, English Learners	#[Enter amount here]	[Specify the funding source(s)]
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Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Taft's parent involvement has shown an improvement in parent participation in the areas of Lunch on the Lawn, evening parent and child activities as well as parent-student-teacher conferences. We have not seen a significant improvement in the area of parent involvement in the weekly parent workshop provided by the Taft Parent Liaison. It is the same parents of approximately 10 parents who consistently attend the weekly parent workshops. Additionally, parents are not checking our materials from the parent lending library. Additionally, only one parent was interested in attending CAFE this school year.

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

Replace the parent liaison position with a community assistant position from the budget. We will not be purchasing any more materials for our parent lending library. The parents who were scheduled to go to CAFE decided not to go. We have a difficult time getting parents to attend CAFE, therefore, we will not be funding CAFE for parents next year.

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.

Replace the position of parent liaison and change the position to Community Assistant position 3.5 hours 5 days a week.. We will not be purchasing any more materials for our parent lending library. We will not be sending any parents to CABE.

Goal 4.1

Goal #	Description
Goal 4.1	Increase parent engagement in lunch on the lawn and other community centered activities.

Identified Need

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

Based on Taft most recent parent survey, parents are requesting tutoring support, homework support, and parent workshops so they have the skills to support their child's learning. They are also requesting an English Language Learners-ESL class for them on Taft campus, during the school day.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Provide Parents with support and resources that empowers them to be engaged in their student's learning. Taft will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnership. Increase parent engagement activities through student-led conferences which encourage parent, teacher, and student relationships. Provide parents with school communications and Taft Parent Handbook. Parent Lending Library-purchase bilingual books and materials for parents in order to support their children's language acquisition</p> <p>Taft will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships.</p> <p>Trimester lunch on the lawn to increase positive parent and family interactions with the school and build community.</p> <p>Send parents to conferences focused on family engagement, bilingual education, or other school aligned parent conference.</p> <p>Title I Funding Allocation: Duplicating: 1,028.00 Title I Parent Meeting Expenses: \$2,000 Title I Parent Conference: \$5,000</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement Books and Reference Materials: \$500</p>	All Students	<p>\$500</p> <p>\$2,000</p> <p>\$1,028</p> <p>\$5,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I</p>
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Community Assistant (0.375 FTE) will reach out to families to create the bridge between home and school through parent coffee hours, parent trainings, and supporting parents with questions or support they may need in order to have a positive parent/school connection and improved school attendance and school connectedness</p> <p>Title I Funding Allocation: Community Assist Salary and Benefits (0.375 FTE): \$43,694.80</p>	All Students	\$43,694.80	3010 - Title I

Annual Review

SPSA Year Reviewed: 2023-2024

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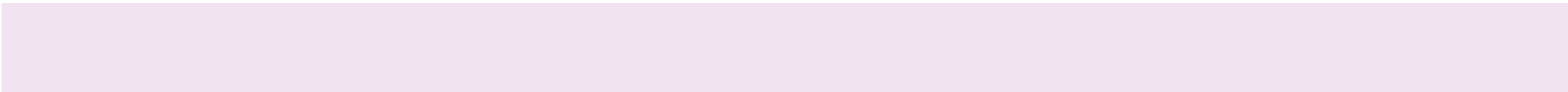
Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.



Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>The actions within this goal are designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students with disabilities to receive high quality first instruction in the least restrictive environment through consistent and faithful implementation of Universal Design for Learning (UDL). From the UDL lens and framework strategies will be identified and designed to support teaching and learning that helps students with disabilities access an equal opportunity to succeed. These strategies will be achieved through webinar or conferences for inclusion.</p> <p>Title I Funding Allocation: Conference/Webinar: \$1,000 Teacher Substitutes: \$500</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	\$1,000 \$500	3010 - Title I 3010 - Title I
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Taft will increase progress monitoring transparency of intensive intervention supports and practices to focus on and improve chronic absenteeism, suspension rates, and academic achievement of African American students. This will be accomplished with webinar/conference and materials/books</p> <p>Title I Funding Allocation: Conference/Workshops: \$1,000</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	African American	\$1,000	3010 - Title I

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Staff will attend equity workshops that focus on improving outcomes in math through closing the equity gap of marginalized student.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$200,887.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$275,838.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
3010 - Title I	\$197,859.00
3010 - Title I - Parent	\$3,028.00

Subtotal of additional federal funds included for this school: \$200,887.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$74,951.00

Subtotal of state or local funds included for this school: \$74,951.00

Total of federal, state, and/or local funds for this school: \$275,838.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Taft Elementary School

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

9/24/24

Date of Meeting

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

English Learner Advisory Committee

9/26/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/17/24
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Attested:

Jana Brooks



10/22/24

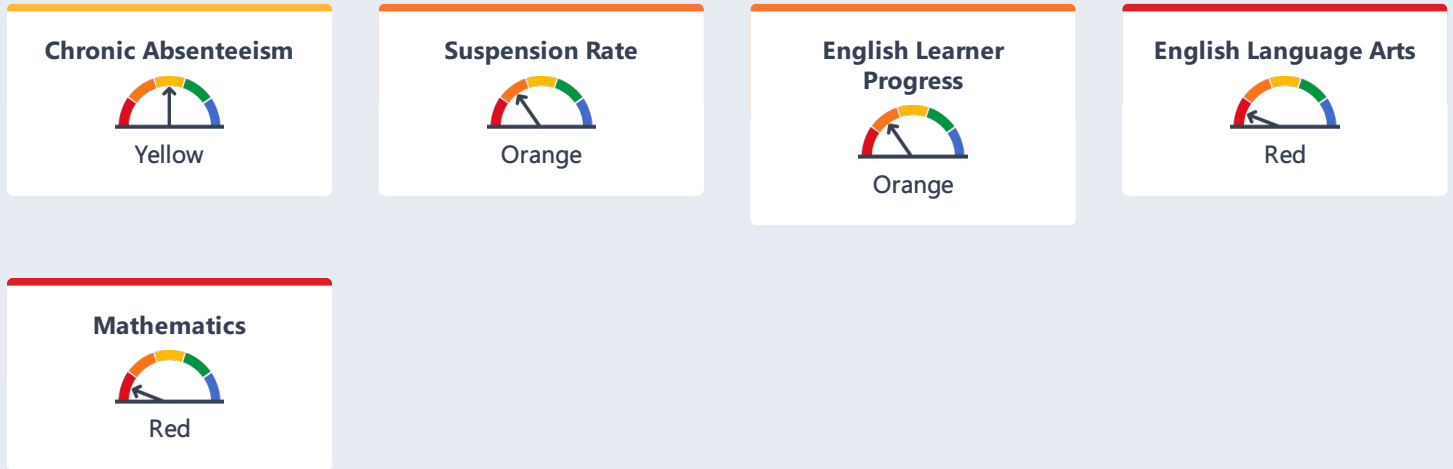
Typed Name of School Principal

Signature of School Principal

Date

Taft Elementary

Explore the performance of Taft Elementary under California's Accountability System.



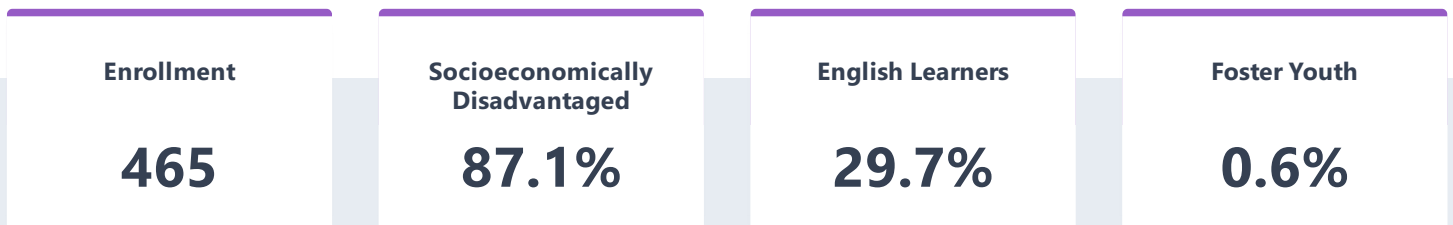
School Details

NAME Taft Elementary	ADDRESS 419 Downing Avenue Stockton, CA 95206-3743	WEBSITE N/A	GRADES SERVED K-8
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

TAFT ELEMENTARY

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Red

82.2 points below standard


Declined 5 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

4 Red	0 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Red

116.6 points below standard


Maintained 2.6 Points

EQUITY REPORT
Number of Student Groups in Each Level

2 Red	2 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress



Orange

36.4% making progress


Declined 5.7% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Yellow

41.8% chronically absent

Declined 12.3% ▼

EQUITY REPORT
Number of Student Groups in Each Level


0 Red	2 Orange	4 Yellow
0 Green	0 Blue	

TAFT ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate



Orange

1.9% suspended at least one day

Increased 0.6% ▲

EQUITY REPORT
Number of Student Groups in Each Level

2 Red	2 Orange	0 Yellow
2 Green	1 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Red

82.2 points below standard

Declined 5 Points ▼

Number of Students: 296

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White

African American



No Performance Color

142.9 points below standard

Declined 30.6 Points ▼

Number of Students: 29

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

45.3 points below standard

Declined 16.1 Points ▼

Number of Students: 20

Filipino



No Performance Color

36.9 points below standard

Declined 24 Points ▼

Number of Students: 14

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

175.6 points below standard

Declined 29.6 Points ▼

Number of Students: 15

Two or More Races



No Performance Color

34.3 points below standard

Increased 39.7 Points ▲

Number of Students: 13

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

English Learners



Red

118.6 points below standard

Declined 23.1 Points ▼

Number of Students: 124

Hispanic



Red

87 points below standard

Declined 4 Points ▼

Number of Students: 215

Socioeconomically Disadvantaged



Red

91.6 points below standard

Declined 6.1 Points ▼

Number of Students: 253

Students with Disabilities



Red

174.3 points below standard

Declined 17.7 Points ▼

Number of Students: 62

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

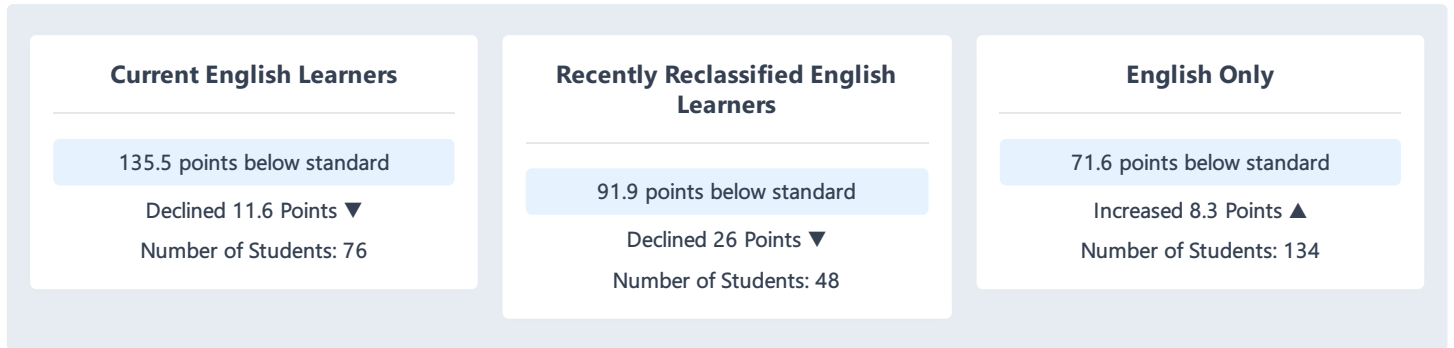
All Students

77.2 points below standard

82.2 points below standard

English Language Arts Data Comparisons: English Learners

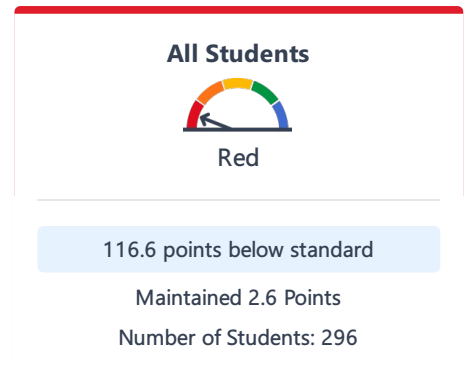
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

All Students

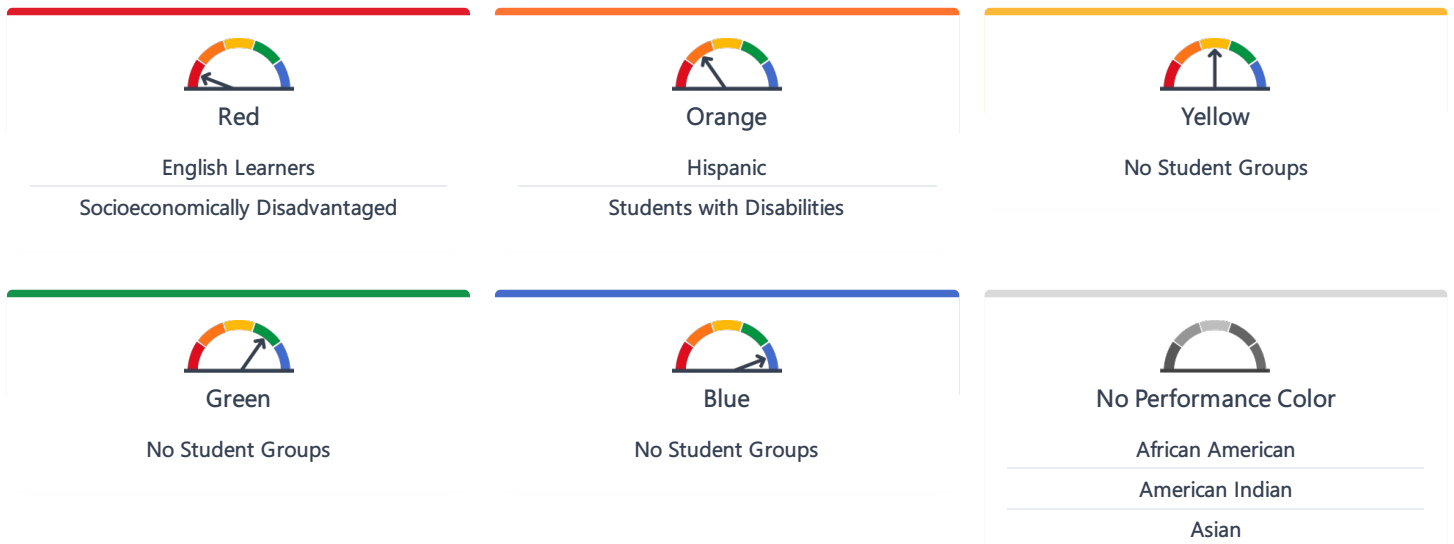
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



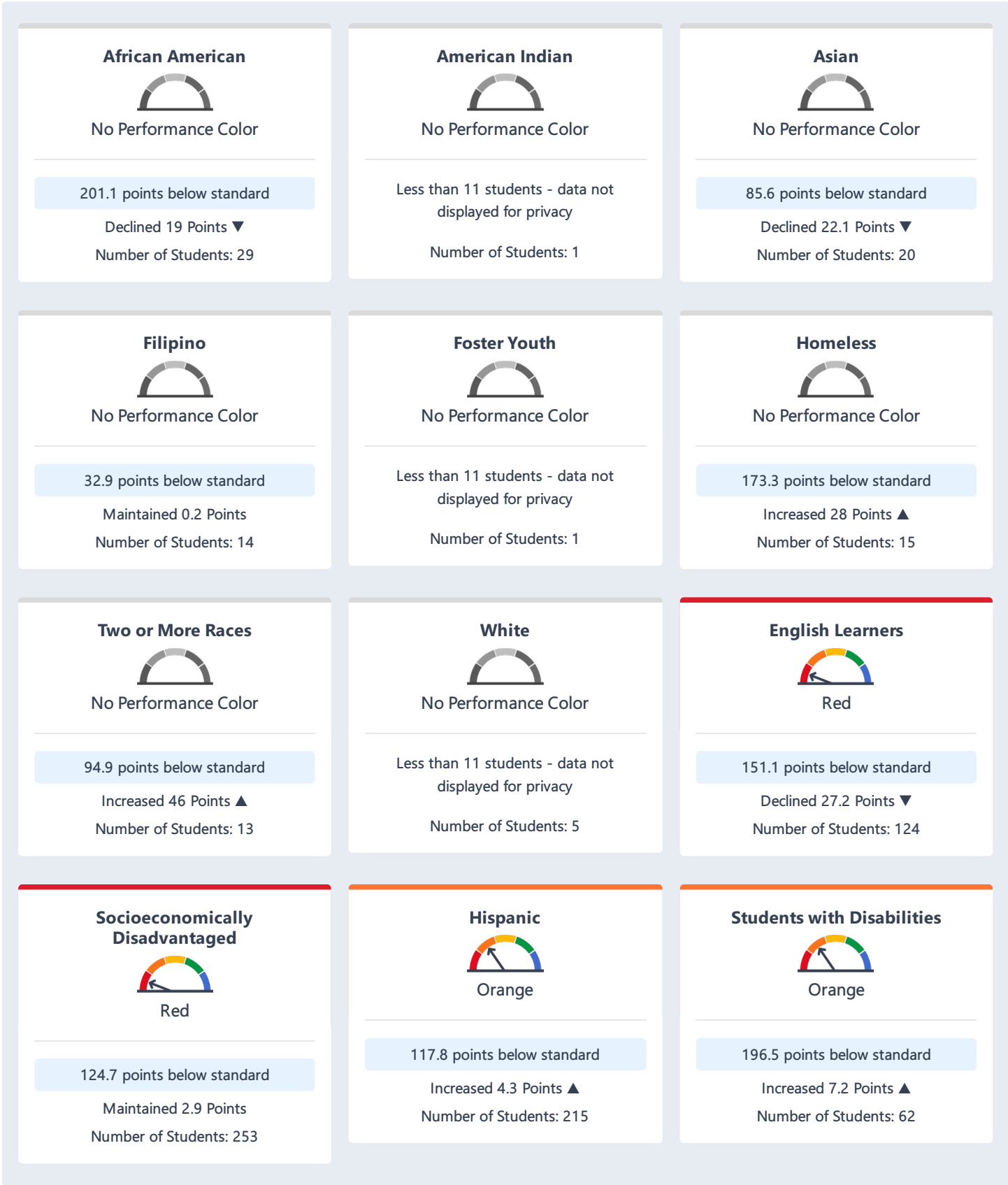
Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Filipino
Foster Youth
Homeless
Two or More Races
White

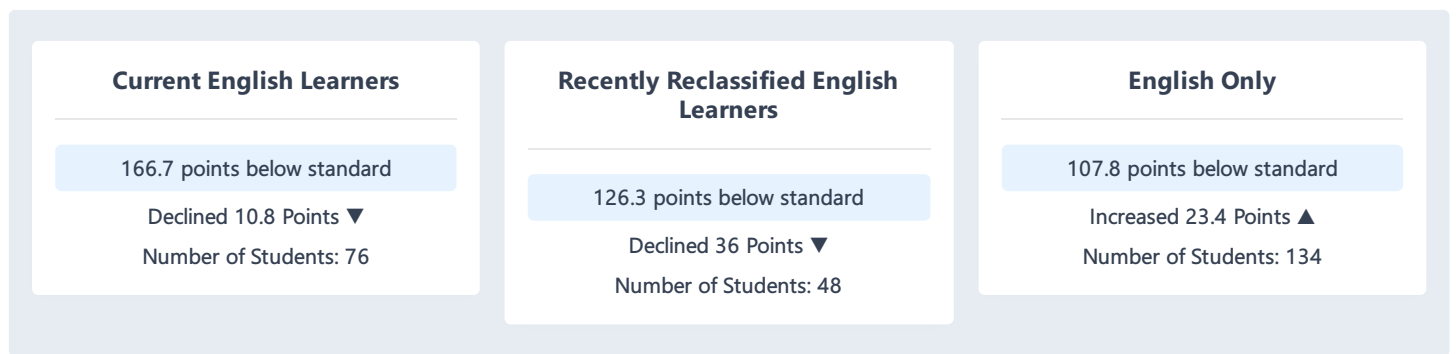


Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	119.2 points below standard	116.6 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

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



Student English Language Acquisition Results

Summative ELPAC

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

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042766&year=2022-23>

All Students



Yellow

41.8% chronically absent

Declined 12.3% ▼

Number of Students: 521

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

African American
Students with Disabilities



Yellow

Asian
English Learners
Hispanic
Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian
Filipino
Foster Youth
Homeless
Two or More Races
White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

23.5% chronically absent

Declined 9.8% ▼

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

75.9% chronically absent

Increased 0.9% ▲

Number of Students: 29

Two or More Races



No Performance Color

60% chronically absent

Increased 5% ▲

Number of Students: 20

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

African American



Orange

68.6% chronically absent

Declined 3.9% ▼

Number of Students: 51

Students with Disabilities



Orange

50% chronically absent

Declined 11.7% ▼

Number of Students: 90

Asian



Yellow

11.4% chronically absent

Declined 1.5% ▼

Number of Students: 35

English Learners



Yellow

34.5% chronically absent

Declined 11.7% ▼

Number of Students: 171

Hispanic



Yellow

41.8% chronically absent

Declined 14.1% ▼

Number of Students: 390

Socioeconomically Disadvantaged



Yellow

45.3% chronically absent

Declined 8.5% ▼

Number of Students: 455

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Orange

1.9% suspended at least one day

Increased 0.6% ▲

Number of Students: 540

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

African American

Homeless



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

English Learners

Students with Disabilities



Blue

Asian



No Performance Color

American Indian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 18

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races



No Performance Color

5% suspended at least one day

Declined 5% ▼

Number of Students: 20

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

African American



Red

7.4% suspended at least one day

Increased 3.7% ▲

Number of Students: 54

Homeless



Red

9.4% suspended at least one day

Increased 9.4% ▲

Number of Students: 32

Hispanic



Orange

1.2% suspended at least one day

Increased 0.5% ▲

Number of Students: 404

Socioeconomically Disadvantaged



Orange

2.1% suspended at least one day

Increased 0.7% ▲

Number of Students: 470

English Learners



Green

0.6% suspended at least one day

Maintained 0%

Number of Students: 176

Students with Disabilities



Green

2.2% suspended at least one day

Declined 0.9% ▼

Number of Students: 93

Asian



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 35

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	1.2%	1.9%



Research and Accountability Department

Empowering with data.

Taft Data Review

February 2024

Summary



Research and Accountability Department
Empowering with data.

Accountability

- Taft's ESSA Status is **ATSI** for 2 subgroups, both in Suspension ([slide 10](#))
- Taft's State Indicator for **ELA and Math** are **red**, lower than the overall district ([slide 11](#))
- Taft's State Indicators for **Chronic Absenteeism, Suspension Rate and ELPI** was the same as the district ([slide 11](#))

Demographics

- Taft's demographics consists of a high population of **Hispanic English Learners and Reclassified English Learners (combined 45%)** (slides 3-8) [Slide 3: Demographics](#)
- Taft has 45% of students as Ever-ELs (either English Learners currently or have been Reclassified) ([slide 8](#))

State Assessments

- Percent of students meeting or exceeding standards on ELA ([slide 12](#)) and Math ([slide 14](#)) both increased versus prior year
- ELPAC scores suggest English Learners are **stronger in Oral language skills** and challenged in Written Language skills ([slide 16](#))

Local Assessments

- **SIPPS** engagement is high for First and Second Grade, with a significant increase in 2nd graders meeting grade level targets in the Second Trimester ([slide 25](#))
- i-Ready suggests ([slides 17-23](#)):
 - Taft's on grade level for **Reading** is similar to the district, with higher percent on grade level in **First, Third, Fifth, Sixth, and Eighth Grades**
 - Taft's on grade level for **Math** is also on par with the district, with higher percent on grade level in **Kindergarten, Third, Fifth, Sixth, and Eighth Grades**
- **Engagement in curriculum** (Benchmark, Ready Math, and myPerspectives) is high and consistent across most grade levels ([slides 30-36](#))
- **Reading Foundational Skills (Phonics) and Writing** are opportunity areas as indicated by i-Ready and Benchmark ([slides 20](#) and [32](#))
- **Algebra** is an opportunity area for math as indicated by i-Ready ([slide 23](#))

Grade Level Analysis

- Available for ELA starting on [slide 45](#) and Math starting on [slide 55](#)



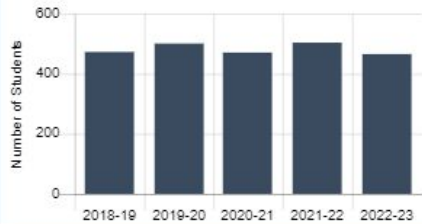
Research and Accountability Department

Empowering with data.

Demographics

Enrollment

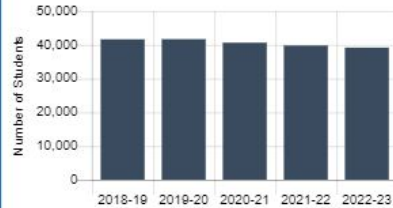
Taft



[View Table Data](#)

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	472	500	470	503	465

SUSD



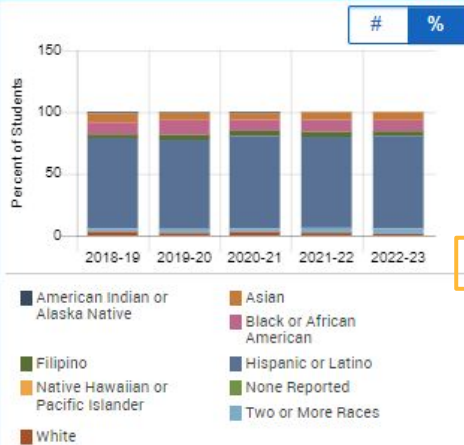
[View Table Data](#)

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Taft's enrollment has averaged an enrollment of 487 students, declining 38 students from 2021-22 to 2022-23
- The district's enrollment has declined annually for the last 3 years
- Taft's **stability rate** is 82.2%, almost 5% lower than the district

Demographics

Taft



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian or Alaska Native	1.3 %	0.8 %	1.1 %	0.4 %	0.2 %
Asian	7.2 %	5.8 %	5.3 %	6 %	6.5 %
Black or African American	9.7 %	11.8 %	8.9 %	9.7 %	9 %
Filipino	3.2 %	4.2 %	4.3 %	4.2 %	3.7 %
Hispanic or Latino	72.9 %	72.2 %	74.7 %	73.6 %	75.1 %
Native Hawaiian or Pacific Islander	0 %	0 %	0 %	0 %	0 %
None Reported	0 %	0 %	0 %	0 %	0 %
Two or More Races	2.8 %	3.2 %	3 %	4 %	4.3 %
White	3 %	2 %	2.8 %	2.2 %	1.3 %

- Taft's demographics are heavily Hispanic maintaining over 70% for the last 5 years
- This is **slightly higher** than the district total, which was between 66% and 70% over the last 5 years

English Learners

Taft



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	28.8 %	30.4 %	26.6 %	30.4 %	29.7 %

SUSD



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- Taft has maintained above 25% of their student population as English Learners
- This is **higher** than the district (between 21% and 25% over the last 5 years)

English Learners' Language

Taft

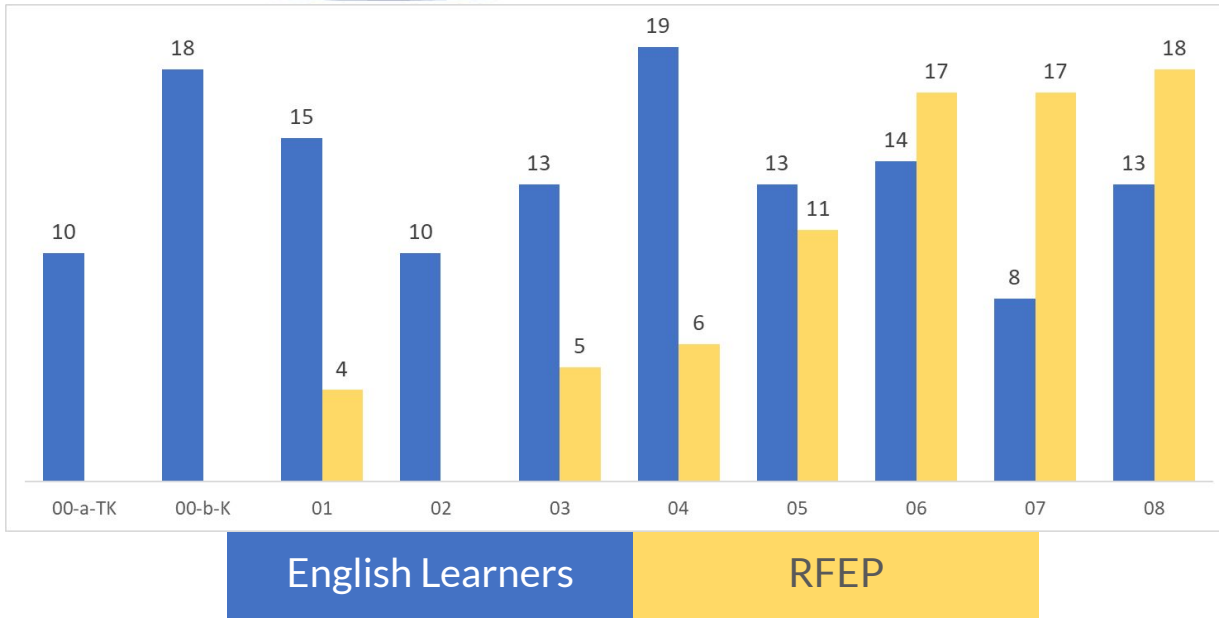
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.4 %	0.2 %	0 %	0.4 %	0.4 %
Arabic	0.8 %	0.2 %			
Armenian	0.2 %				
Cebuano (Visayan)		0.4 %	0.4 %		0.2 %
Filipino (Pilipino or Tagalog)			0.2 %	0.4 %	0.2 %
Hmong	0.8 %	1 %	0.9 %	1 %	1.3 %
Khmer (Cambodian)				0.6 %	
Lao	0.4 %	0.6 %	0.6 %	0.2 %	0.2 %
Spanish	26.1 %	28 %	24.5 %	27.8 %	27.3 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

ELs and RFEPs by Grade Level



- Taft has **133 English Learners** and **78 RFEP students***
- **48 of RFEP students** are currently eligible for monitoring (RFEP within the last 4 years)
- **45% of students** are current or were at one time English Learners

Source: Synergy, local data as of 2/15/24



Research and Accountability Department

Empowering with data.

State Assistance & Indicators

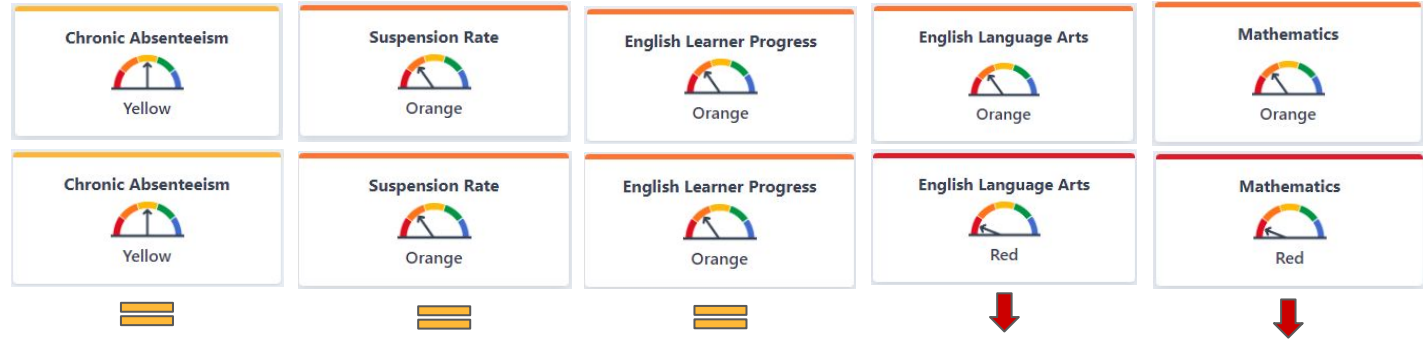
California School Dashboard



Research and Accountability Department

Empowering with data.

Stockton Unified



- Taft's Absenteeism, Suspension, and ELPI indicators are the **same** as the district
- The academic indicators (ELA and Mathematics) is **lower** than the district, receiving the lowest indicator "red"

CAASPP ELA 2 years

2021-2022

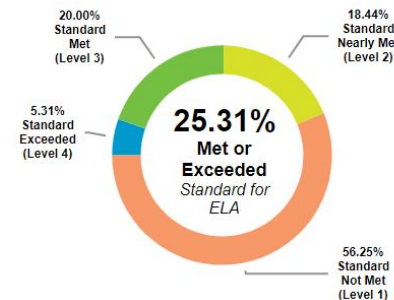
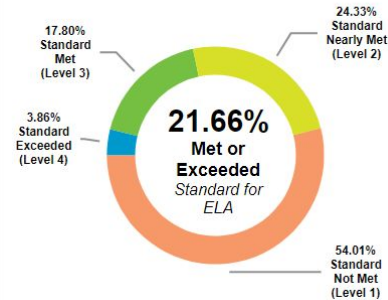
2022-2023

ELA

ELA

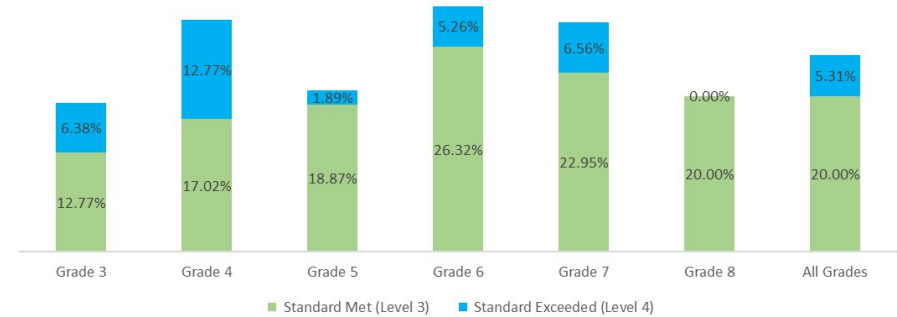
Percent of students within each achievement level

Percent of students within each achievement level



2022-2023

Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	59.57%	61.70%	60.38%	45.61%	54.10%	58.18%	56.25%
Standard Nearly Met (Level 2)	21.28%	8.51%	18.87%	22.81%	16.39%	21.82%	18.44%
Standard Met (Level 3)	12.77%	17.02%	18.87%	26.32%	22.95%	20.00%	20.00%
Standard Exceeded (Level 4)	6.38%	12.77%	1.89%	5.26%	6.56%	0.00%	5.31%
Number of Students With Scores	47	47	53	57	61	55	320

- Over 25% of students met or exceeded ELA standards (slightly lower than the district at 27.78%)
- This was an increase of 3.65% versus prior year
- 6th grade was the highest at 32%
- 3rd grade was the lowest at 19%

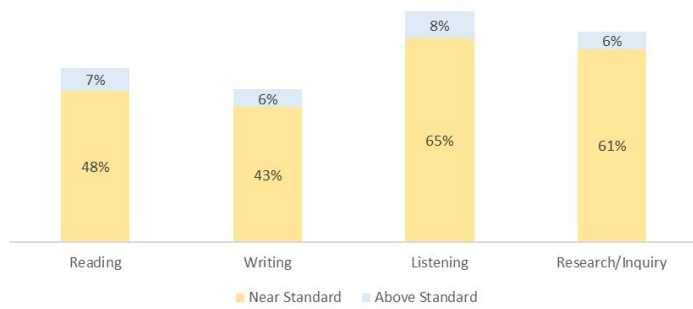
Source: [Smarter Balanced Results, Taft](#)



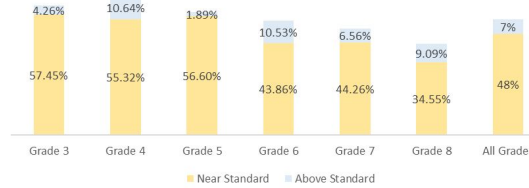
CAASPP ELA 2022-2023

By Area, percent meeting near+above

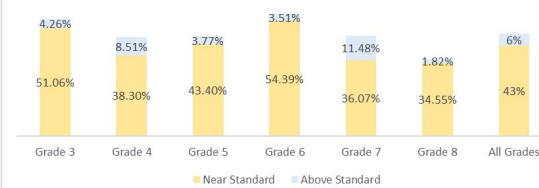
All ELA Areas and Grade Levels
Near and Above Standard



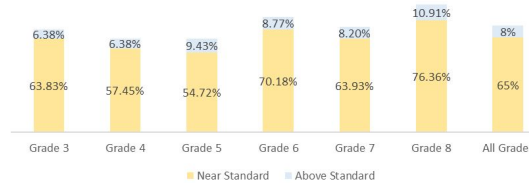
Reading Area
Near and Above Standard



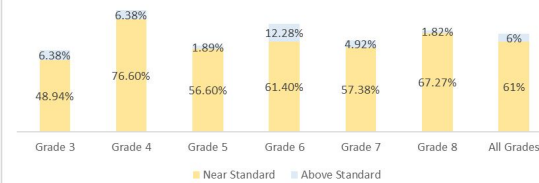
Writing Area
Near and Above Standard



Listening Area
Near and Above Standard



Research/Inquiry Area
Near and Above Standard



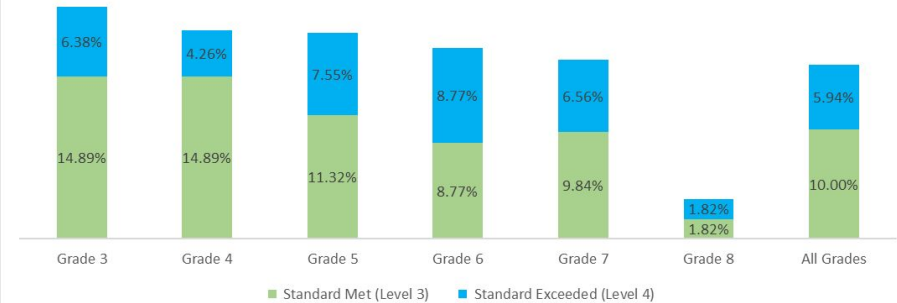
- Above grade level, **Listening** was the highest at 8%
- Near + Above grade level, **Listening** was the highest at 73%
- **Writing** scored the lowest, and was particularly challenged in **Grade 8** with only 36% of students meeting near standard and none above standard

CAASPP Math

2 years

2022-2023

Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Exceeded (Level 4)	6.38%	4.26%	7.55%	8.77%	6.56%	1.82%	5.94%
Standard Met (Level 3)	14.89%	14.89%	11.32%	8.77%	9.84%	1.82%	10.00%
Standard Nearly Met (Level 2)	17.02%	25.53%	16.98%	26.32%	16.39%	10.91%	18.75%
Standard Not Met (Level 1)	61.70%	55.32%	64.15%	56.14%	67.21%	85.45%	65.31%
Number of Students With Scores	47	47	53	57	61	55	320

2021-2022

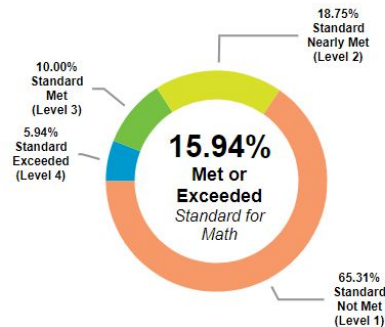
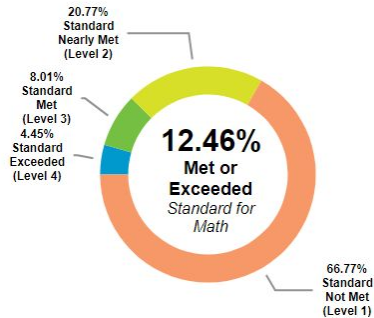
2022-2023

Mathematics

Mathematics

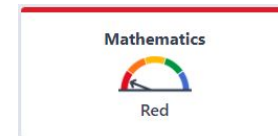
Percent of students within each achievement level

Percent of students within each achievement level



- Nearly 16% of students met or exceeded Math standards (lower than the district at 16.76%)
- This was an increase of 3.48% versus previous year
- 3rd grade was the highest at 21%
- 5th grade was the lowest at 4%

Source: [Smarter Balanced Results, Taft](#)



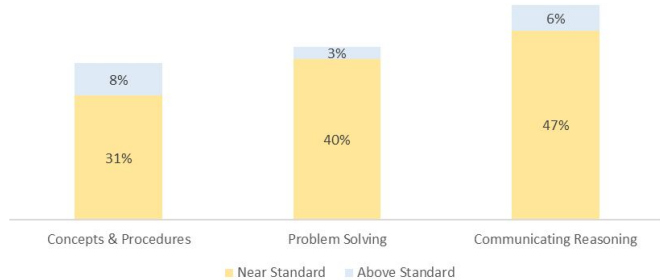
CAASPP Math 2022-2023

By Area, percent meeting near+above

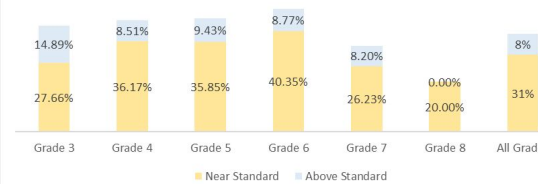


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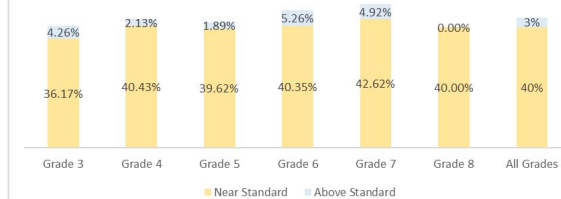
All Math Areas and Grade Levels
Near and Above Standard



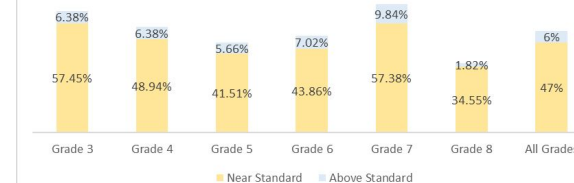
Concept & Procedures Area
Near and Above Standard



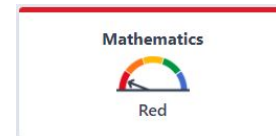
Problem Solving Area
Near and Above Standard



Communicating Reasoning Area
Near and Above Standard

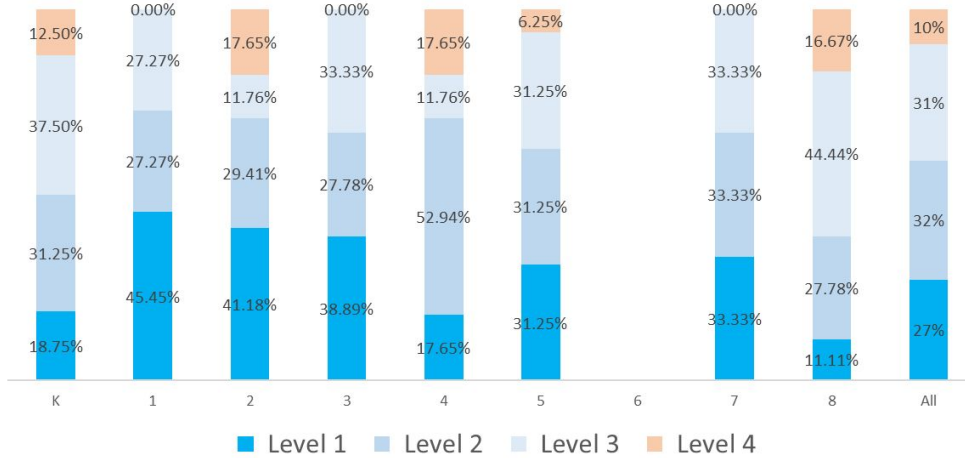


- Near/Above grade level, **Communicating Reasoning** was the strongest at 53%
- **Concepts & Procedures** scored the lowest, and was particularly challenged in **Grade 8** with only 20% of students meeting near standard and none above standard

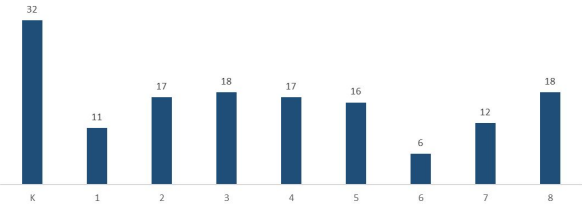


ELPAC 2022-2023 Overall Results

ELPAC 2022-2023 Overall Performance Levels

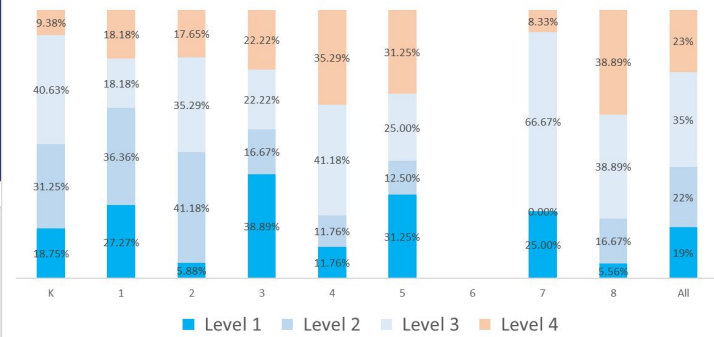


ELPAC 2022-2023 Number of Test Takers

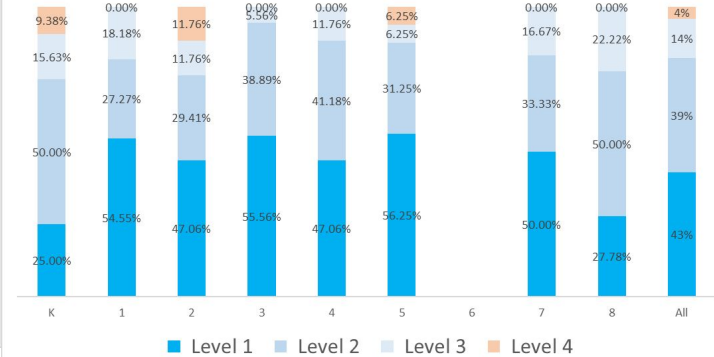


- 147 students took the ELPAC in 2022-2023
- Kindergarten, 3rd and 8th grades had the highest number of students
- 6th Grade had the lowest number of students at 6
- 1st Grade had the highest number of level 1 students at 46%
- Written language had 43% at level 1

ELPAC 2022-2023 Oral Language Performance Levels



ELPAC 2022-2023 Written Language Performance Levels



English Learner Progress



Orange



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i-Ready

% on Grade Level Diagnostic 3



	2021-22	2022-23
District K-8	34%	37%
Taft	31%	34%

% on Grade Level Diagnostic 2



	2021-22	2022-23	2023-24
District K-8	24%	26%	26%
Taft	23%	25%	26%

Diagnostic 3 - End of Year

- Last year, percent on grade level for Taft ended with an increase of +3% from prior year
- This was a **3% gap** from the district at 37%

Diagnostic 2 - Most Current

- Percent on grade level **increased** in Diagnostic 2 from 23% last year to 26% this year
- Percent on grade level was **the same** as the overall district on Diagnostic 2

i-Ready Diagnostic 2 Reading On Grade Level



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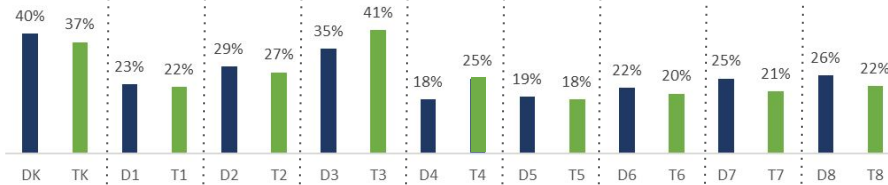
Strengths

- **3rd grade** has a higher percent on grade level than the district
- Percent on Grade level increased in **5 out of the 9 grades**
- **8th grade** showed a significant increase, while District was flat

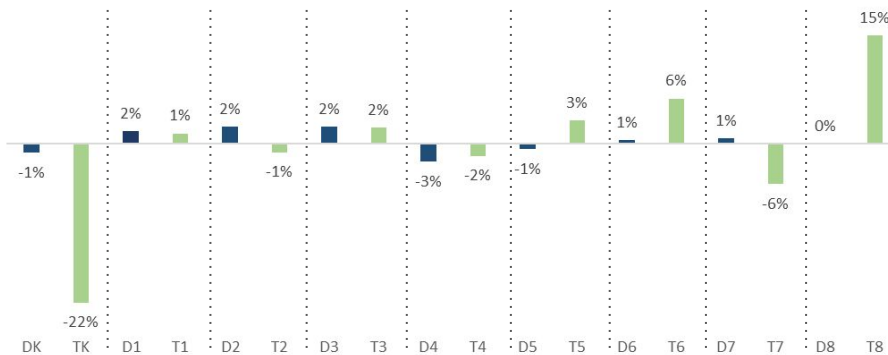
Opportunities

- Where the district is showing a slight decline in Kinder, Taft is down significantly versus prior year
- **2nd grade** is down slightly while the district is up

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level



Percent on Grade Level Versus Prior Year Diagnostic 2



i-Ready Reading Domains Percent on Grade Level

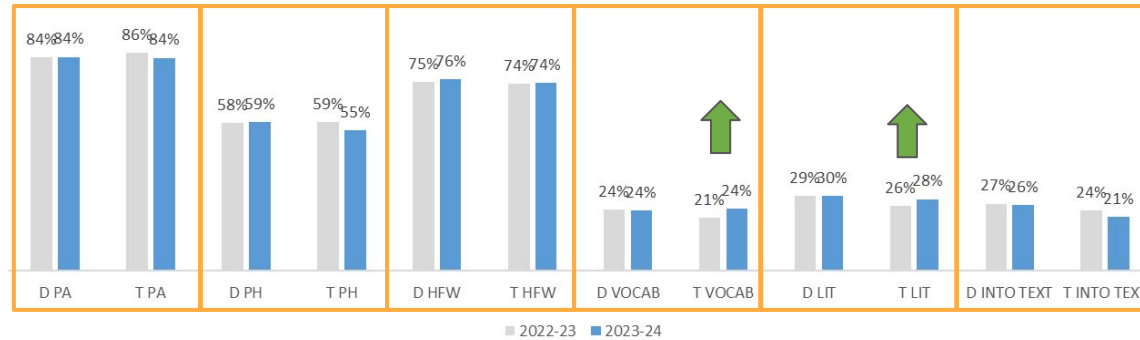


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Strengths

- **Vocabulary increase versus last year** and had a high percent of students on grade level versus the district
- **Literature** increased percent of students on grade level versus last year

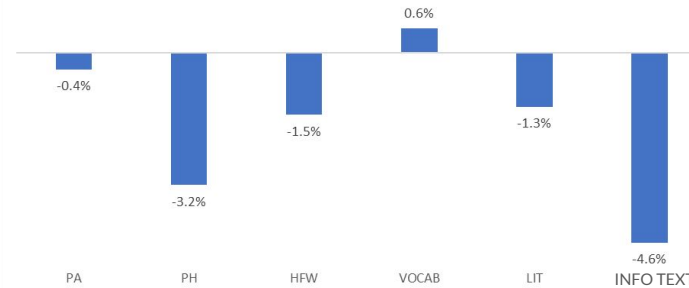
Percent on Grade Level by Diagnostic 2
This Year Versus Last Year



Opportunities

- **Informational Text** had the largest gap to the district and declined the percent of students on grade level

Percent Difference from District



D = District
T = Taft
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Last year, percent on grade level for Taft ended with an increase of +2% from prior year to 30%
- This was a 2% gap to the District (30% versus 32%)

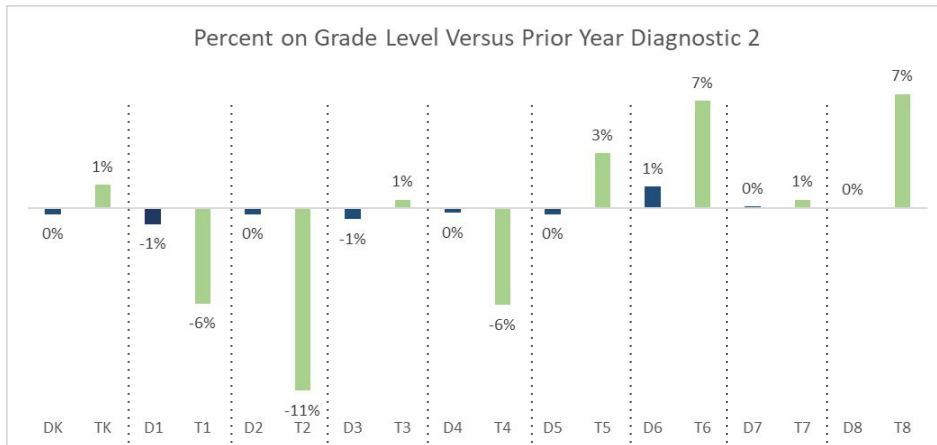
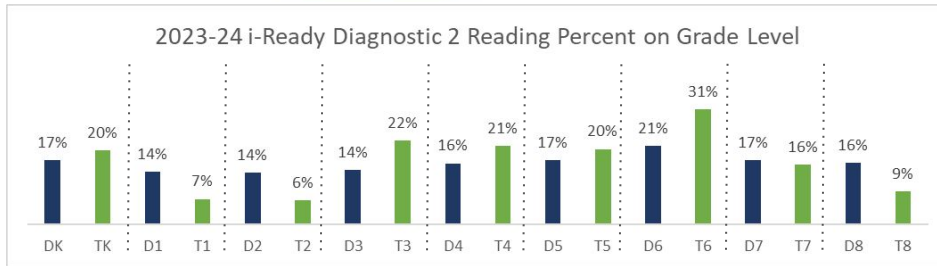
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Percent on grade level **decreased slightly** on Diagnostic 2 from 17.0% last year to 16.6% this year
- Percent on grade level was **.5% lower** than the overall district on Diagnostic 2

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- **6th grade** has a higher percent on grade level than the district and grew by 7% versus the prior year
- **8th grade** increased percent on grade level

Opportunities

- Where the district is relatively flat in first, second, and fourth grade versus prior year, Taft showed declines of 6%, 11%, and 6% respectively

i-Ready Math Domains Percent on Grade Level



Stockton Unified School District
Since 1952

Research and Accountability Department

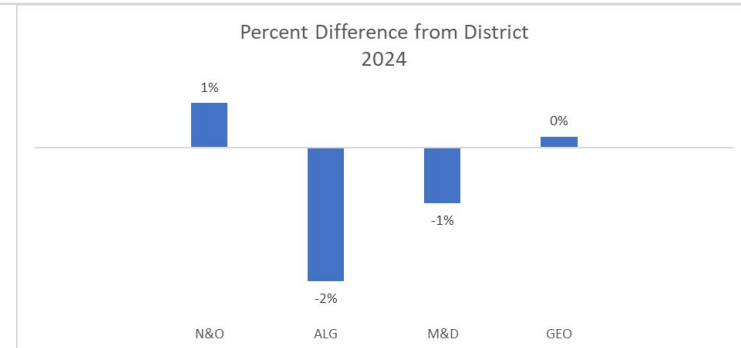
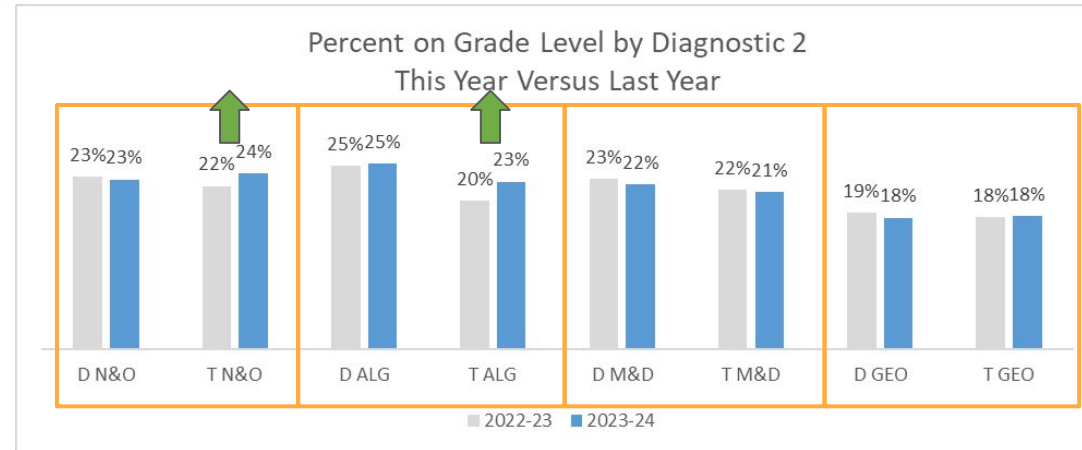
Empowering with data.

Strengths

- **Numbers and Operations** was higher than district on percent on grade level and increased versus prior year

Opportunities

- **Algebra** increased versus prior year, but had the largest gap to the district (25% on grade level for the district, 23% for Taft)
- **Geometry** had the lowest percent on grade level



D = District
T = Taft
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry



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SIPPS

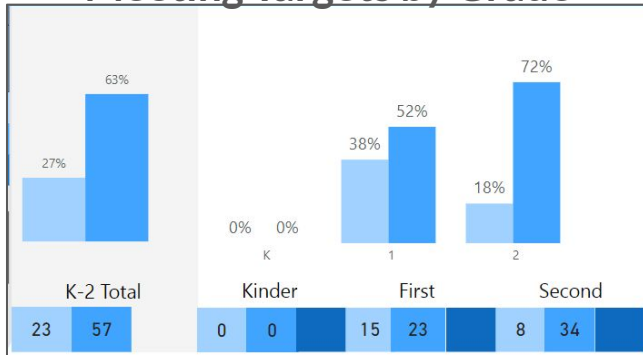
SIPPS Mastery Tests Overview

Participation by Grade



- 65% of K-2nd grade completed at least 1 SIPPS Mastery Test
- Of those students, 63% are hitting grade level goals in Trimester 2

Meeting Targets by Grade





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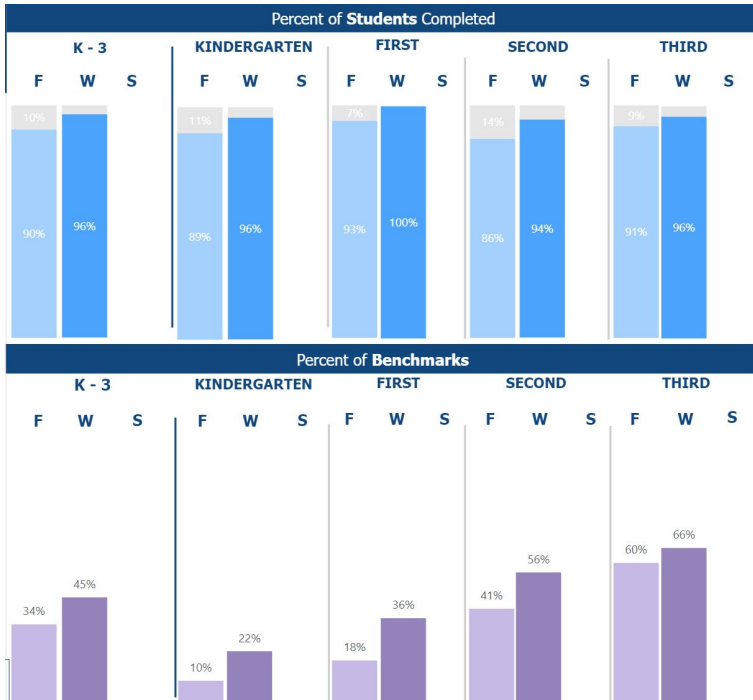
CORE

CORE Overview



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Source: [2023-24 CORE Dashboard](#)

Participation

- **K-3** participation in CORE Assessments was 96%

Results

- **Kindergarten:** 22% of assessments resulted in benchmark for Winter (+12% from Fall)
- **First Grade:** 36% of assessments resulted in benchmark for Winter (+18% from Fall)
- **Second Grade:** 56% of assessments resulted in benchmark for Winter (+15% from Fall)
- **Third Grade:** 66% of assessments resulted in benchmark for Winter (+4% from Fall)

CORE Kindergarten



- Phoneme Segment showed the highest percentage of students who met Benchmark
- 33% can name their **uppercase** letters (Phonics A) (*58% for district*)
- 26% can name their **lowercase** letters (Phonics B) (*37% for district*)
- 23% know their **consonant sounds** (Phonics C) (*32% for district*)
- 47% got at least 9 High Frequency Words correct (**HFW**) (*45% for district*)

CORE First Grade



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- Phoneme Segment showed the highest percentage of students who met Benchmark
- 74% of students know their **uppercase** letters (Section A) (83% for district)
- 74% of students know their **lowercase** letters (Section B) (63% for district)
- 72% of students know their **consonant sounds** (Section C) (54% for district)
- 76% of students know their **vowel sounds** (Section D) (58% for district)

Source: [2023-24 CORE Dashboard](#)

CORE Second Grade



- 88% of students know their **uppercase** letters (Section A) (89% for district)
- 81% of students know their **lowercase** letters (Section B) (75% for district)
- 75% of students know their **consonant sounds** (Section C) (63% for district)
- 79% of students know their **vowel sounds** (Section D) (70% for district)
- 72% of students met benchmark for **HFW** (67% for district)

CORE Third Grade



- 98% of students know their **uppercase** letters (Section A) (88% for district)
- 93% of students know their **lowercase** letters (Section B) (82% for district)
- 80% of students know their **consonant sounds** (Section C) (64% for district)
- 95% of students know their **vowel sounds** (Section D) (72% for district)
- 81% of students met benchmark for **HFW** (65% for district)



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Curriculum Engagement and Results

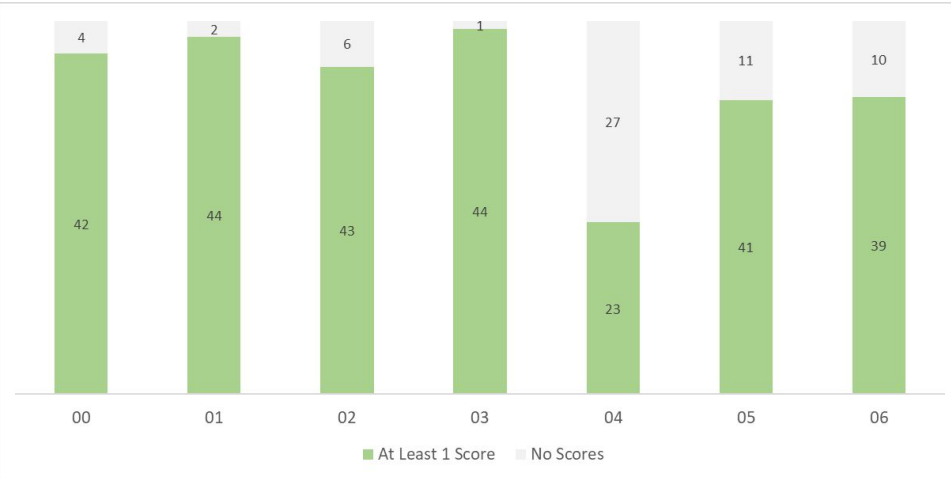
Benchmark

Benchmark Engagement



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- Engagement in the Benchmark Unit Assessments is **high**
- All Grade Levels, with the exception of 4th grade, have over **75%** of students with at least one unit score

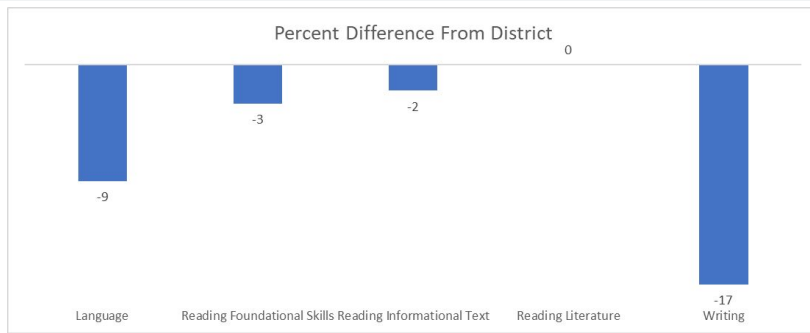
Benchmark Standards Performance Overall

Taft

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	43	61	41	50	29
Grade k	75	88	37	60	-
Grade 1	36	63	37	54	19
Grade 2	36	54	40	46	12
Grade 3	34	55	34	31	38
Grade 4	50	65	54	45	14
Grade 5	60	63	57	62	44
Grade 6	49	61	36	57	29

SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48



- Reading Informational Text is the **lowest** strand for the **district**, but not for Taft (Writing)
- **Writing** has the largest gap to the district at -17 (Taft = 29 and District = 46)

Benchmark Standards Performance By Grade Level

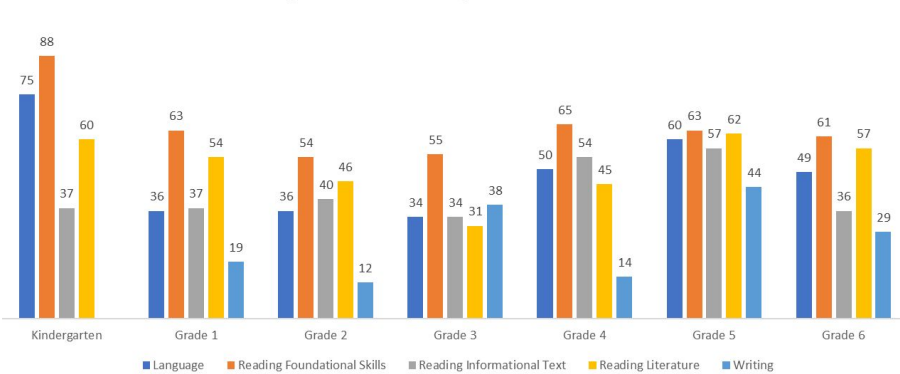


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Since 1852

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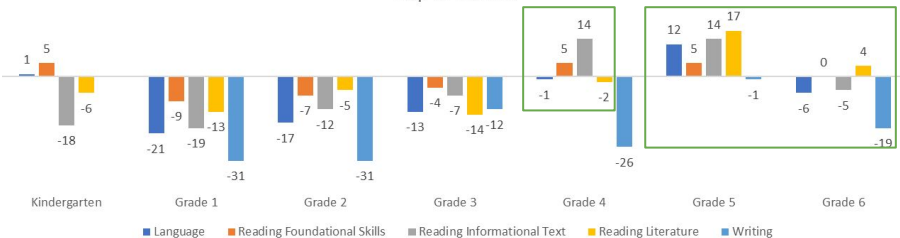
Average Percent Correct by Strand and Grade Level



Strengths

- **Fifth Grade** is outperforming the district except in Writing
- **Reading Foundational Skills** are the highest in every grade level

Gap to District



Opportunities

- **Writing** shows a gap to district in every grade level
- **First and Second Grades** show the largest gaps to district



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Curriculum Engagement and Results

Ready Math

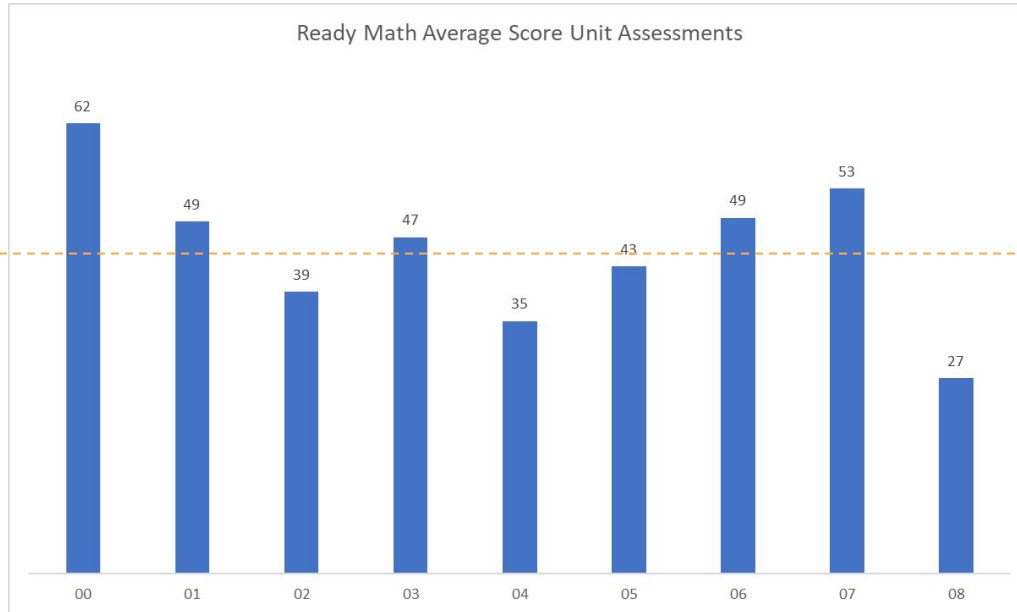
Ready Math Engagement



- All Grade levels are **highly** engaged in Ready Math with at least one test score

Ready Math By Grade

Ready Math Average Score Unit Assessments



- Average percent correct on Ready Math Unit assessments for Taft is 45% (orange dashed line)
- **Kinder, First, Third, Sixth, and 7th** were above the school average
- **2nd and 4th** grade are below the school average

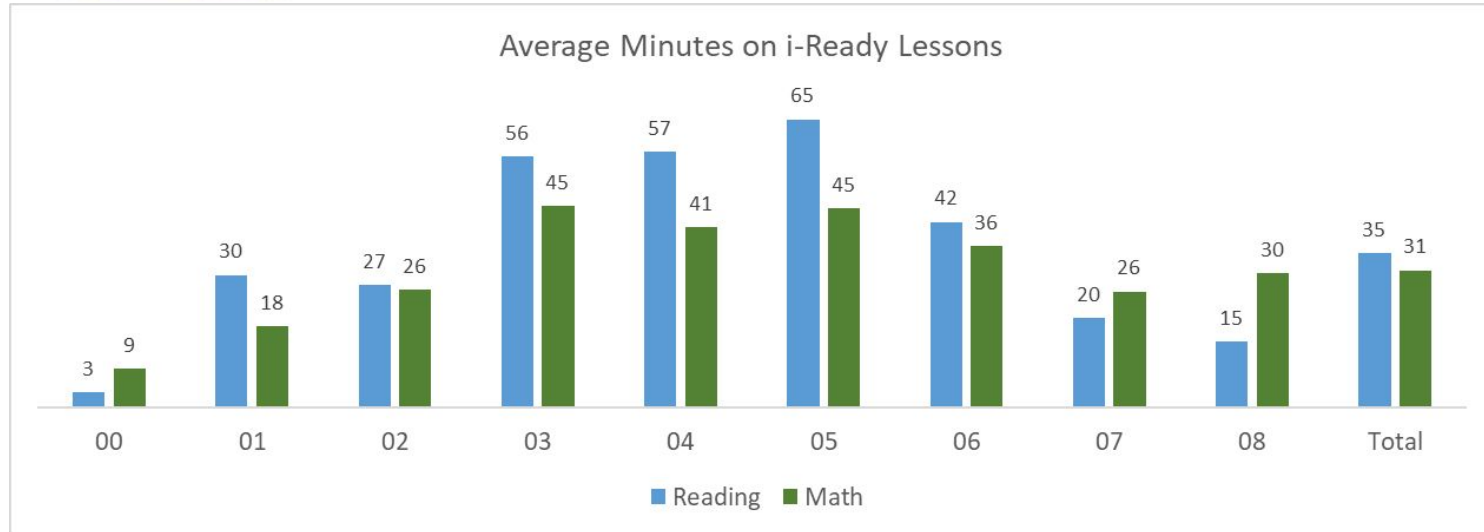


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i-Ready Lessons

Average Minutes - i-Ready Lessons



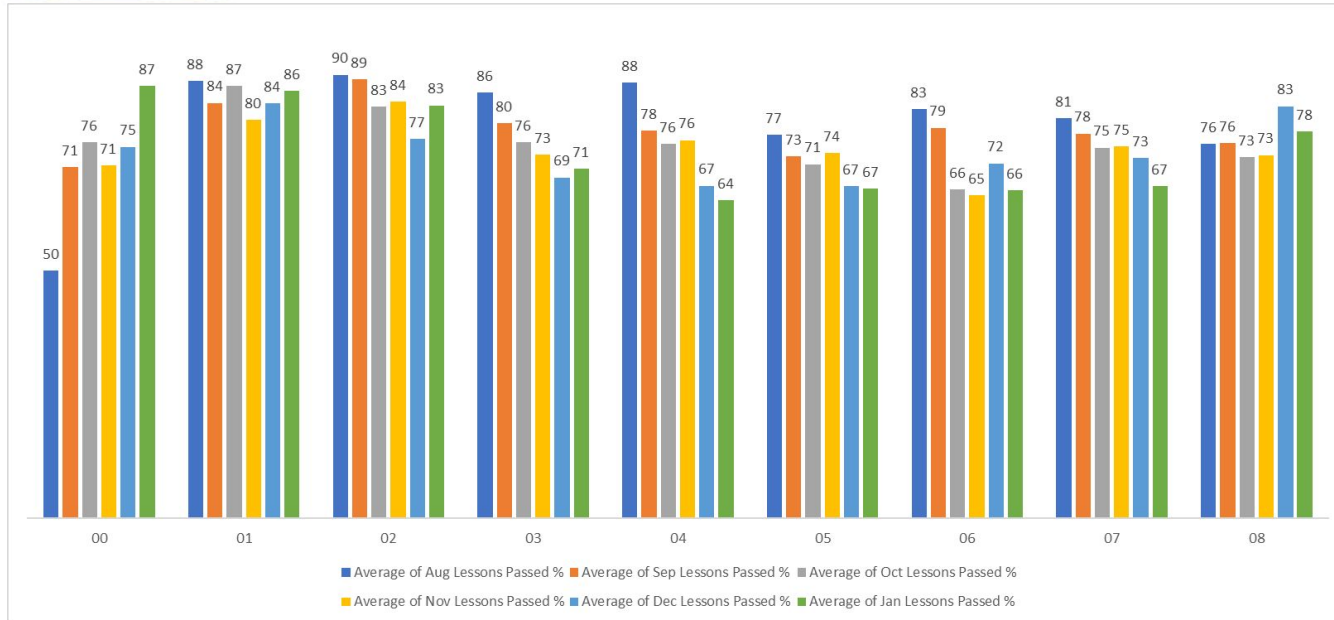
- Overall, the average reading minutes are 35 (year-to-date) and math minutes are 31
- Reading minutes are highest for all grade levels, with the exception of Kindergarten, 7th, and 8th

i-Ready Pathway Data- % Correct Reading



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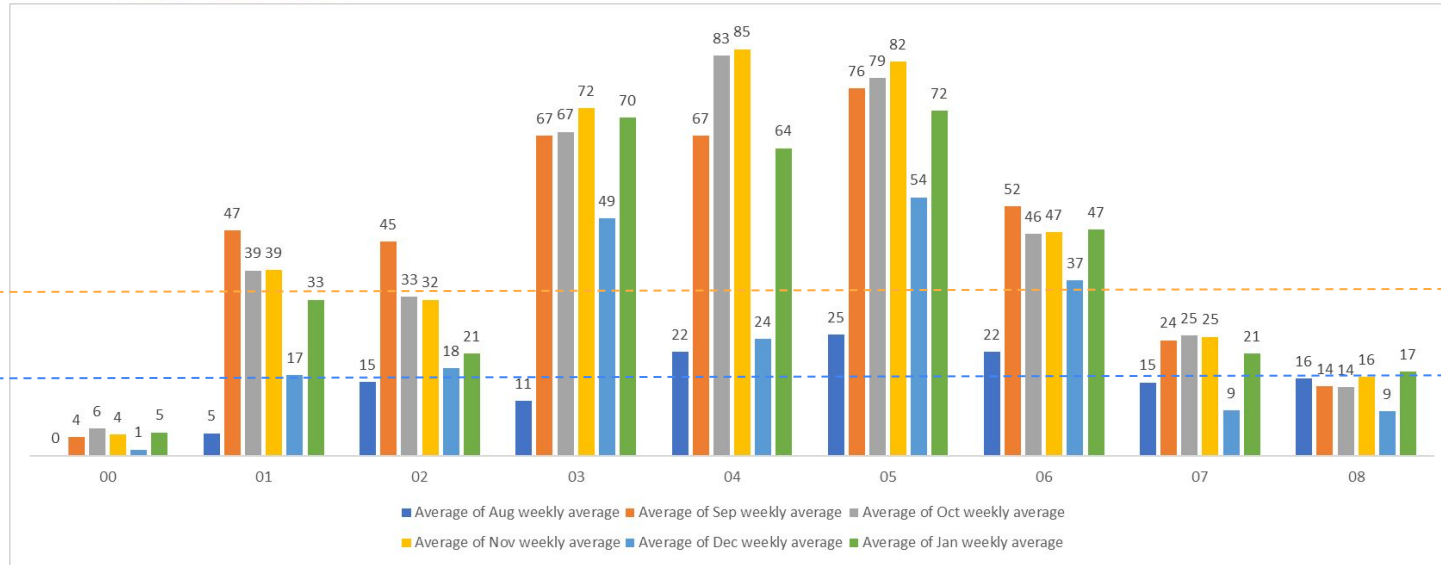


- Taft has a 77% passing rate
- 4th through 7th slipped in the last 2 months

i-Ready Pathway Data- Avg Minutes Reading



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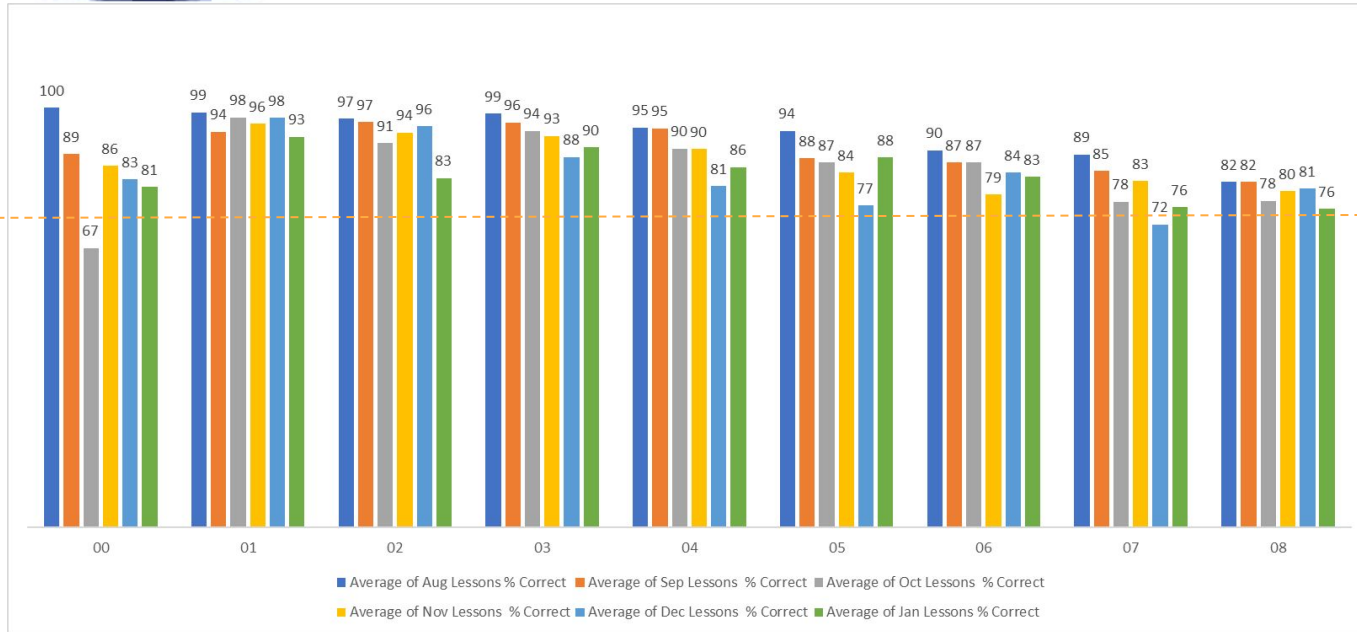
**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Taft, **35 minutes** were spent on average in i-Ready **Reading (orange line)**
- Kinder, 7th, and 8th were the only grade levels significantly below the average

i-Ready Pathway Data- % Correct Math



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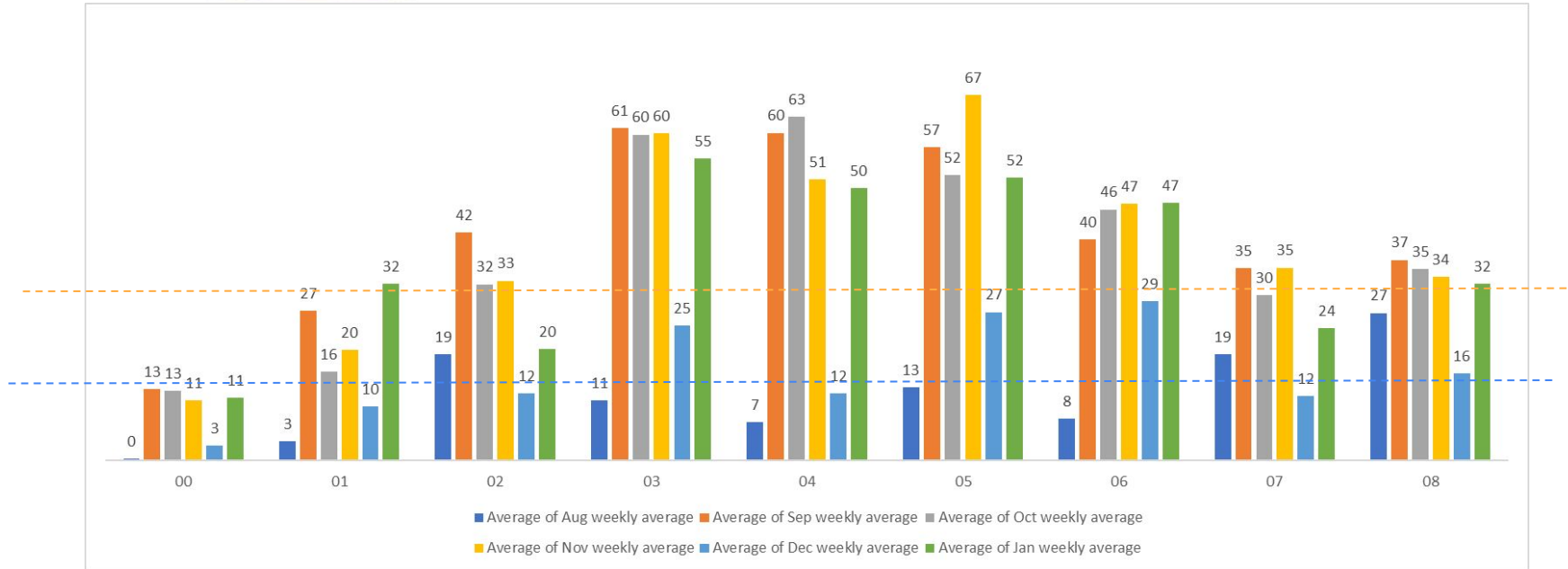


- Taft has a 77% passing rate (70% recommended by i-Ready)

i-Ready Pathway Data- Avg Minutes Math



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*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Taft, 31 minutes were spent on average in i-Ready Math (orange dashed line)
- Kinder, 7th, and 8th were the only grade levels below the average



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By Grade Level Reading

Kindergarten ELA



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Key Metrics

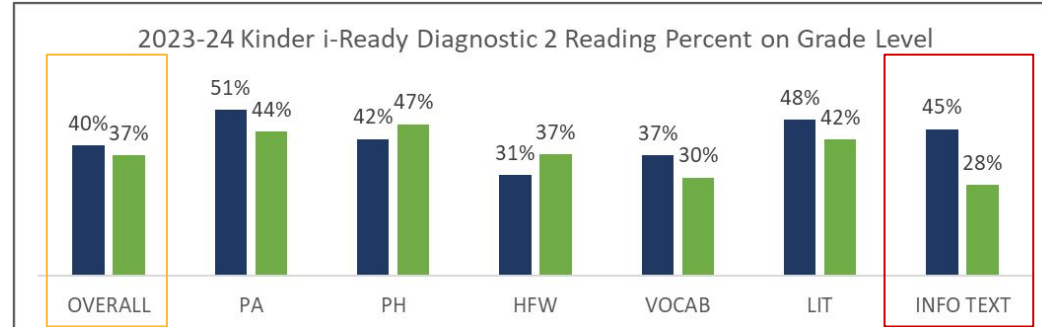
- 37% on grade level reading (3% gap to the district)
- **Informational Text** has the largest gap at grade level to the district
- English Learners:
 - 12 students tested as English Learners in Kindergarten (Initial ELPAC)
 - 8 tested at the lowest level in ELPAC (Level 1)
 - 18 total English Learners in Kinder

Strengths

- Higher percent of students on grade level for **phonics and high frequency words**
- 33% of students already met Benchmark in **CORE Phonics A** (uppercase letters) with another 62% near benchmark
- **Over 70% of students met or nearly met** their benchmark for CORE Phonics C (Consonant Sounds)

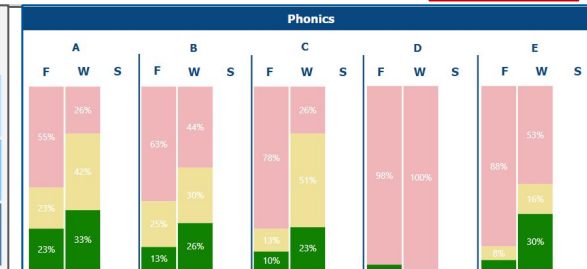
Opportunities

- The percent of students on grade level in Kinder was **22% lower** than prior year on Diagnostic 2

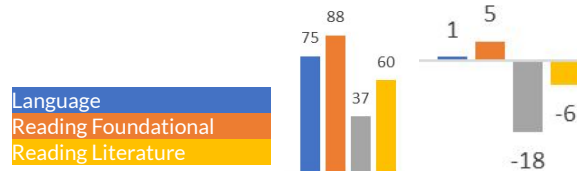


Reading On Grade Level

	2021-22	2022-23	2023-24
D1	9.5%	8.1%	11.9%
D2	46.7%	59.1%	37.2%
D3	78.7%	73.3%	



Benchmark Standards % Correct Gap to District



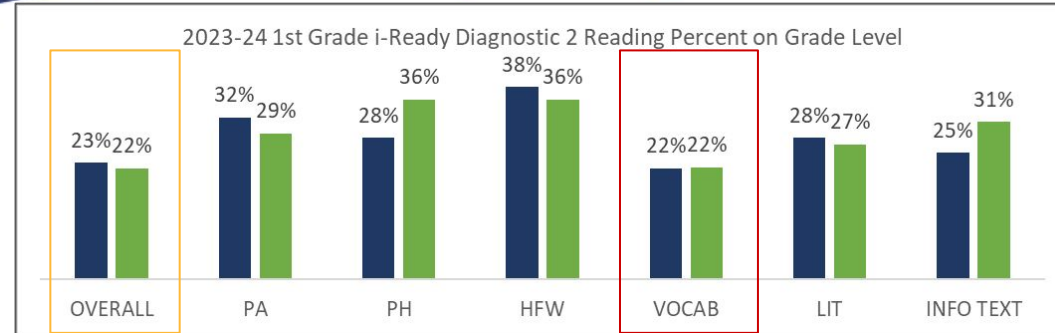
1st Grade ELA



Research and Accountability Department
Empowering with data.

Key Metrics

- i-Ready 22% on grade level reading (1% gap to district)
- Most students know all their uppercase, lowercase, consonant sounds, and vowel sounds (CORE Phonics A, B, C, D)
- **Vocabulary** is the lowest domain for percent of students on grade level, matching the district
- English Learners
 - 2 students were tested with Initial ELPAC
 - Both scored lowest level (Level 1)
 - 15 English Learners and 4 RFEP students

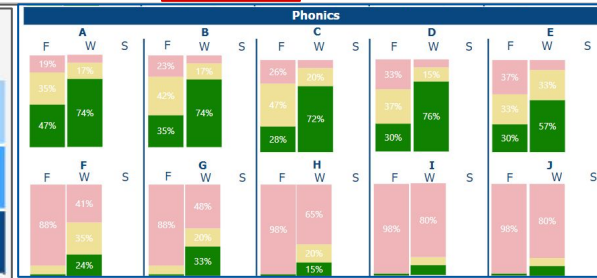


Strengths

- **Phonics and Informational Text** are higher than the district
- Percent of students **on grade level increased** from prior year on Diagnostic 2

Reading On Grade Level

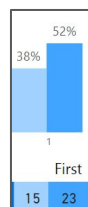
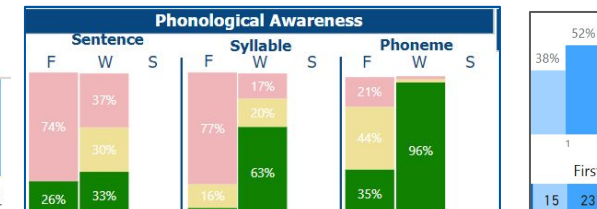
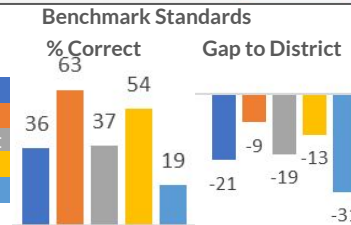
	2021-22	2022-23	2023-24
D1	6.5%	6.7%	6.7%
D2	19.1%	20.8%	22.2%
D3	37.5%	46.7%	



Opportunities

- Students are lowest in the **Sentence** segment for phonological awareness, with 37% of students in the intensive category
- **Phonological Awareness and High-Frequency Words** are slightly lower than district
- **Writing** is the lowest standard in Benchmark
- **Writing** has the largest gap to district

Standard	Percent Correct	Gap to District
Language	63	-21
Reading Foundational	36	-9
Reading Informational Text	37	-19
Reading Literature	54	-13
Writing	19	-31



2nd Grade ELA



Research and Accountability Department
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Key Metrics

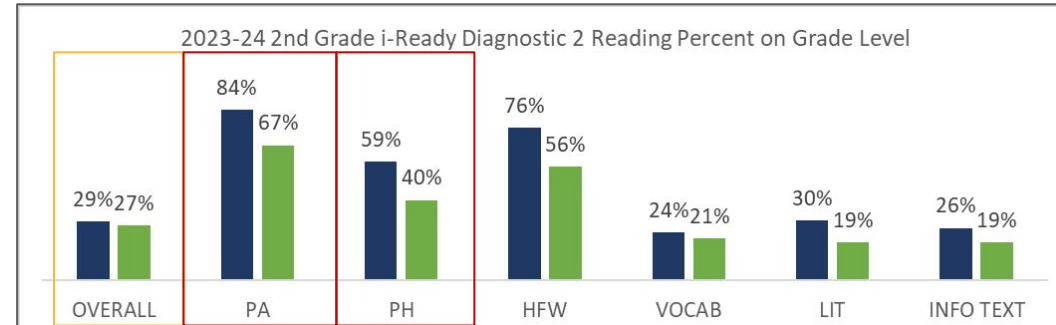
- **i-Ready 27%** on grade level reading (2% gap to district)
- **Phonics** has the largest gap at grade level to the district at 19%
- English Learners
 - **No new** English Learners tested this year
 - 10 English Learners
- **Writing** is the lowest standard in Benchmark (12%)

Strengths

- 34 students are meeting their grade level goals in **SIPPS** (72%)

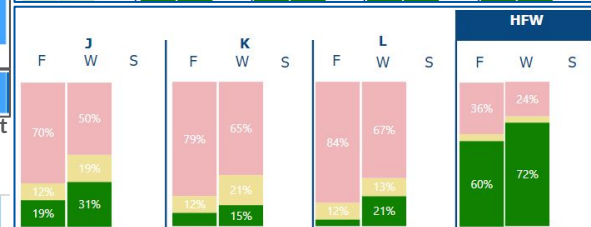
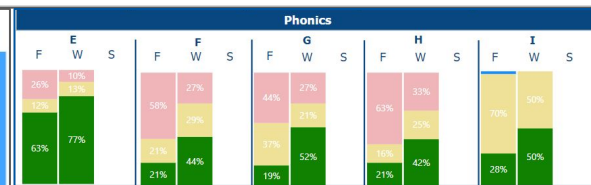
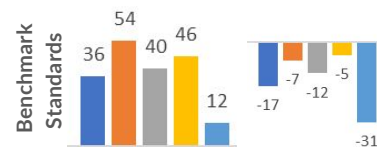
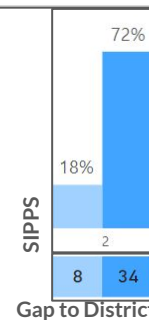
Opportunities

- All domains have a gap to the district for percent of students on grade level on **i-Ready**
- All standards have a gap to district on **Benchmark**
- Total percent on grade level is slightly lower than last year



Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	11.6%	17.4%	19.1%
D2	26.7%	28.3%	27.1%
D3	35.6%	45.8%	

Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	60.5%	39.1%	51.1%
D2	42.2%	30.4%	29.2%
D3	35.6%	20.8%	



Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

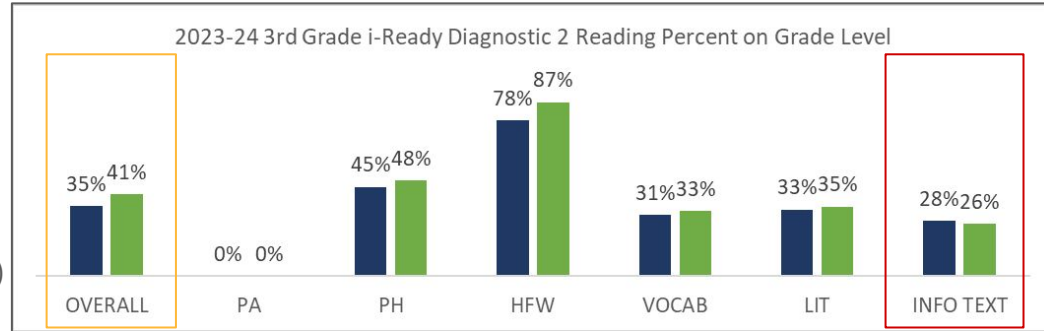
3rd Grade ELA



Research and Accountability Department
Empowering with data.

Key Metrics

- i-Ready **41%** on grade level reading (+6% gap to district)
- **Informational Text** was the only domain lower than the district
- English Learners
 - 0 students tested as English Learners (ELPAC Initial)
 - 13 English Learners



Strengths

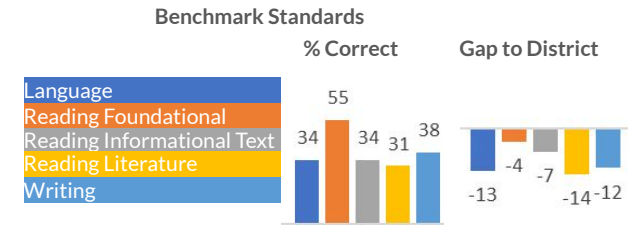
- Percent on grade level **higher** than district
- Increased percent of students on grade level versus prior year
- Phonics, High-Frequency Words, Vocabulary, and Literature on i-Ready percent on grade level were higher than district

	Reading On Grade Level		
	2021-22	2022-23	2023-24
D1	26.8%	28.3%	28.9%
D2	39.5%	39.1%	41.3%
D3	38.1%	42.6%	

Opportunities

- Literature is the lowest standard and has the largest gap to district (Benchmark)
- Although the percent of students on grade level increased, the percent 2+ below remained the same

	Reading % 2 or More Below		
	2021-22	2022-23	2023-24
D1	46.3%	54.3%	51.1%
D2	39.5%	47.8%	47.8%
D3	33.3%	40.4%	



4th Grade ELA



Research and Accountability Department
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Key Metrics

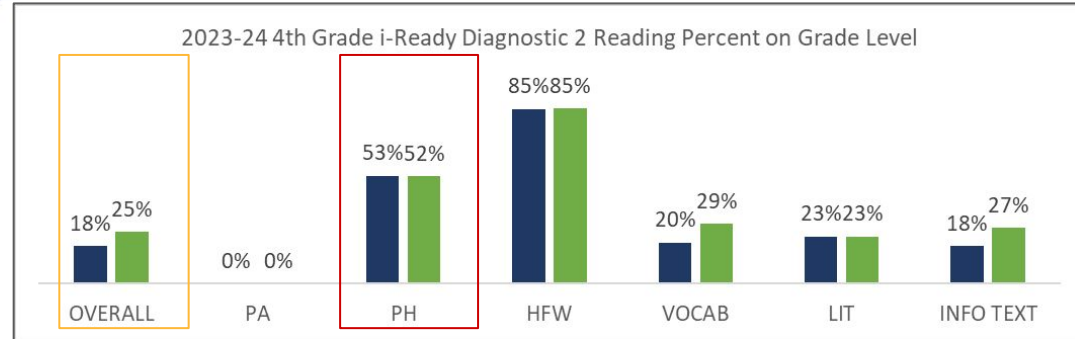
- i-Ready 25% on grade level reading (+7% gap to district)
- Phonics was the only domain lower (1%)
- English Learners
 - 0 students tested as English Learners
 - 19 English Learners
- Writing is the lowest standard in Benchmark (14%)

Strengths

- Percent on grade level was higher than district on i-Ready
- Reading Foundational Skills and Reading Informational Texts had a higher percent correct than the district (Benchmark)

Opportunities

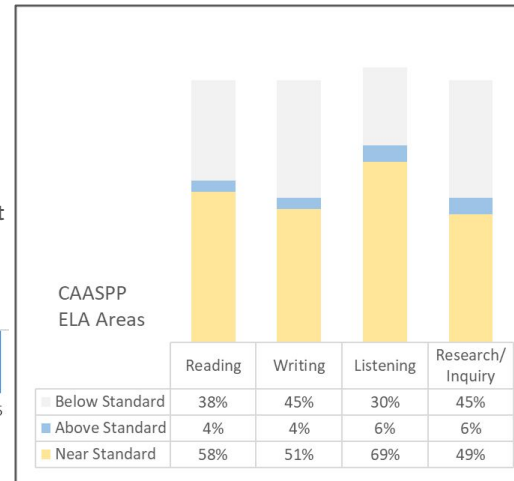
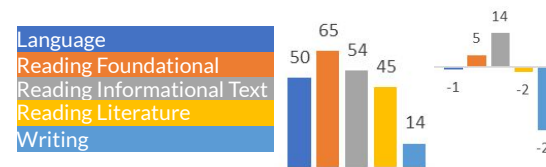
- Writing had the lowest percent correct in Benchmark
- Writing and Research/Inquiry were the lowest areas in CAASPP (3rd grade last year)



Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	6.8%	18.2%	20.4%
D2	18.2%	26.7%	25.0%
D3	18.4%	23.4%	

Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	50.0%	43.2%	44.9%
D2	40.9%	35.6%	41.7%
D3	40.8%	38.3%	

Benchmark Standards % Correct Gap to District



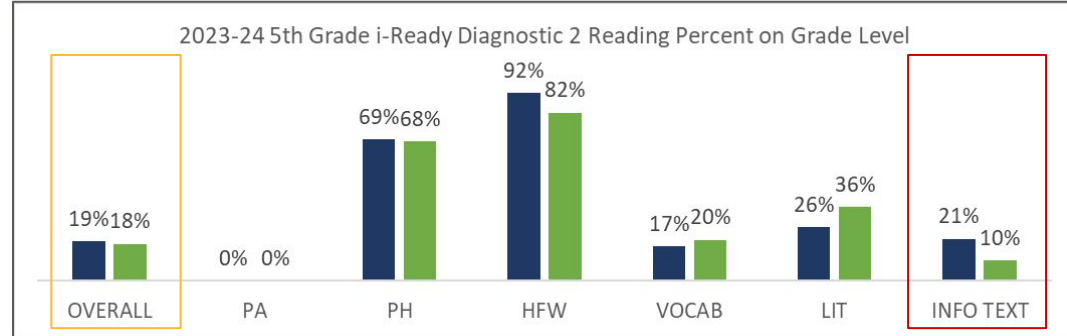
5th Grade ELA



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Key Metrics

- i-Ready **18%** on grade level reading (1% gap to district)
- **Informational Text** had the largest gap to district
- English Learners
 - 0 students tested as English Learners
 - 15 English Learners
- **44/45 students** using i-Ready Instruction



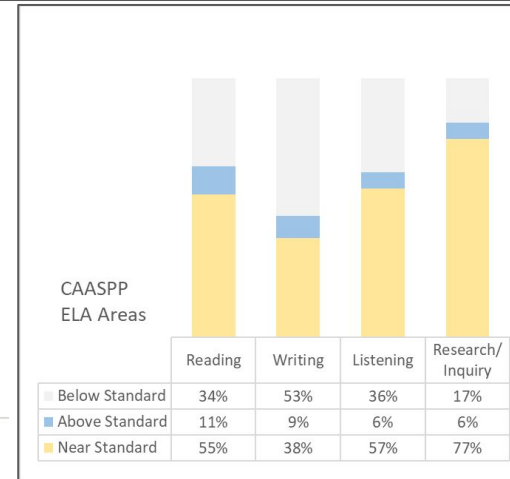
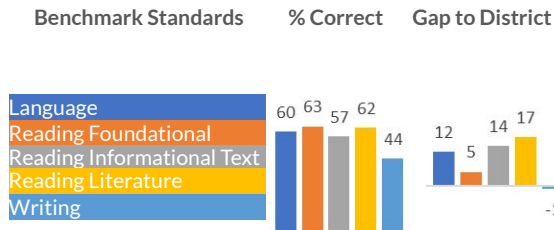
Strengths

- Percent on grade level **increased** versus prior year
- **4 out of 5 standards** in Benchmark were higher than the district
- Research/Inquiry had 77% of students NEAR standard in CAASPP (4th grade last year)

Reading On Grade Level				Reading % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	3.8%	7.7%	16.0%	D1	66.0%	69.2%	62.0%
D2	11.1%	14.8%	18.0%	D2	64.8%	63.0%	50.0%
D3	18.5%	23.1%		D3	64.8%	51.9%	

Opportunities

- **Reading Literature** is the lowest Standard in Benchmark and has the largest gap to the district
- **Writing** had the highest Below Standard percent (4th grade last year)



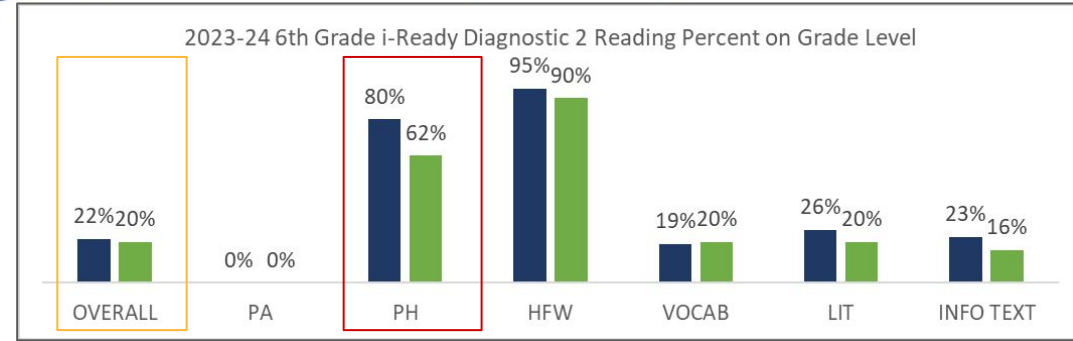
6th Grade ELA



Research and Accountability Department
Empowering with data.

Key Metrics

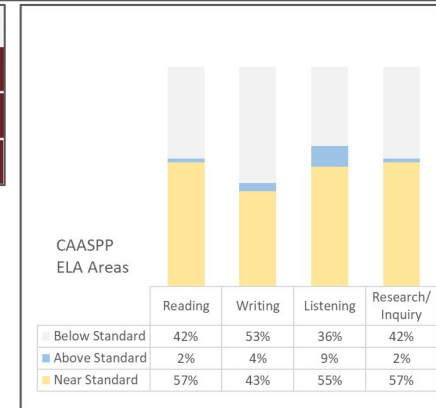
- i-Ready 20% on grade level reading (2% gap to district)
- Phonics had the largest gap to district
- English Learners
 - 0 students tested as English Learners
 - 14 English Learners (17 RFEP)
- students using i-Ready Instruction



Strengths

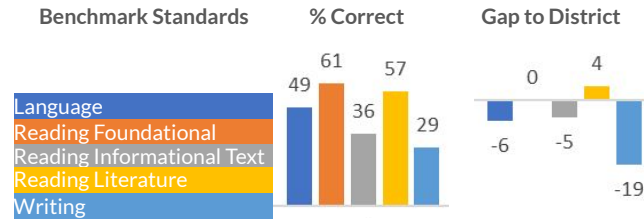
- Percent on grade level **increased** versus prior year
- **4 out of 5 standards** in Benchmark were higher than the district
- Research/Inquiry had 77% of students NEAR standard in CAASPP (4th grade last year)

	Reading On Grade Level			Reading % 2 or More Below		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	16.7%	14.3%	9.8%	68.5%	67.9%	66.7%
D2	18.6%	13.8%	20.0%	62.7%	65.5%	66.0%
D3	31.6%	19.6%		56.1%	57.1%	



Opportunities

- **Writing** is the lowest Standard in Benchmark that also has a gap to the district (-6)
- **Writing** had the highest Below Standard percent (5th grade last year)



7th Grade ELA

Key Metrics

- **i-Ready 21%** on grade level reading (4% gap to district)
- **Phonics** had the largest gap to district
- English Learners
 - 1 students tested as English Learners
 - 8 English Learners (17 RFEP)

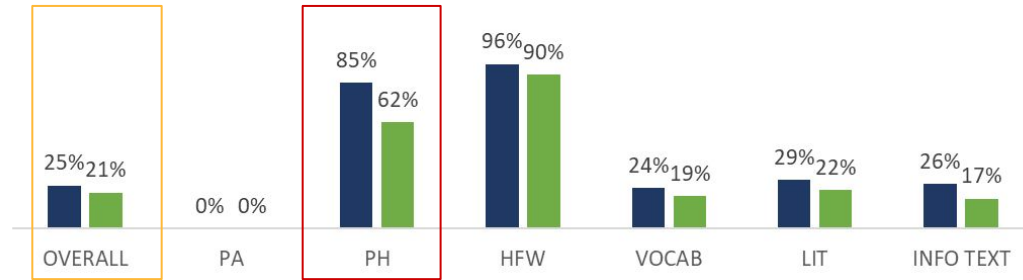
Strengths

- Listening had 79% of students Above or Near Standard in CAASPP (6th grade last year)

Opportunities

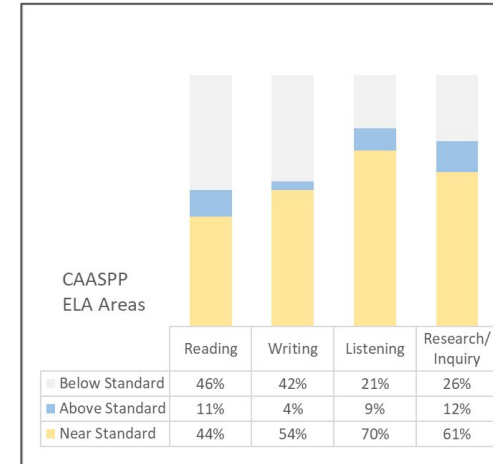
- **Percent on grade level** decreased versus prior year (i-Ready)
- **Percent 2+ below** increased versus prior year (i-Ready)
- **Reading and Writing** had the highest Below Standard percent on CAASPP (6th grade last year)

2023-24 7th Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	8.7%	19.0%	14.5%
D2	6.4%	26.3%	20.7%
D3	8.0%	25.9%	

Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	80.4%	63.8%	69.1%
D2	80.9%	61.4%	70.7%
D3	78.0%	67.2%	



8th Grade ELA

Key Metrics

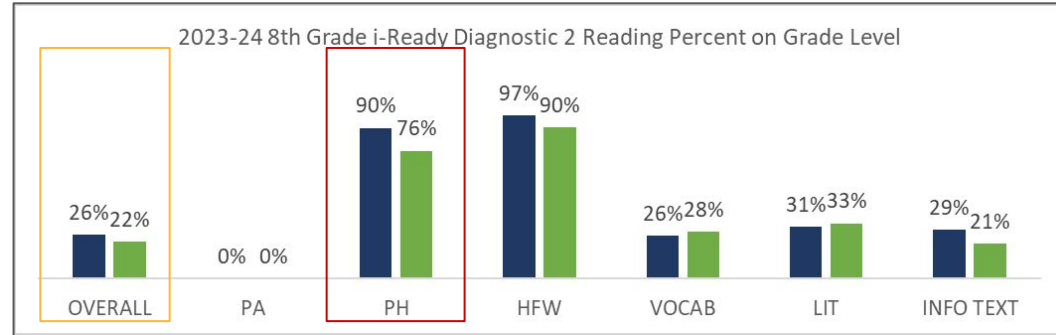
- i-Ready 22% on grade level reading (4% gap to district)
- **Phonics** had the largest gap to district
- English Learners
 - 12 English Learners (18 RFEP)

Strengths

- **Listening** had 87% of students Above or Near Standard (CAASPP 7th grade last year)
- **Percent on grade level** increased versus prior year (i-Ready)
- **Percent 2+ below** decreased versus prior year (i-Ready)

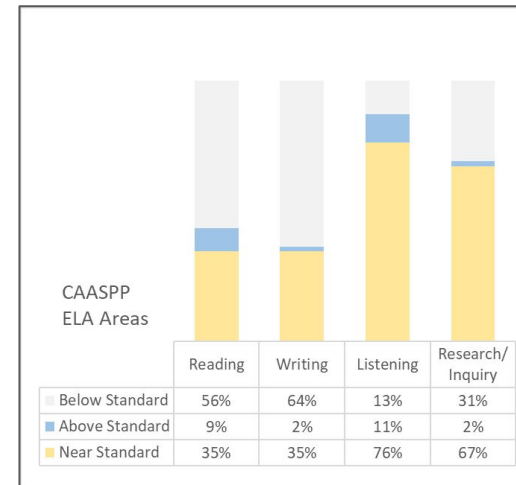
Opportunities

- **Phonics** is significantly lower than the district
- **Informational Text** is the lowest domain overall
- **Writing** is the lowest area on CAASPP (7th grade last year)



Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	14.3%	10.5%	24.1%
D2	21.5%	7.5%	22.4%
D3	22.4%	18.2%	

Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	76.2%	75.4%	64.8%
D2	66.2%	77.4%	56.9%
D3	71.6%	67.3%	





Research and Accountability Department

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By Grade Level Math

Kindergarten Math

Key Metrics

- **i-Ready 28%** on grade level math (12% gap to district)
- **Algebra** has the largest gap at grade level to the district at 14%

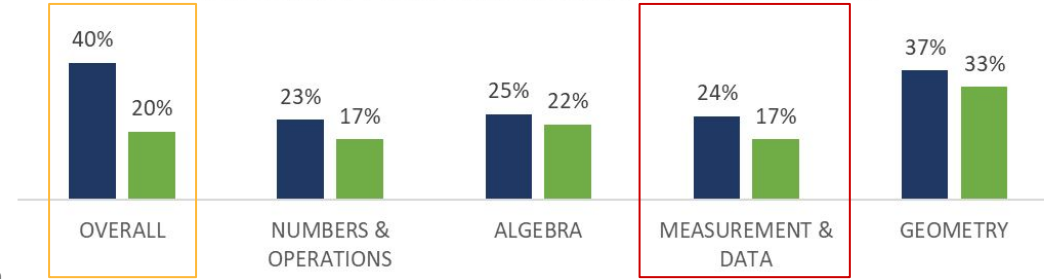
Strengths

- Increase of the **percent on grade level** from prior year

Opportunities

- **Measurement and Data** has the largest gap of percent on grade level to district

2023-24 Kinder i-Ready Diagnostic 2 Math Percent on Grade Level



Math % On Grade Level			
	2021-22	2022-23	2023-24
D1	2.2%	5.4%	9.8%
D2	38.6%	18.2%	19.6%
D3	57.4%	51.1%	

Math % 1 GL Below			
	2021-22	2022-23	2023-24
D1	97.8%	94.6%	90.2%
D2	61.4%	81.8%	80.4%
D3	42.6%	48.9%	

1st Grade Math



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Key Metrics

- **i-Ready 14%** on grade level math (7% gap to district)
- **Algebra** has the largest gap at grade level to the district at 13%

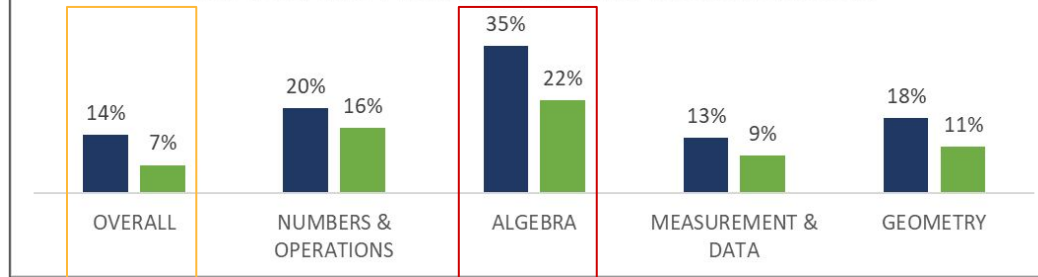
Strengths

- Although a gap to the district, Algebra is the strongest domain at 22% on grade level

Opportunities

- **Percent on grade level** decreased from prior year
- **Measurement and Data** has only 9% of students on grade level

2023-24 1st Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	6.5%	2.2%	2.3%
D2	19.6%	12.5%	6.7%
D3	31.3%	28.9%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	30.4%	24.4%	27.3%
D2	13.0%	12.5%	6.7%
D3	6.3%	6.7%	

2nd Grade Math

Key Metrics

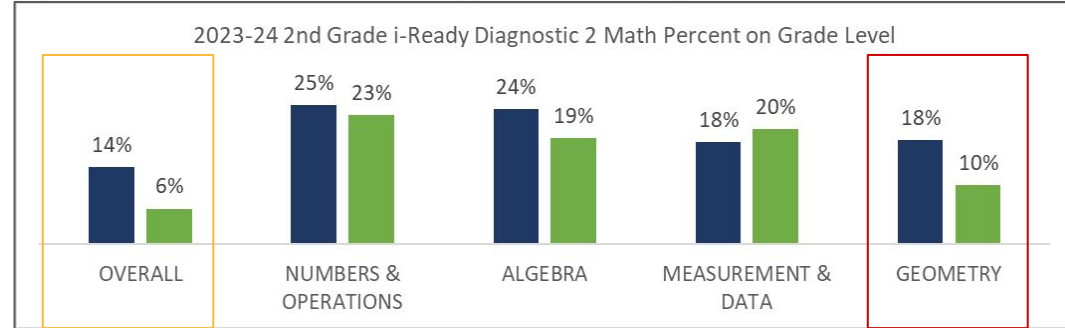
- i-Ready 6% on grade level math (8% gap to district)

Strengths

- **Numbers & Operations** has a higher percent of students on grade level

Opportunities

- **Percent on grade level** decreased from prior year
- **2+ Below** increased from prior year



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	9.3%	10.9%	2.2%
D2	17.8%	17.4%	6.3%
D3	28.9%	33.3%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	58.1%	45.7%	54.3%
D2	31.1%	26.1%	35.4%
D3	24.4%	18.8%	

3rd Grade Math



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Key Metrics

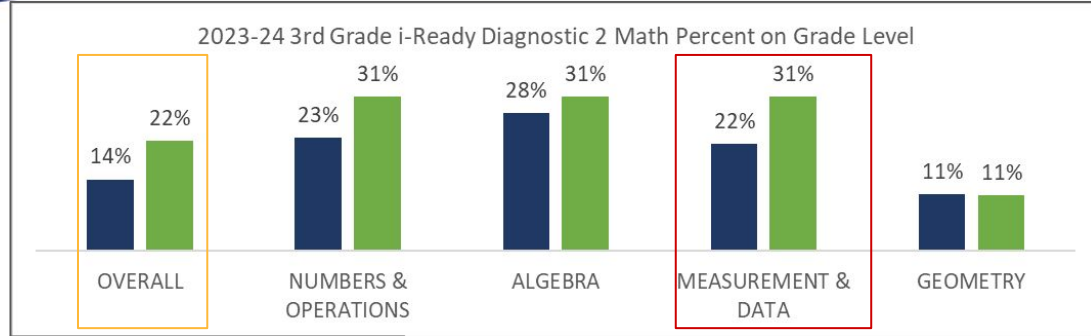
- i-Ready 22% on grade level math (+8% gap to district)

Strengths

- **Measurement & Data** has the highest percent on grade level positive gap to district
- **Percent on grade level** increased

Opportunities

- **2+ Below** increased from prior year
- **Geometry** is the lowest on grade level for Taft and for the district



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	6.7%	6.5%	11.4%
D2	28.6%	21.7%	22.2%
D3	40.5%	31.9%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	55.6%	54.3%	63.6%
D2	31.0%	34.8%	35.6%
D3	23.8%	25.5%	

4th Grade Math



Research and Accountability Department
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Key Metrics

- i-Ready 21% on grade level math (+5% gap to district)

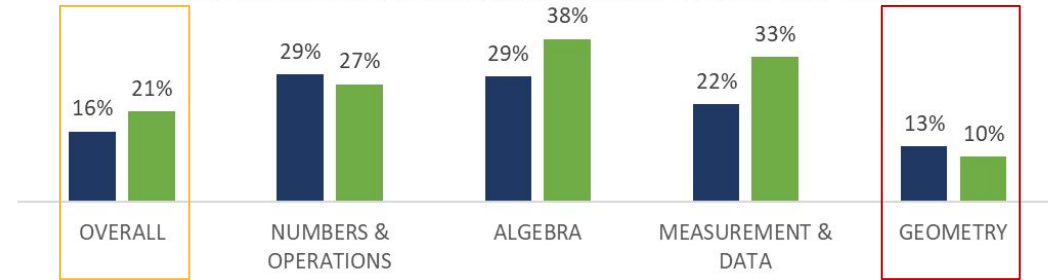
Strengths

- **Algebra** has the highest percent on grade level positive gap to district
- **Percent on grade level decreased**
- **Communicating and Reasoning** was the highest Above or Near Standard (CAASPP 3rd Grade last year)

Opportunities

- **2+ Below increased** from prior year
- **Geometry** is the lowest on grade level for Taft and for the district
- **Problem Solving** was the highest below standard (CAASPP 3rd Grade last year)

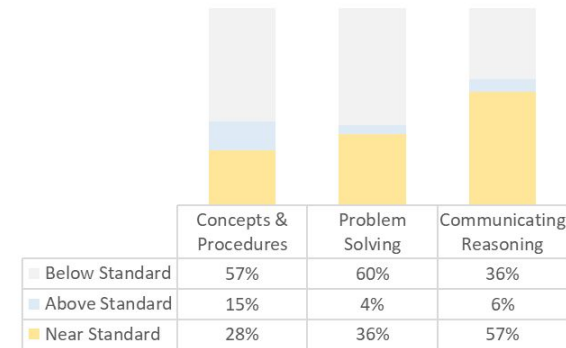
2023-24 4th Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	4.7%	15.9%	12.2%
D2	15.9%	26.7%	20.8%
D3	28.6%	29.8%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	65.1%	45.5%	53.1%
D2	45.5%	37.8%	41.7%
D3	38.8%	36.2%	

All Math Areas and Grade Levels Near and Above Standard



5th Grade Math

Key Metrics

- i-Ready 20% on grade level math (+3% gap to district)

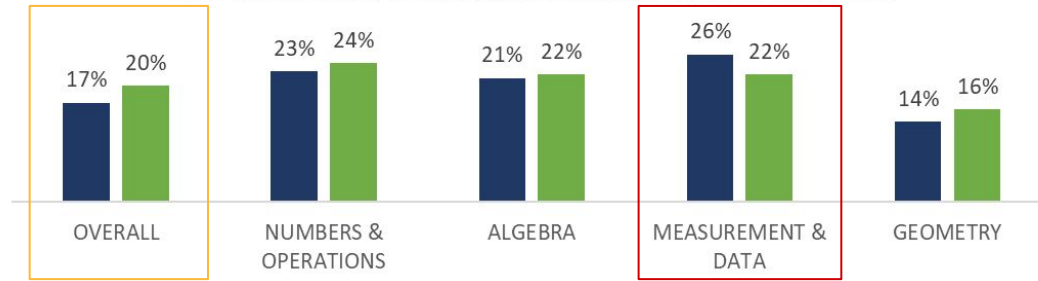
Strengths

- **Numbers & Operations** has the highest percent on grade level
- **Percent on grade level** increased versus prior year
- **2+ Below** decreased versus prior year

Opportunities

- **Geometry** is the lowest percent on grade level domain
- **Measurement & Data** had the largest gap to the district for percent on grade level
- **Problem Solving** was the highest below standard (CAASPP 4th Grade last year)

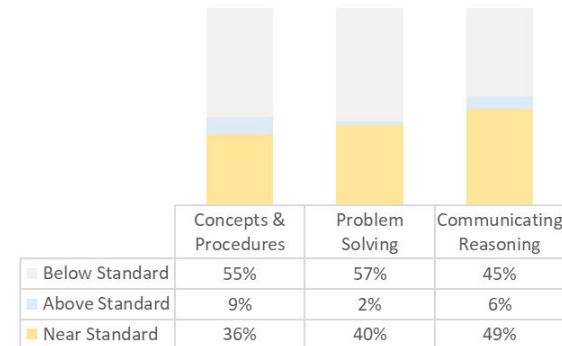
2023-24 5th Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	3.6%	13.5%	8.2%
D2	17.3%	16.7%	20.0%
D3	33.3%	35.3%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	60.0%	61.5%	61.2%
D2	46.2%	57.4%	50.0%
D3	37.0%	37.3%	

All Math Areas and Grade Levels Near and Above Standard



6th Grade Math

Key Metrics

- **i-Ready 31%** on grade level math (+10% gap to district)

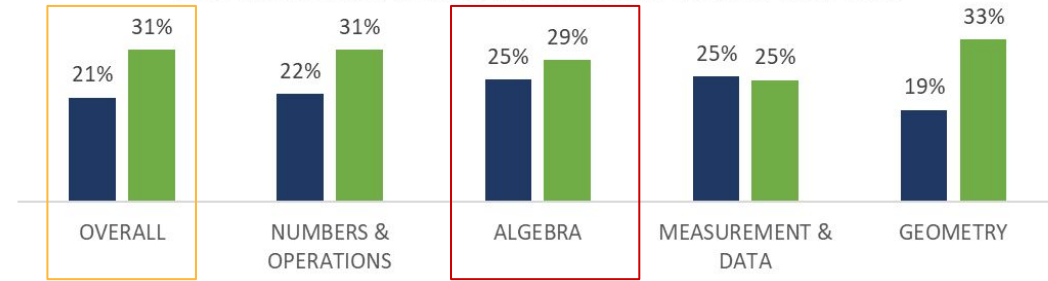
Strengths

- **Geometry** had a significant positive gap to the district at +14% higher percent on grade level
- **Numbers & Operations** also had a high positive gap to the district at +9%

Opportunities

- **Measurement & Data** had the largest gap to the district for percent on grade level and was the lowest percent on grade level
- **Problem Solving** was the highest below standard (CAASPP 5th Grade last year)

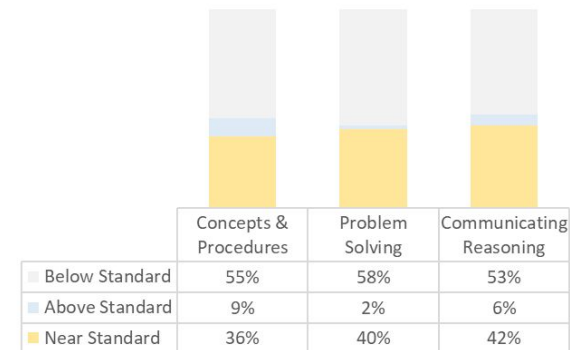
2023-24 6th Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	12.1%	10.7%	13.7%
D2	22.0%	24.1%	30.6%
D3	25.5%	38.2%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	62.1%	57.1%	58.8%
D2	59.3%	46.6%	44.9%
D3	43.6%	41.8%	

All Math Areas and Grade Levels Near and Above Standard



7th Grade Math

Key Metrics

- i-Ready 16% on grade level math (1% gap to district)

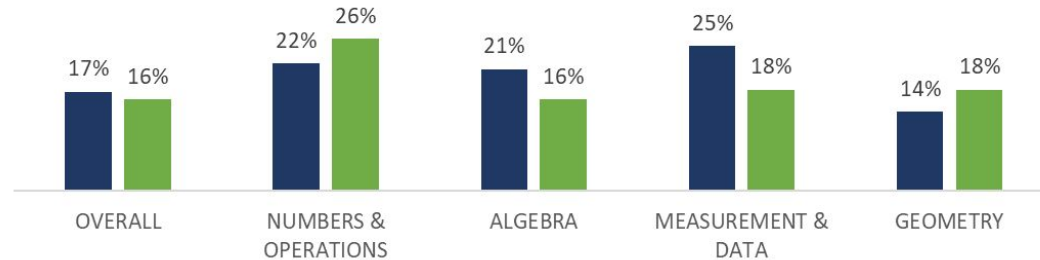
Strengths

- **Numbers & Operations** and **Geometry** had a higher percent on grade level than the district

Opportunities

- **Measurement & Data** had the largest gap to the district for percent on grade level and was the lowest percent on grade level
- **Problem Solving** was the highest below standard (CAASPP 6th Grade last year)

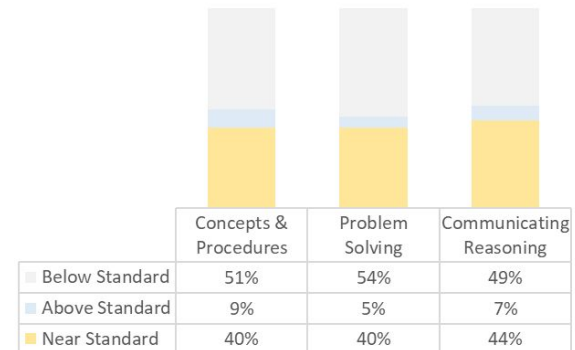
2023-24 7th Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	2.1%	12.1%	14.5%
D2	2.3%	15.3%	15.8%
D3	2.0%	17.2%	

Math % 2 or More Below			
	2021-22	2022-23	2023-24
D1	78.7%	69.0%	56.4%
D2	79.1%	62.7%	54.4%
D3	79.6%	62.1%	

All Math Areas and Grade Levels
Near and Above Standard



8th Grade Math

Key Metrics

- i-Ready 9% on grade level math (7% gap to district)

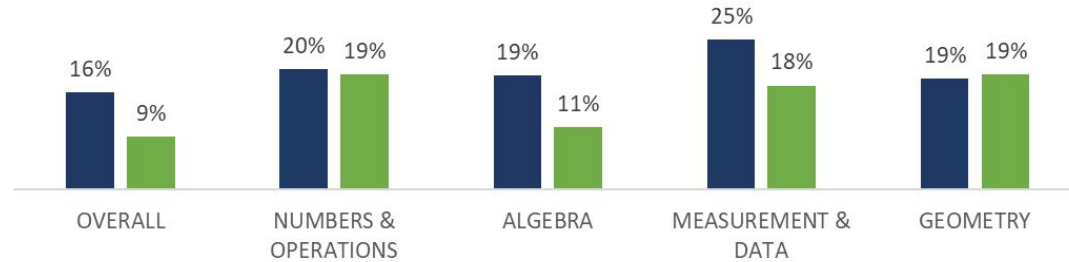
Strengths

- **Geometry** had a higher percent on grade level than the district
- **Percent on Grade Level** increased versus prior year
- **2+ below** decreased versus prior year and was the lowest in 3 years

Opportunities

- **Overall percent on grade level is 9%**
- **Algebra** was the lowest percent on grade level and had an 8% gap to the district
- **Concepts & Procedures** was the highest below standard (CAASPP 7th Grade last year)

2023-24 8th Grade i-Ready Diagnostic 2 Math Percent on Grade Level



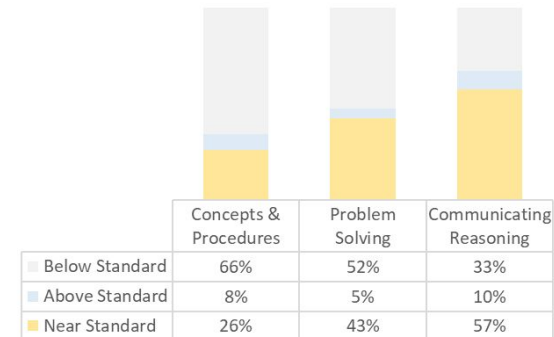
Math On Grade Level

	2021-22	2022-23	2023-24
D1	9.2%	1.8%	5.6%
D2	12.9%	1.9%	8.8%
D3	12.1%	9.1%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	76.9%	82.5%	72.2%
D2	72.6%	81.1%	61.4%
D3	69.7%	76.4%	

All Math Areas and Grade Levels Near and Above Standard



Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov