



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Taft Montessori Specialty School
Address:	419 Downing Avenue, Stockton, CA 95206
CDS Code:	6042766
District:	Stockton Unified School District
Principal:	Jana Brooks
Revision Date:	January 26, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Cheryl Rubinger
Position:	Program Specialist
Phone Number:	209-933-7285, ext. 35230
E-mail Address:	crubinger@stocktonusd.net

Contents

SECTION I: BACKGROUND 3

- Purpose/Intent 3
- Recommendations and Assurances 4
- Mission 5
- Vision..... 5
- School Site Story 5

SECTION II: EVALUATION 7

- Plan Priorities 7
- Plan Implementation..... 7
- Strategies and Activities 8
- Involvement/Governance..... 9
- Outcomes 9
- Summary of Review of Overall Performance..... 10

 - Greatest Progress..... 10
 - Greatest Needs..... 10
 - Performance Gaps..... 11

SECTION III: STAKEHOLDER OUTREACH 12

- Stakeholder Involvement..... 12

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS.... 13

- Strategic Planning Details and Accountability 13

 - LCAP Goal 1: Student Achievement..... 13
 - Strategic Area of Focus 13
 - LCAP GOAL 2: Safe and Healthy Learning Environments 18
 - Strategic Area of Focus 18
 - LCAP Goal 3: Meaningful Partnerships 22
 - Strategic Area of Focus 22

Section V: School Site Council Membership 26

Section VI: Budget Allocation Spreadsheets 27

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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 Single 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 **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

English Learner Parent Involvement Committee


Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

School Site Council


Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on January 26, 2018.

Attested:

Jana Brooks

Typed Name of School Principal



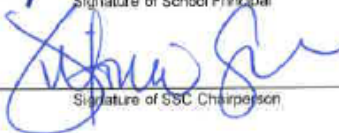
Signature of School Principal

January 26, 2018

Date

Victoria Schneider

Typed Name of SSC Chairperson



Signature of SSC Chairperson

January 26, 2018

Date

Mission

Insert the school site's mission.

Taft Montessori serves culturally diverse students in a Pre-K through 8th grade public Montessori program, where all students and staff are respected and honored. We educate the “whole child” through individualized and differentiated instruction that embraces the Common Core State Standards and the Montessori Method of teaching. We educate all students to reach full academic potential in preparation to become active and responsive citizens.

Vision

Insert the school site's vision.

Our vision is to prepare and maintain a safe school environment where all students, parents, and staff are able to develop and nurture the curiosity, motivation, flexibility, and enthusiasm needed to engage and actively participate in our professional learning community, so every child will successfully reach their highest academic potential.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Taft Montessori is a specialty school. Our program provides the Montessori Method of Instruction with trained Montessori teachers in multi-age classes. The Montessori Method utilizes individualized and small group instruction and is aligned to Common Core Standards.

In addition to the Montessori Method, Taft's AVID (Advancement via Individual Determination) program supports student success by working with educators to use proven practices in order to prepare students in high school, college, and a career, especially students that are traditionally underrepresented in higher education.

Taft's after-school program provides academic support and enrichment to students after school. Step-Up was designed to help students meet state content standards through the collaboration between program and school staff and the use of site based core curriculum.

Taft Montessori strives to provide a rigorous and challenging standards-based program with teaching strategies that are differentiated to meet the needs of the individual students.

Taft Montessori's Staff is comprised of:

- 18 general education teachers with 1 instructional assistant (8 without teaching credentials)
- 3 special education teachers with 5 instructional assistants (2 without teaching credentials)
- 4 preschool teachers with 8 instructional assistants
- music, visual & performing arts, PE, and resource teachers (1 without teaching credential)
- 1 bilingual assistant and 1 resource instructional assistant

Additional support staff includes a program specialist, assistant principal (50%), counselor (50%), speech pathologist (60%), school nurse (20%), psychologist (40%), and a library media assistant (3.5 hour/day).

The school facilities include a library, multi-purpose room, a computer lab with 34 computers, 339 student laptops, and 27 desktops.

Taft's Hispanic/Latino students represent 71% of the total student population versus 12% African-American, 6% Asian, and 3% White. Approximately 81% of students are socioeconomically disadvantaged and Taft currently has 35% English Learners who speak over more than 5 different languages.

To ensure the academic success of each student, we provide a safe, caring environment that addresses the needs of the whole child, a cornerstone of the Montessori Method. To increase achievement for all students, care is taken to analyze data to determine individual and school wide needs to improve instruction and provide intervention to address those needs. Our vision is to create a total school wide learning community that provides the foundation for students' love of learning, thereby creating lifelong learners who will become productive contributors to society.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.
 - 1. A) Increase student achievement by at least 10% RIT in ELA and Math between Fall and Spring on MAP.
B) Increase student achievement by 8% in ELA and 12% in Math on SBAC.
 - 2. As a Montessori School, we will close the achievement gap by utilizing the Montessori Method that includes the following required elements: mixed-aged classes, a full array of developmentally appropriate Montessori learning materials, teachers with credentials from an accredited Montessori teacher education program, adherence to the Montessori instructional approach throughout the program.
 - 1. Conferences - specifically the annual American Montessori Society (AMS) conference (attendance by at least 3 teachers) \$7,200
 - 2. Training - Montessori Method - 3 teachers to attend one to two classes of training at the Montessori Training Center \$2,800
 - 3. Technology purchases to meet required needs \$7,500
 - 4. Collaboration/Academic Conferences/AVID & PBIS Site Team Meetings \$2,954

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

- ELA, Math, & ELD Fully Implemented
 - 1) Units of Study/Common Core State Standards, District Assessments
 - 2) Daily Implementation of CORE ELA Instruction Time
 - 3) Strategic Support Additional Instruction
 - 4) Intensive Intervention Core Instruction
 - 5) Supplemental Curriculum Resources and Technology
 - 6) CFAs
 - 7) Appropriate Student Placement in ELA/ELD classes
 - 8) Daily ELD Instruction Using Common Core/UOS for ELD
- ELA, Math, & ELD, Positive Behavior Support Plan, Student Achievement Not Fully Implemented
 - 1) Montessori Collaboration
 - 2) ELD Professional Development
 - 3) Best practices using ELD Common Core State Standards
 - 4) Implementation of PBIS
 - 5) Analyze student data
 - Eliminations or modifications
 - 1) Montessori Collaboration
 - 2) ELD Professional Development
 - Barriers

- 1) One teacher not yet received Montessori training
- 2) Loss of instructional time with amount of days teachers were at workshops and trainings during the school year. Due to the shortage of subs in the district, many times classes are either divided, or several teachers from other grade levels are placed to sub for the class during prep time. This causes a decrease in effective instruction, which causes a serious decline in student learning.
- 3) Started the school year with 1 regular classroom vacancy at the 1st/2nd grade level. The teacher was hired 2 weeks after the school year began, and the teacher hired is brand new to the teaching profession.
- 4) One teacher on maternity leave with long term sub for more than 6 months.
- 5) One teacher out on leave with multiple substitutes ongoing for several months.
- 6) Six teachers of the twenty-one teachers are not highly qualified.
 - Actions to mitigate barriers or adjust the plan
- 1) Pre-arranging substitutes as often as possible to minimize the amount of days where classes don't have a substitute.
- 2) Hired 1 teacher to fill the vacancy. Offering mentoring and support to all new teachers.
 - Impact of lack of full implementation on student outcomes, data used to come to this conclusion
- 1) Decrease in student achievement
- 2) Data Used - MAP scores

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
 - What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement
- Effective strategies
 - 1) Classes using best teaching practices and differentiated instruction, showed the greatest gains on MAP.
 - Direct and Indirect impact of strategies on student achievement
 - 1) MAP
 - 2) SBAC
 - 3) Attendance
 - Ineffective strategies
 - 1) Direct instruction without student engagement
 - 2) Classrooms without teachers or substitutes
 - Reasons for ineffective strategies
 - 1) High number of substitutes because teachers are pulled out for workshops/trainings/illness
 - 2) Inability to coach substitutes who are here today, gone tomorrow
 - 3) Lack of Montessori trained teachers
 - 4) Six new teachers are brand new to the profession
 - 5) Most not implemented with fidelity due to substitutes, and/or teachers that needed to house the students of a class with no substitute coverage
 - Recommendations
 - 1) Added researched based practices such as student engagement and the Montessori Method of Instruction which is highly differentiated and individualized
 - 2) Full use of MAP to utilize the growth model
 - 3) Consistent implementation of ST Math, Compass Learning, and Imagine Learning
 - 4) Academic Conferences
 - 5) Training for teachers in the Montessori Method

- 6) Professional Learning Community model fully implemented
- 7) Progress Monitoring

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
 - How were advisory committees involved in providing advice to the SSC?
 - How was the plan monitored during the school year?
 - What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
- SSC Involvement
 - 1) SSC was involved in developing the plan at scheduled SSC meetings
 - Advisory Committee involvement
 - 1) Information regarding SPSA was communicated to ELPIC and then relayed back to SSC
 - Monitoring of the Plan
 - 1) Principal, assistant principal, and program specialist monitored the plan and provided information to teachers. With many new teachers, trainings were provided at staff meetings in how to access the plan to stay on target for increasing student achievement
 - Changes needed to ensure involvement from all stakeholders and adequate monitoring
 - 1) Taft will provide training in what the SPSA is as well as how to access it, understand it, and utilize it appropriately. Current teachers will need training to bring them up to the next level of consistent monitoring and application. ELPIC and SSC need to be brought to a deeper understanding of the plan and how valuable their input is to the plan.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
 - Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
 - Based on this information, what might be some recommendations for future steps to meet this goal?
- Goals met
 - 1) The percentage increased in both Reading and Math in students who met the MAP growth targets. Taft also increased the percentage of students who were reclassified and decreased the percentage of students performing at CELDT levels 1 and 2.
 - Goals not met
 - 1) ELA, Math, ELD all were met in some areas, but not in others.
 - Strategies not fully implemented or ineffective
 - 1) Montessori Collaboration - ELA/Math/ELD
 - 2) Best teaching practices of ELD using Common Core State Standards
 - Recommendations for future steps
 - 1) Professional/Montessori Instructional Collaborations - Vertical & Horizontal
 - 2) Effective Data Teams
 - 3) Professional Learning Community model and implementation
 - 4) Provide AVID training

Summary of Review of Overall Performance

Greatest Progress

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

Based on a review of performance, the school is proudest of the progress with our English Learners. There were 116 English Learner students tested, of which 73 students advanced and 4 students maintained. This showed an +8.2% change. Examples which have attributed to this success are: 1) School-wide ELD platooning by CELDT and grade levels, 2) faithful implementation of ELD curriculum, 3) non-negotiable uninterrupted 30 minutes of ELD. Taft plans to build upon this success by continuing with school-wide platooning by CELDT and grade levels, faithfully implementing the ELD Units of Study, and continuing with uninterrupted 30 minutes of ELD. Additionally, students that scored a 3 or higher on their previous year's CELDT test will be retested to improve scores and increase the chances of reclassification. EL trained teachers have provided professional development for the entire staff as well.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Taft had 3 performance indicators which fell into the "red" category: English Language Arts, Math, and Suspension.

- English Language Arts

Barriers to overall "red" performance are: Attendance, Non-credentialed teachers, Minimal Professional Development opportunities for teachers regarding SBAC ELA, Blue Prints & Claims

Next steps to address this area for improvement are: Attendance incentives and awards, Intervention for grades 3-8, A2Z Professional Development including testing and leveling students for reading comprehension and fluency for grades 3-8, and developmental reading assessment for grades 1-2, After-school program tutoring, teachers faithfully implementing Open Court Curriculum in grades K-2, Parent Conferences, Academic Conferences, Data Analysis, CARE/SST Meetings for academic concerns, hiring a Library Media Assist and re-opening the library, Small Group Instruction school-wide, and buying and using materials for Tier 2 intervention.

- Math

Barriers to overall "red" performance are: Attendance, Non-credentialed teachers, Minimal Professional Development opportunities for teachers regarding SBAC Math, Blue Prints, & Claims

Next steps to address this area for improvement are: Attendance incentives and awards, Intervention for grades 1, 3, 7, A2Z Professional Development, Small Group Instruction school-wide, After-school tutoring, Parents Conferences, Academic Conferences, Data Analysis, CARE/SST Meetings for academic concerns, and buying and using materials for Tier 2 intervention.

- Suspension

Barriers to overall "red" performance are: Special Day Classes on Campus, part-time assistant principal, part-time counselor.

Next steps to address this area for improvement are: Positive Behavior Intervention and Support school-wide, with Professional Development provided for all staff and students, Restorative Justice practices implemented

to reduce suspensions including staff-student buddies with “frequent fliers”, CARE/SST Meetings for behavior concerns.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Referring to the California School Dashboard-Academic Indicators for ELA and Math show all students are in the red area from 2015-2017. ELA in 2015 negative 88.8 points from level 3, 2016 negative 86.8 points from level 3, 2017 negative 90.9 points from level 3. Math in 2015 negative 104.9 points from level 3, 2016 negative 111.9 points from level 3, 2017 negative 121.4 points from level 3.

In ELA, the subgroup-students with disabilities increased by +9.3 points, EL subgroup maintained +1.9 points, Hispanic subgroup maintained +.01 points, SED subgroup declined -4.5 points, African American subgroup declined -4.5 points, Asian subgroup declined significantly -31.6 points. All students declined -4.1 points

In Math, the subgroup-students with disabilities maintained +0.1 points, EL subgroup declined -5.7 points, Hispanic subgroup maintained -1.5 points, SED subgroup declined -4.5 points, African American subgroup declined -9.8 points, Asian subgroup declined significantly -37.6 points. All students declined -6.5 points.

While all the subgroups are not making significant progress, it is evident that the Asian subgroup has declined significantly in both ELA and Math.

The school is addressing this by identifying who these students are and what their strengths and weaknesses are. This identification will assist the teachers in targeting instruction as well as providing extra assistance through small group instruction, Intensive intervention (Tier 3), AVID strategies, computer programs, after school program invitations, and Professional Development.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

The SPSA was developed using various means of communication and input from all stakeholders. A needs assessment was given to all attendees at the ELAC meeting, asking for input as to how Taft can help support our EL students. Additionally, various positions including job descriptions were discussed with all attendees at the School Site Council meeting. Students were given a needs assessments as to how they feel about our school, and changes that can be made to better suit their needs. They also provided input through the student council as to what additional activities they would like to include for the upcoming school year. Lastly, the staff communicated their needs to the administrative team as to what they felt were valuable assets in working to improve Taft School.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Teachers will be provided with professional learning opportunities to supplement core instruction, conferences (e.g. PLC, AVID, STEM), data analysis, etc.	# of students at grade level # of students below grade level # of students making progress # of conferences attended # of academic conferences	Trimester	\$97,421 \$36,746 (Salaries/Benefits)	LCFF Title 1	19101
1.2 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$18,416 \$17,621 (Salaries/Benefits)	Title 1 LCFF	21101 24101
1.3 Academic Student Achievement	Continue the identification and monitoring of EL progress resulting in reclassification, including small group/one-on-one instruction.	# of EL students assessed (initial) # of EL students assessed (annual) # of EL students reassessed # of EL students being monitored # of RFEPs	Trimester	\$17,951 (Salaries/Benefits)	LCFF	21101
1.4 Academic Student Achievement	Supplemental materials and resources to augment the core	Teacher Technology Usage		\$550 (Equipment)	LCFF Title 1	44000 56590

	instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.)	Student Technology Usage		\$500 (Maintenance Agreement) \$46,288 (Instructional Materials)		43110
1.5 Student Intervention	Provide intensive intervention by following the Learning Model for grades 3 & 4 using Sipps Reading Intervention materials.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$6,008 (Instructional Materials)	Title 1	43110
1.6 Academic Student Achievement	Professional learning opportunities through professional development, conferences, collaboration, observations, coaching, and restorative justice practices.	# of students at grade level # of students below grade level # of students making progress # of student suspensions	Trimester	\$10,000 (Conference) \$10,000 \$9,951 (Teacher Subs) \$9,950 (Teacher Add Comp)	LCFF Title I	52150 11700 11500
1.7 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips # of guest speakers # of traveling exhibits pre/post assessment culminating project	Trimester	\$6,000 (Field Trip-District Trans)	LCFF	57250

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Teachers will be provided with professional learning opportunities to supplement core instruction, conferences (e.g. PLC, AVID, STEM), data analysis, etc.	# of students at grade level # of students below grade level # of students making progress # of conferences attended # of academic conferences	Trimester	\$144,866 (Salaries/Benefits)	LCFF Title 1	19101
2.2 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills.	# of students at grade level # of students below grade level # of students making progress	Trimester	\$26,508 \$20,761 (Salaries/Benefits)	Title 1 LCFF	21101 24101
2.3 Academic Student Achievement	Continue the identification and monitoring of EL progress resulting in reclassification, including small group/one-on-one instruction.	# of EL students assessed (initial) # of EL students assessed (annual) # of EL students reassessed # of EL students being monitored # of RFEPs	Trimester	\$20,998 (Salaries/Benefits)	LCFF	21101

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Teachers will be provided with professional learning opportunities to supplement core instruction, conferences (e.g. PLC, AVID, STEM), data analysis, etc.	# of students at grade level # of students below grade level # of students making progress # of conferences attended # of academic conferences	Trimester	TBD (Salaries/Benefits)	LCFF Title 1	19101
3.2 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills.	# of students at grade level # of students below grade level # of students making progress	Trimester	TBD (Salaries/Benefits)	Title 1 LCFF	21101 24101
3.3 Academic Student Achievement	Continue the identification and monitoring of EL progress resulting in reclassification, including small group/one-on-one instruction.	# of EL students assessed (initial) # of EL students assessed (annual) # of EL students reassessed # of EL students being monitored # of RFEPs	Trimester	TBD (Salaries/Benefits)	LCFF	21101

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of discipline referrals # of students suspended				

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of discipline referrals # of students suspended				

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of discipline referrals # of students suspended				

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships	# of student led academic conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)		\$2,370 \$22 (Parent Meeting)	Title I	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships	# of student led academic conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)		\$2,370 \$22 (Parent Meeting)	Title I	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Increase parent engagement activities through student-led academic conferences that encourage parent and teacher relationships	# of student led academic conferences # of parents attending # of parent contacts occurrences (e.g. email, telephone, face to face)		\$2,370 \$22 (Parent Meeting)	Title I	43400

Section V: School Site Council Membership

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

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Jana Brooks			X			
Lourdes Serrano	8/2017	6/2019			X	
Crystal McArthur	8/2017	6/2019		X		
Victoria Schneider	8/2017	6/2019		X		
Diane Hernandez-Dutra	8/2017	6/2019		X		
Albert Cato	8/2016	6/2018				X
Jesus Hernandez	8/2016	6/2018				X
Alondra Briseno	8/2017	6/2019				X
Lorena Soto De Luna	8/2016	6/2018				X
Lucero Miramontes	8/2017	6/2018				X
Numbers of members of each category:			1	3	1	5

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

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: TAFT ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute			10,000		\$ 10,000.00	Goal 1 - 6
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			36,746		\$ 36,745.73	Goal 1 - 1
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant			18,416		\$ 18,416.44	Goal 1 - 2
	TOTAL PERSONNEL COST		\$ -	\$ 65,162.17	\$ -	\$ 65,162.17	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			52,296		\$ 52,296.00	Goal 1 - 4, 5
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		2,392			\$ 2,392.00	Goal 3 - 1
44000	Equipment			550		\$ 550.00	Goal 1 - 4
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,392.00	\$ 52,846.00	\$ -	\$ 55,238.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ -	\$ -	\$ -	
	Total		\$ 2,392.00	\$ 118,008.17	\$ -	\$ 120,400.17	
	Differential		-	(0)		(0)	
	2016-17 Carryover		22	32,076		32,098	
	Revised 2017-18 Allocation		2,370	85,932		88,302	
			2,392	118,008		120,400	

SCHOOL NAME: TAFT ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-L-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		9,950		\$ 9,950.00	Goal 1 - 6
11700	Teacher Substitute		9,951		\$ 9,951.00	Goal 1 - 6
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist		97,421		\$ 97,421.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant		17,951		\$ 17,951.00	Goal 1 - 3
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 152,894.00	\$ -	\$ 152,894.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials				\$ -	
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ -	\$ -	\$ -	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ -	\$ -	\$ -	
	Total		\$ 152,894.00	\$ -	\$ 152,894.00	
	Differential		-		-	
	Allocations		152,894		152,894	