

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Taft (T1 - 283)

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district 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 material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

_____ Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____ Date of Meeting

Attested:

Jana Brooks
Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taft Elementary	39686766042766	05/17/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Taft Elementary was identified as a Schoolwide Program.

Description

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

The purpose of the plan is to align with the district's Local Control Accountability Plan (LCAP) as each goal and its associated strategy(ies) and activity(ies) can be referenced to the LCAP's intent.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The fishbone was utilized to collect and analyze annual data, which includes academic, attendance, school climate, and parent engagement data.

Taft School has several committees which have met and data was shared and discussed. The committees are the School Leadership Team, School Site Council, and the English Language Advisory Committee. During the meetings Taft i-Ready data for ELA and Math as well as CORE data, Reading grades K-3 for Taft's Early Literacy Block Grant is shared.

The committees have met on the following dates:

SSC: February 8, April 12, and May 10, 2022

ELAC: March 25th, 2022

Leadership Team: February 25, 2022 and April 4, 2022

Staffing and Professional Development

Staffing and Professional Development Summary

TK-3rd grade teachers highly qualified 7 out of 9 teachers, grades 4-6 5 out of 6 teachers, 7 and 8 grades 3 out of 6 teachers. There are a total of 15 out of 21 general education teachers highly qualified. The remaining 6 teachers are interns. Of the special education teachers (Resource, mild/moderate special day class) 3 out of 4 SPED teachers are highly qualified. One is an intern.

Monthly Leadership Team

Weekly cabinet meetings

PLC meetings 2 times a month reviewing notes and data

daily class walk throughs with feedback

tier 1 and tier 2 observations in ELA with feedback

AVID walkthroughs 3 times a year with feedback

Staffing and Professional Development Strengths

2021-22, 2022-23, and 2024 Taft School has received an Early Literacy Block Grant. In this grant all TK-3 teachers are provided professional development in Early Literacy Instruction. The current data shows our TK-3 grade students are making progress. 2021-22 school year is the first year the TK-3 grade teachers are receiving professional development in the five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additionally all K-3 grade teachers have been provided and will be provided professional development in SIPPS and Heggarty, which are tier 2 reading intervention programs for grades TK-3. 2021-2022 school year 5 teachers and the instructional coach received training in OERA. In 2022-2023 the remaining primary teachers will receive OERA training.

Using the AVID walkthroughs, classroom walks and curriculum implementation observations, professional development in the areas of weakness have been discussed. PD has been provided to staff in the area of Critical Reading Strategies. Teachers are also provided PD through AVID by attending summer institute, pathway training, AVID trainers on campus or from the AVID site coordinators. AVID as well as iReady data shows Taft students are limited in vocabulary as well as language acquisition. Based on this data, 22-23 school year, staff will be provided PD in this area.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Lack of professional development differentiation provided for teachers **Root Cause/Why:** Taft School has 17 of 24 teachers who are considered highly qualified. The skill set of the teachers is at different levels, therefore there is a need for differentiation in our professional development

Teaching and Learning

Teaching and Learning Summary

- classroom observations, administration provide formal and informal observations with feedback
- current instructional program, Taft teachers use SUSD adopted curriculum as well as a supplemental reading program
- assessment, Taft teachers use diagnostic assessment 3 times a year; iReady. They also use placement tests for the reading intervention program. The program has progress monitoring included every 10 lessons.
- alignment, standards and instruction are aligned. Instructional walks provide this opportunity as well as the team providing feedback to teachers
- instructional minutes, state instructional minutes are adhered to. Taft has an early release Thursday waiver
- after school tutoring for under performing students
- summer school is provided to students who are under performing for 4 weeks in the summer for 3 hours, 5 days a week
- Supplemental reading intervention programs for grades K-3
- Professional development for TK-3 teachers in the five areas of literacy
- Supplemental reading program for grades 4-6
- 7th and 8th grade students have electives which include; AVID, STEM, and reading/math extra support

Teaching and Learning Strengths

2021-22, 2022-23, and 2024 Taft School has received an Early Literacy Block Grant. In this grant all TK-3 teachers are provided professional development in Early Literacy Instruction. The current data shows our TK-3 grade students are making progress. 2021-22 school year is the first year the TK-3 grade teachers are receiving professional development in the five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additionally all K-3 grade teachers have been provided and will be provided professional development in SIPPS and Heggarty, which are tier 2 reading intervention programs for grades TK-3. 2021-2022 school year 5 teachers and the instructional coach received training in OERA. In 2022-2023 the remaining primary teachers will receive OERA training.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 18% of students in grades K-8 tier 1 in math 22% of students in grades K-8 tier 1 in Reading Winter i-ready 2022 results **Root Cause/Why:** Poor tier 1 instruction in ELA and Math in all grades ELA curriculum in grades K-3 is weak in teaching foundational reading skills Limited tier 2 and 3 intervention in ELA and Math in grades 4-8

Parental Engagement

Parental Engagement Summary

There were 230/503 (46%) of Needs Assessment Surveys returned. Of the 46% returned, the top 3 focuses for Taft School are: 1) to provide parent/teacher conferences during the school year, 2) to provide more opportunities for after-school tutoring for all students, and 3) to provide workshops for parents to learn how to support their child/ren at home with academics. Parents also voiced an interest in better communication from teachers about homework, student academic progress (not just waiting for progress reports and report cards to contact parents about students struggling academically) as well as communication from administration on several different portals to make sure parents are able to stay informed and attend workshops and trainings through phone calls, school website, flyers, and ClassDojo, etc. The survey was provided to parents/families in English and Spanish.

Parental Engagement Strengths

Taft's parent liaison, school counselor, and program specialist provided parent trainings during the 21-22 school year. In 22-23 school year Taft parent liaison as well as the school counselor, literacy specialist, administration, and program specialist will continue to provide parent workshops in the areas of social, emotional development, attendance, literacy and math.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Only 10% of Taft parents have participated in parent activities in 2021-2022 School Year **Root Cause/Why:** Parents were not permitted on campus therefore the parent coffee hours, ELAC meeting, SSC meetings, parent workshops had lower than previous years participation.

School Culture and Climate

School Culture and Climate Summary

In 21-22 school year Taft's data shows a reduction in suspensions. The PLUS climate surveys are overall positive and students feel safe at school. There are some areas of need such as students requesting clubs, and fun school activities. 21-22 school year Taft hosted a school wide carnival. Students and staff enjoyed the games and prizes. Due to COVID restrictions, parents were not allowed on campus, but that will change in 22-23 school year to include parent involvement in the school carnival. Unfortunately, Taft's chronic absenteeism is at an all time high percentage of absent students.

School Culture and Climate Strengths

- suspension data has shown improvement over the last 3 years.
- students feel safe.....per the PLUS climate surveys
- chronic absentee students are working to improve attendance with the school counselors, teachers, and the Child Welfare and Attendance liaison. Parents and students are part of the team to improve attendance. Parent workshops have been provided by the school counselor regarding the importance of positive attendance.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): 288 students out of 503 students in grades TK-8 including Virtually Academy students have 10% or more absences. **Root Cause/Why:** Due to COVID, students did not attend school if they exhibited COVID symptoms. Many student were excluded for multiple days because of illness. Many students who enrolled in Virtual Academy have more than 10% absences.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

LCAP Goal 1 - Student Achievement:

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

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 2023

ELA: By EOY 2023, per iReady Diagnostic 3 Results Reports, the total number of students performing 2 or more grade levels below will decrease by 20 students

ELA: By EOY 2023, per iReady Diagnostic 3 Results Reports, the total number of 11 students performing 1 grade level below will improve to perform at grade level in iReady Reading scores

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 15 students

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, 65% of Grade K-8 students will achieve iReady annual typical growth goals

Identified Need

Lack of professional development differentiation provided for teachers

18% of students in grades K-8 tier 1 in math
22% of students in grades K-8 tier 1 in Reading
Winter i-ready 2022 results

Only 10% of Taft parents have participated in parent activities in 2021-2022 School Year

288 students out of 503 students in grades TK-8 including Virtually Academy students have 10% or more absences.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 and AVID. (1 Instructional Coach - Centralized Service)

The Program Specialist (\$53,451 - 35% Title I, \$99,265 - 65% LCFF) 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 Bilingual Staff Support Supplemental Support and Interventions AVID Elementary coordinator School Site Council & School Plan for Student Achievement Parent Involvement Activities Technical Support for Instructional Technology & Software Resolve Network Issues Communicate with Administration & Teachers Assist the Principal in Duties

The Library Media Assistant 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- Salary - \$23,316 - LCFF

Additional compensation for Library Media to support the library to be open longer hours for student access. 1 Library Media X 22.00 per hour x 45.5 = \$1,000 - LCFF

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.

Substitute Pay Calculations (Object Code 11700) 4 substitutes X 16 full time days X \$184= \$11,776 (Allocating \$12,000)-Title 1

Teacher Collaboration

Collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support: 26 (24 teachers, 1 instructional coach, 1 program specialist) X 8 hours X \$60 =\$12,480 (Allocating \$13,218)-Title 1

License Agreements-\$7,000 - Title I, \$9,139- LCFF

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.

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.

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, Teacher pay Teacher, supplemental ELA, Math, and Science materials, printers for classrooms \$24,009-Title 1, \$10,000-LCFF

****General supplies are unallowable using State & Federal funds.****

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.

AVID Conferences for teachers, administration, and counselors in order for staff to extend their understanding and application of AVID strategies-\$7,000-title 1

AVID field trips in order for our AVID elective students to visit college campuses. \$2,000 title 1

Provide teachers with technology that is necessary in order to remain faithful when implementing the district adopted ELA and math programs. Equipment (\$2,000 - Title I); doc cameras and projectors

Maintenance Agreement - \$1,000 - Title I: 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.

Duplicating- duplicate supplemental instructional materials in ELA and Math \$1,000 (Title 1)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$53541	50643 - Title I
\$13218	50643 - Title I
\$12000	50643 - Title I
\$1000	50643 - Title I
\$1000	23030 - LCFF (Site)
\$24909	50643 - Title I
\$2000	50643 - Title I
\$1000	50643 - Title I
\$7000	50643 - Title I
\$9139	23030 - LCFF (Site)
\$1000	50643 - Title I
\$99265	23030 - LCFF (Site)
\$23316	23030 - LCFF (Site)

\$1000	50643 - Title I
\$10000	23030 - LCFF (Site)
\$2000	50643 - Title I
\$7000	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency.

Teacher will enhance integrated/designated ELD/ELD curriculum using GLAD techniques.

Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, planners, etc.

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Provide students opportunities to:

*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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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 deleted.

ANALYSIS

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

The overall goal is to improve student achievement through all the areas addressed in this plan. Taft School main focus this year was to improve tier one CORE instruction in ELA and Math. The data from Winter i-Ready for reading and math shows school wide progress from the Fall I-Ready diagnostic. to winter i-Ready diagnostic. Winter scores reading; tier 1 -22%, tier 2-31%, and tier 3 -48% compared to Fall tier 1-12%, tier 2-35%, tier 3 -54%. School wide i-Ready winter math shows tier 1-18%, tier 2- 36%, tier 3-45% compared to Fall tier 1- 6%, tier 2- 38%, tier 3-56%. In order to support teachers in improving their instruction and WICOR strategies in ELA and Math, AVID was implemented. AVID walks were completed and feedback was given to individual teachers on what is working and what should be focused on. Additionally, AVID materials were purchased in order for teachers to implement to fidelity AVID. Administration, program specialist, and coach, also throughout the school year did classroom walks and provided feedback to teachers on their instructional practices. Teachers did have the opportunity to collaborate after school with peers in both grade level as well as vertical in ELA and Math. The main focus was English Language Arts primarily in grades K-3 foundational skills and tier 1 instruction. The extended hours for the bilingual assistant, library media assistant as well as the counselor have occurred. Each staff has been meeting with students to support EL students (bilingual assistant) as well as the counselors meeting with students regarding academic achievement and the library media assistant providing after school hours to students to go to the library. Due to the lack of substitutes and the directive from Human Resources to not use the substitutes which were already in place, we were not able to use the money allocated for substitutes until March 28, 2022. Teachers have been tutoring grade level students throughout the school year. Teachers who were interested in after school tutoring have been tutoring targeted students 3 days per week. Teachers have been providing small group instruction in both Reading and Math. SIPPS was purchased for teachers to use in small groups for tier 2 and 3 reading intervention for grade 1-8 Reflex math was purchased for math fluency grades 1-8. Moby Max was purchased for targeted individualized reading and math intervention for grades 1-8. Due to limited substitutes and COVID restrictions for visitors on campus, The activity "Teacher will enhance integrated/designated ELD/ELD curriculum using GLAD techniques." This professional development did not occur. Library books have been purchased to supplement books in the area of cultural awareness and different cultures, which includes purchasing spanish /english books for students to access and read at home with families. Students had the opportunity to participate in the Summer Bridge Program for incoming kindergarten students in July 2021.

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

The instructional coaches were not paid for out of the school site Title 1 or LCFF money. The ELA/Early Literacy coach was centralized. Allocated money for substitutes to release teachers for professional development during the school day as well as the allocated money for teachers to collaborate did not occur to the level planned. This is due to the teachers limited interested in participating in professional development and collaboration time after contractual hours. Taft Leadership Team as well as administration did not complete the level of professional development planned in the areas of tier 1 ELA, Math instruction, as well as AVID WICOR strategies as originally planned. Additionally, the consultant for July 26 and 27 was not approved by the district as A2Z consultants were not on the approved vendors for 21-22.

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.

Taft School Site Council made the following recommendations for Campus Goal 1 continue with Moby Max, Reflex Math- technology for ELA and Math. Continue with Teacher Pay Teacher supplemental activities in ELA and Math. Continue with Scholastic News- Social Studies and Science supplemental articles. Add Newsela for ELA, Social Studies, and Science.

Strategy/Activity 1

Continue with the same strategy/activity 1 for goal 1 with the deletion of the bilingual assistant as that will be covered by the district. CSI money is not longer available. We will not purchase SIPPS or DRA. The Program Specialist (\$53,451 - 35% Title I, \$99,2655 - 65% LCFF), Library Media Salary - \$23,31 - LCFF. also additional compensation X 50.00 per hour x 20= \$1,00-title 1

Substitutes will be used to provide teachers the opportunities to attend academic conferences and professional development with instructional coach, program specialist, counselors, and administration.

Substitute Pay Calculations (Object Code 11700) 4 substitutes X 16 full time days X \$184= \$11,776 (Allocating \$12,000 - Title I,

Teacher Collaboration

Collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support: 26 (24 teachers, 2 instructional coaches) X 7.6 hours X \$60 = \$11,856 (Allocating \$13,218 - Title I,

License Agreements-\$ 7,000 - Title I, \$9,139 LCFF

Individually and in small group, teachers will incorporate Reflex Math and Moby Max to provide students with procedural and application practice in the CCSS-math. and CCSS-Reading.

Equipment (\$1,000) - Title I); projectors

Maintenance Agreement - \$1,000 - Title I: 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.

Duplication-for supplemental instructional materials needing duplicated for classroom instruction- \$1,000 - LCFF

Counselor added comp. 2 counselor x 60 x 16.6 hours = \$2,000 - Title I to meet with student(s) after contractual hours to discuss academics as well as preparation for courses for high school

Strategy/Activity 2 Tier 2 and Tier 3 Instruction

We will continue as stated with the addition of the following items. We will purchase, classroom library books as well as books for the school library, fiction and non-fiction books, cultural, diversity, bilingual. These books will be instructional level reading as well as interest level reading book., Scholastic News, Newsela supplemental literacy, social and science articles, Teacher Pay Teacher (license agreement)- supplemental materials, Science Materials, Step Up to Writing supplemental writing program, and professional development for Step-Up to Writing. Writing and Publishing materials; publishing materials/books, markers, chart paper, color pencils, crayons. Moby Max, Reflex Math, (license agreement) replacement projectors, bulbs and printers, ink, copy paper, poster maker paper, laminating film. We will continue to purchase AVID materials which include AVID WICOR posters, SLANT posters, folders, binders, highlighters, expo markers, pencil pouches, as well as other AVID materials which are needed to implement the program to fidelity. Add AVID student field trips to colleges. Add professional development (conferences) for teachers, counselors, and administrators to attend AVID summer institute (registration, flight, meals, parking, hotel)

Applicable supplemental instructional materials classrooms \$ 25,000-Title 1, \$ 10,000- LCFF

Conferences-\$7,000.00-Title 1

Add collaboration time for the two AVID coordinators to meet, train, provide feedback to all (1 teacher and 1 program specialist).TK-8 teachers monthly on AVID

strategies, assessments, and professional development. 2 FTE X \$60 X 10 hours each (20 hours)= 2,400-LCFF

After School Tutoring for students who need extra additional support in ELA and Math

The bilingual Assistant will not longer be covered by site based funds, but with centralized funds.

Strategy/Activity 3 No Changes

LCAP Goal

Goal 2: Equitable Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Taft's suspension rate for all students will decrease from 6% to 5%, as measured by Suspensions on the Dashboard in Spring 2023

Taft's Chronic Absenteeism rate for all students will decrease from 54% to 27%, as measured by Chronic Absenteeism on the Dashboard in Spring 2023

Identified Need

Only 10% of Taft parents have participated in parent activities in 2021-2022 School Year

288 students out of 503 students in grades TK-8 including Virtually Academy students have 10% or more absences.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 positive incentives and rewards. Students who are absent or tardy will have interventions based on their tier level.

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, incentives, teachers who are knowledgeable of student trauma and can support student social and emotional well-being)

Parent Liaison 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.

Counselor Additional Compensation (12151) to meet with parents after contractual hours regarding students social/emotional support as well as following up on chronic students' absences; 2 counselor's X 33.3 hours X \$60= \$2,000 (Title I)

Provide staff with trauma informed and social/emotional professional development through hiring of a consultant- \$500 per hour X 3 hours = \$1,500 (Title I)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2000	50643 - Title I
\$1500	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

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 deleted.

ANALYSIS

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

Taft staff did complete the following activities; parent meetings , communication and incentives to improve student attendance. Unfortunately, the parent meetings with the school counselor, parent liaison, and Child Welfare and Attendance liaison, the communication and the incentives did not improve 21-22 attendance. Taft

students had over 50% of the students (503 students) on the chronic absentee list. This is due to COVID illnesses as well as students excluded because they were sick or were exposed to a COVID positive person. We did not meet the campus goal for decreasing chronic absenteeism.

Parent Liaison reached 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.

Counselor Additional Compensation was used to meet with parents after contractual hours regarding students social/emotional support as well as following up on chronic students' absences

Taft suspension rate for has decreased. It is currently 2% per March 2022 data

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

Due to the inability to hire the consultant, per the district's directive, for trauma informed and social/emotional professional development., this professional development was not completed.

The other strategies were able to be implemented as stated in the plan.

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.

Taft SSC recommendations are as follows: provide staff with trauma informed and social/emotional professional development using a consultant. Funding for incentives for students and parents to improve student attendance. Purchase of PBIS needed posters and materials in order to improve the climate, and culture of the school. Which will improve attendance as well as reduce suspensions.

Add additional after contract hours for the two school counselors as well as the parent liaison in order to meet after school with parents to improve attendance as well as provide a bridge from school to home.

Hire a consultant to provide staff with professional development in trauma informed care

Provide professional development for staff in the area of restorative practices and PBIS in order to improve attendance as well as reduce class and school suspensions.

Provide needed funding to continue with activities which support home to school connection; Fall and Spring Festival, Lunch on the Lawn, Music Concerts, PLUS Activities, One World/Multicultural Awareness, Student/Parent Movie Nights,

Counselor Additional Compensation to meet with parents after contractual hours regarding students social/emotional support as well as following up on chronic students' absences

Provide staff with trauma informed and social/emotional professional development through hiring of a consultant- \$500 per hour X 3 hours = \$1,500 (Title I)

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

The percentage of Taft's families participating in school sponsored activities (parent teacher conferences, family events, etc.) will increase from 45% to 55%, as measured by sign-in sheets.

Identified Need

Only 10% of Taft parents have participated in parent activities in 2021-2022 School Year

288 students out of 503 students in grades TK-8 including Virtually Academy students have 10% or more absences.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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. Increase parent engagement activities through student-led conferences which encourage parent, teacher, and student relationships

Parent Liaison will assist to increase school to home communication through one-one-one outreach, using social media, Blackboard, Classdojo, website, and flyers
Expand the Parent Coffee Hours topics to focus of the needs parents expressed to school through a needs assessment survey. Salary-\$14,076 (Title I)
Parent Liaison Additional Compensation to meet with parents after contractual hours for parent trainings and support positive student attendance 1 parent liaison X 68 hours X 22= \$1,496, allocating 1,500 (title 1 parent)

Duplicating-\$319 (Title I - 50672): to be used for Parent Taft Handbook and Monthly Parent Newsletters

Plan each trimester Lunch on The Lawn to assist with more parent involvement

Parent Meeting-\$500 (Title I -parent) Light snacks and refreshments

Conferences- Send 3 parents to CABE-\$700 (Title I - 50672)

Parent Lending Library-purchase bilingual books and materials for parents in order to support their children's language acquisition

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$14076	50643 - Title I
\$1150	50647 - Title I - Parent
\$500	50647 - Title I - Parent
\$319	50647 - Title I - Parent
\$700	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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 deleted.

ANALYSIS

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

The campus goal was to increase parent anticipation in school sponsored activities . The goal was 45% parent participation. We did not meet this goal. The percentage met was 25%. The parent liaison was able to hold parent trainings through zoom, we did have School Site Council meetings, English Language Advisory Committee Meetings, parent Individualized Education Plan meetings, Student Study Team parent meetings, and Parent coffee hours all through zoom. The lack of student led conferences and family on campus events such as lunch on the lawn, Dr. Seuss Night, Science, Math, AVID Nights, and parent volunteers was due to the inability have parents on campus because of COVID restrictions the majority of the school year.

March of 2022 Taft sent all Taft parents a needs assessment survey. The top three areas requested by parents were: parent teacher conferences, how to help their child at home, and after school tutoring.

We did purchase bilingual Spanish and English books and materials for parents to check out from our parent lending library in order to support student's language acquisition.

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

While we continued to have parent activities through Zoom, the participation was greatly reduced. Additionally, we did not have any parents interested in attending the CABE conference.

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.

SSC recommendations are as follows: add Classdojo schoolwide with the expectation all teachers use it to communicate home to parents. All parents in grades 3-8 sign student planners daily. Ask parents to keep informed by communicating with school through phone calls, classdojo, Taft Facebook, Instagram, or website.

Strategy/Activity 1 will continue as written and continuing to purchase Spanish/English materials for the parent lending library.

Add after school -added compensation for the parent liaison in order to provide after school parent trainings, as requested by Taft Parent Needs Assessment. one 0.1750 FTE parent liaison \$50 per hour X 23 hours =\$1,150

Expand the Parent Coffee Hours topics to focus of the needs parents expressed to school through a needs assessment survey. Parent Liaison 0.1750 FTE Salary-\$14,076 (Title I - 29101)

Duplicating-\$319 (Title I): to be used for Parent Taft Handbook , Monthly Parent Newsletters , home to School planners for grades 3-8

Plan each trimester Lunch on The Lawn to assist with more parent involvement

Parent Meeting-\$500 (Title I - 50647) Light snacks and refreshments

Conferences- Send 3 parents to CABE-\$700 (Title I)

Parent Lending Library-purchase bilingual books and materials for parents in order to support their children's language acquisition

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$145913
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$288633

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
50643 - Title I	\$143244
50647 - Title I - Parent	\$2669

Subtotal of additional federal funds included for this school: \$145913

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 (\$)
23030 - LCFF (Site)	\$142720

Subtotal of state or local funds included for this school: \$142720

Total of federal, state, and/or local funds for this school: \$288633