



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

TAFT ELEMENTARY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

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	Original – 01/26/2018 Revision – 05/15/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

In January 2019, Taft Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

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.

Taft Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Taft Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 16, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Taft Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the December 13, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Taft Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on March 27, April 10 and April 24, 2019.

In summary, meeting 1 the planning team completed Taft School Profile, Current Levels of Performance, and Gap Analysis Results, meeting 2 the planning team completed the Cause Analysis Results, meeting 3 the planning team completed the Design & Improvement, Success Assurances, and Implementation & Evaluation

As a result of the stakeholder involvement and data reviews, Taft Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Determined in the planning meeting Taft School focus areas are Chronic Absenteeism, extended school day with after school tutoring, and High Quality Rigorous First Instruction in all grades in ELA and Math.

Resource Inequities

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

Resource inequities will be determined during the comprehensive needs assessment process in the upcoming year.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020, reduce the distance from standard in ELA for All Students by 3 points to 85.1 points.

Math SMART Goal:

By June 2020, reduce the distance from standard in Math for All Students by 3 points to 104 points.

Identified Need

ELA/ELD:

ELA data-all

-88.1 distance from standards points (red)

English Learner Progress:

18.5% at Level 1 - Beginning

25.9% at Level 2 - Somewhat

32.7% at Level 3 - Moderate

22.8% at Level 4 - Well Developed

Math:

Math data-all

-107 distance from standards point (orange)

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	88.1 points below	85.1 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	107 points below	104 points below

Strategy/Activity 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 classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics.

The Program Specialist facilitates the teacher support activities including co-teaching, demonstration of lessons in the classroom and analysis of data.

Library Media Clerk to allow access to the library for additional access to books/literature.

On a monthly basis provide teachers with pull out support in high quality first instruction teaching strategies using the Instructional Coach. A substitute will be used to provide teachers the opportunities.

Substitute/Teacher (Staff) Pay Calculation

1 of substitutes X 50 days X \$200 rate of pay = \$10,000

Conferences:

- * CAFE Conference - March 2020 - administrator, program specialist, teachers, 2 parents
- * GLAD - March 2020 - 4 teachers (1 from each grade level starting from Kinder), program specialist
- * County Math Workshops - throughout school year - All math teachers
- * AVID Institute - June 2020 - administrator, program specialist, 4 teachers

Book Study:

Teachers will participate in a book study on specific high impact instructional strategies (High Quality Rigorous First Instruction in ELA and Math) with a significant effect size to be used within the classroom. (Selection of books still under review.)

Instructional Materials:

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

In small groups, teachers will incorporate NEWSLA to provide students with leveled reading articles and writing prompts to strengthen their comprehension and writing.

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

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)
\$36,376 - 19101 \$107,381 - 19101	Title I - 50643 LCFF - 23030
\$10,840 - 11700	Title I - 50643
\$500 - 42000	Title I - 50643
\$2,000 - 52150	Title I - 50643
\$3,215-11500	LCFF- 23030
\$3,215-11500	LCFF- 23030
\$14,000-43110	LCFF- 23030
\$22,000 -24101	LCFF - 23030

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student, Subgroup: English Learners, Students with Disabilities

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.

Bilingual Assistant will pull EL students for 15 minutes daily reinforcing on ELA and math concepts taught.

Extended day tutoring focusing on math providing students support for at least 1 hour a day for 3 days a week.

Teacher (Staff) Pay Calculation

4 of teachers X 3 hours X 14 weeks X \$60 rate of pay = \$10,080 (allocating \$10,000 initially)

Provide 7th/8th grade EL students with tutoring during teacher prep period reteaching daily instruction.

Teacher (Staff) Pay Calculation

1 of teachers X # of days/hours X # weeks X \$60 rate of pay = \$TBD

Coordinate using substitutes for teachers to conduct literacy assessment using DRA to determine level of support at least three times a year.

Substitute/Teacher (Staff) Pay Calculation: 40 of days/hours X \$200 rate of pay = \$8,000

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.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

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)
\$36,334 - 21101 (x2)	Title I - 50650
\$10,000 - 11500	Title I - 50643
\$10,840 - 11700	Title I - 50643
\$3,000 - 58450	Title I - 50643
\$4,000 - 56590	Title I - 50643
\$500 - 57150	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

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)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation

- 1.1: Professional Development provided for teachers regarding PLC, AVID, CA Dashboard, SIPPS, Restorative Practices. Teachers attended Academic Conferences and held Student-led Conferences.
- 1.2: SIPPS reading intervention program was piloted/implemented in grades 3 and 4. Purchased Leveled Readers for students to have access to books at their individual reading levels. Funded a Library Media Assistant to allow access to the library for additional access to books/literature.
- 1.3: School-wide platoon for ELD based on students CELDT levels. After-school tutoring. Faithful implementation of ELD Units of Study. Monitoring of EL students. Goal setting with students. Professional Development provided by EL Summer School teachers. Teachers attended the ELD Institute.
- 1.4: Hung 75% of projectors in classrooms. General Education students 1 to 1 for chromebooks. Purchase of supplies for organization goal in AVID. Purchase of laminator and Duplo copier. Purchase of paper and printers.
- 1.5: SIPPS reading intervention program was piloted/implemented in grades 3 and 4.
- 1.6: Professional Development provided for teachers regarding Restorative Practices and PBIS.
- 1.7: Science Assembly, SJCOE Science partnership, AVID Field Trips, Art Exhibit at Haggin Museum.

Effectiveness

- 1.1: AVID Certified, PLC – started cycle of data analysis and setting SMART goals, Improvement in ELA scores in grades 3 and 4 from piloting/implementing SIPPS, Better understanding of data from Academic Conferences, Students understanding and setting goals from Student-led Conferences
- 1.2: Increased scores in ELA in grades 3 and 4 from SIPPS piloting/implementation. Students reading at instructional level using Leveled Readers. Student access to books/literature due to Library opening.
- 1.3: Increased percentage of RFEP students from 13% to 27%. Students increased CELDT levels.
- 1.4: Overall efficiency with District/State Assessments with 1 to 1 ratio of students to chromebooks. Increased percentage of students scoring at the proficient level in both ELA and Math on CAASPP.
- 1.5: Increase of 4% and 9% in ELA on CAASPP due to piloting/implementing SIPPS.
- 1.6: Teachers receiving support from instructional coach.
- 1.7: AVID College Readiness-AVID Certified, Increased knowledge of NGSS science standards, improvement in overall culture of school due to addition of art in the curriculum.

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

Material Changes

None.

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.

Future Changes

- 1.1: Purchase of SIPPS reading intervention program for school-wide implementation for grades 2-5. AVID Site Team walk-throughs will increase in frequency.
- 1.2: Purchase of SIPPS reading intervention program for school-wide implementation for grades 2-5. Purchase more Leveled Readers and DRA kits.
- 1.3: Hire additional Bilingual Assistant to offer support to ELs in their home language. Provide professional development for teachers using GLAD strategies.
- 1.4: Mount projectors in the remaining 25% of classrooms. Purchase of LED Screen for professional development. Purchase of a poster maker. Purchase of computer programs (Reflex Math and Starfall) to enhance academic success in both ELA and Math. Purchase of teacher laptops and printers.
- 1.5: Purchase of SIPPS reading intervention program. Purchase of Reflex Math computer program. Purchase of DRA kits.
- 1.6: Full time instructional coach. Purchase of Great Valley Writing Project consultant. Professional Development on Attendance and Trauma.
- 1.7: Budgeted \$6,000 for field trips for all grades. Purchase of Anti-Bullying Assembly.

Goal 2 – School Climate

Suspension –

By June 2020, reduce suspensions for All Students by 1 percent to move from Orange to Yellow.

Attendance/Chronic Truancy –

By June 2020, reduce chronic absenteeism for All Students by 3 percent to move from Red to Yellow.

Identified Need

Suspension –

Outcome data

*Number of suspensions mid-year equals 16

Students with Disabilities-

suspension-50% of the students are SWD

* Daily average of student referrals- 6

* Incident type-highest is disruption and defiance

* Grade level incidents- 7th and 8th grade

* Number of students earning positive rewards-

85 weekly ROAR raffle tickets drawn TK-6 grades

67 per trimester for 7-8 grades

* Target goal is decrease suspensions mid-year by 20%= 13 Current trajectory demonstrates decrease variance in suspensions from previous year.

* Average daily referral target need to reduce to 3

* Defiance and disruption is highest in grades 7 and 8

* Decrease referrals for identified teaching staff by 20%

* Need to increase positive rewards to 115 weekly ROAR raffle tickets eligible for a prize TK-6

100 per trimester for 7-8 grade. Each trimester a celebration for 7 & 8 grade students with 8 positive points

Positive celebrations for good citizenship-monthly - per class TK-6

Expulsion –

Attendance/Chronic Truancy –

Outcome data

*Average number of students who are chronically absent

January 2019 16% or 81 students

Chronic Absent rate January 2018 was 23.14%

Comparing January 2018 and January 2019 chronic absent data shows a 7% decrease.

TK, K and SPED have the highest rate of absenteeism

* Number of students earning positive rewards- for school attendance-tier 1 celebrations Monthly BRAG Tags for grades TK-6 from August 2018-February 2019 equals 1,066

1st trimester perfect attendance totals TK-8 equals 89 students

2nd trimester perfect attendance K-8 equals 60 students

* Target goal is decrease chronic absent by 20% previous year (2018- 23% or 122 students)

Current trajectory demonstrates a slight variance in chronic absent from previous year.

Need to continue to decrease chronic absent students to under 10% by the end of the school year and beyond

* Need to increase positive recognition for the students who have monthly perfect attendance to 180 in grades TK-6

3rd trimester perfect attendance totals in TK-8 need to increase to 100 students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	7.3%	6.3%
Chronic Absenteeism	22.6%	19.6%

Strategy/Activity 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 students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS program, counseling, structured student engagement activities, etc.

Parent Liaison will reach out to families to make contact with parents whose child have been identified as chronically absent.

Staff Pay Calculation

2 staff X 10 of days/hours X \$50 rate of pay = \$500

Provide training to staff on restorative practices through a book study.

Continue to support Anglea Beyers, “Effects of Trauma on the Brain and Learning” professional development.

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)
\$500 - 12500	Title I - 50671
\$7,700 - Parent Liaison \$14,300 -Parent Liaison	Title I - 50671 LCFF-23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1: PLUS club after-school led by both the counselor and the PE teacher. Valley Community Counseling offered 1 day a week. 50% counselor. Family nights (Literacy, Math, Science). Library Opening to increase literacy. Attendance incentives. PBIS implementation. School-wide assemblies. Anti-Bullying: No One Eats Alone.

Effectiveness

1.1: Decreased number of suspensions. Created a positive school climate/culture. Decrease in referrals in the following areas: Bullying, Harassment, and Attempted Physical Injury.

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

Material Changes

None.

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.

Future Changes

1.1: Increase Valley Community Counseling to 2 days a week. One full time counselor and one 50% counselor designated specifically for grades 6-8. Implemented PLUS as an elective class. Continue with Family Nights (including opening the Book Fair to families in the evening). Continue with Library Services for students to increase literacy.

Goal 3 – Meaningful Partnerships

By June 2020, double the parent coffee hour meetings.

Identified Need

10 Parent Coffee Hours

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategy/Activity 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 parent engagement activities through student-led academic conferences that encourage parent and teacher relationships.

School counselors will assist to increase school to home communications through one-one-one outreach, using Remind App, School Messenger, PeachJar, website, and social media.

Expand the Parent Coffee Hour to focus on specific grade levels to increase parent student school engagement 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)

\$2,212 - 43400

Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1: Started a Parent-Teacher Association. Parent/student-led conferences. Family Nights (literacy, math, science). School Site Council Committee Meetings. English Learner Advisory Committee Meetings. Positive phone calls home. Monthly Coffee Hour Meetings. Assemblies (achievement, attendance, performance).

Effectiveness

1.1: More parent engagement/involvement. Increased attendance at school functions.

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

Material Changes

None.

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.

Future Changes

1.1: Provide EPIC trainings for parents. Continue with monthly PTA meetings. Increase parents as members for PTA. Increase parent participation in school/family functions. Include new parents as members for both School Site Council and English Learner Advisory committees.

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	\$113,962
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$278,073

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 (\$)
Title I	\$113,962

Subtotal of additional federal funds included for this school: \$113,962

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 (\$)
LCFF	\$164,111

Subtotal of state or local funds included for this school: \$164,111

Total of federal, state, and/or local funds for this school: \$278,073