



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Taft Elementary

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taft Elementary	39686766042766	Ver 1 – 05/13/2020	Ver 1 – 05/20/2020	Ver 1 – 07/28/2020

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)

Taft Elementary was identified as a Schoolwide Program.

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.

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

In January 2020, Taft Elementary School was exited from the former status identification known as a Comprehensive Support and Improvement (CSI) school.

Throughout the 2019-2020 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 2018-2019 culminating the document 2018-2019 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 January 29, 2020 School Site Council meeting.

In school year 2019-2020, the data from the Comprehensive Needs Assessment from 2018-2019 was used to determine additional services such as tutoring, professional development, parent training.

As a result of the stakeholder involvement and data reviews, Taft Elementary has been able to complete the Decision Making Model in March 2020. Determined in the planning meeting Taft Elementary focus areas are:

1. Chronic Absenteeism. Our target goal was to decrease chronic absenteeism 17% from 22% the previous year. Mid-February 2020 data shows an increase in chronic absent students. Data from mid-March when schools started distant learning, Taft absenteeism was at the same percentage as mid-February data.
2. High Quality Rigorous First Instruction, based on i-ready winter data, Taft students had not made the projected growth targets set school-wide. We were not able to administer SBAC or end of the year i-ready because of the school closures (COVID-19). Using the data, we do have, it was determined students extended school day with after school tutoring, and High Quality Rigorous First Instruction in all grades in ELA and Math should be a focus for 2020-2021 school year in order to increase the percentage of students who are at proficiency or near proficiency.
3. In the area of climate, per data comparing 2019 suspensions 3.82% and mid-February 2020 suspensions, there has been a slight decrease to 3%. 7th and 8th grade students continue to have the greatest percentage of suspensions overall for physical violence. These areas of focus were discussed with the Taft staff on March 12, 2020. Several staff members including the school counselors provided input on strategies for chronic absenteeism and climate. Discussions with the School Site Council (SSC) on January 29, 2020 and English Language Advisory Committee (ELAC) on January 24, 2020 made suggestions regarding more after school program opportunities for the students and opportunities for parents EL and non-EL to have more parent workshops with topics on how to help their child at home, how to interpret i-ready scores, and how to prepare their child for CAASPP in the Spring. Due to the COVID-19 and school closures with distant learning, these suggestions were not implemented. They are planned and calendared for the 2020-2021 school year. In order to provide students with high quality rigorous first instruction, the teachers will continue to receive professional development in the areas of the new curriculum (adopted 2019-2020), instructional coaching from the Math and ELA coach as well as high quality strategies for English Language Learners and Special Education students in addition to the other subgroups of Taft students.

Resource Inequities

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

Resource inequities was determined by using data specifically related to academics and social/emotional needs.

Attendance/Chronic Truancy – Outcome data

Average number of students who are chronically absent February 2020 was 17%

Chronic Absent rate February 2019 was 16%

Comparing February 19 to February 20 chronic absent data shows a 1% increase

Homeless, Black/African American, and SPED have the highest rates of absenteeism with 50%, 35%, and 26%

Suspension – Outcome data

Number of suspensions mid- year (February) 2020 equals 13 in grades TK-8

Grade level incidents:

4 suspensions are in grade 8, 4 suspensions in grade 5, 2 suspensions in grade 7, 1 in grade 6, 1 in grade 3, 1 in TK

Academics-

The percentage of students in 3rd-8th grades meeting standards in

English Language Arts will increase from 20% to 30% by the end of the year as measured by SBAC. The area of inequity lies with the English Language Learners and the Special Education students

The percentage of students in 3rd-8th grades meeting standards in Math will increase from 15%-25% by the end of the year as measured by SBAC. The area of inequity lies with the English Language Learners and the Special Education students in Math too.

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/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of students in 3rd-8th grades meeting standards in reading will increase from 20% to 30% by the end of the year as measured by SBAC.

School Goal for Math: (Must be a SMART Goal)

By June 2021, the percentage of students in 3rd-8th grades meeting standards in Math will increase from 15%-25% by the end of the year as measured by SBAC.

Identified Needs**ELA****Distance from Standards**

2016 -86.80

2017 -90.90

2018 -88.10

2019 -82.38

Math**Distance from Standards**

2016 -114

2017 -121

2018 -107

2019 -101

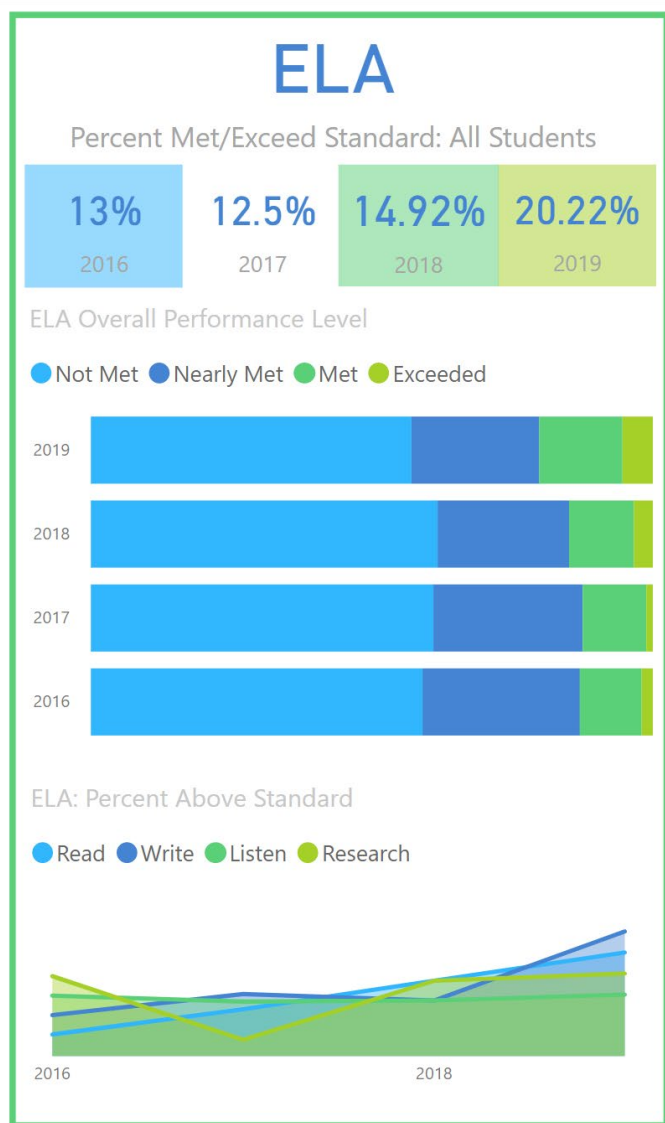
Els-Reclassified

2016 9.90%

2017 13.80%

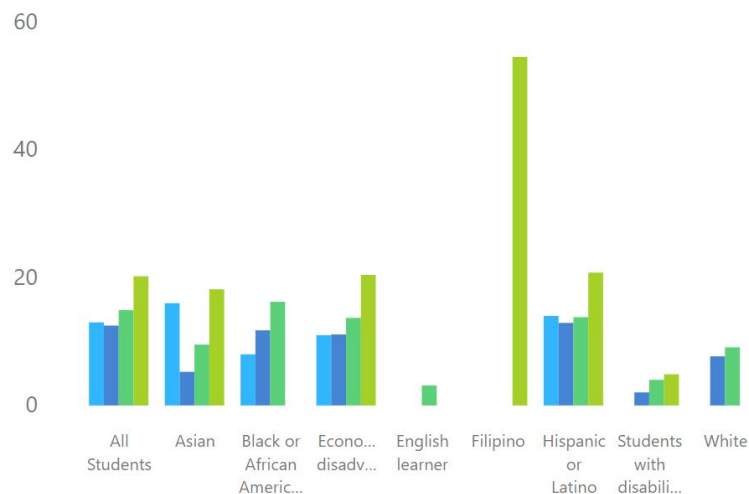
2018 12.70%

2019 34.10%



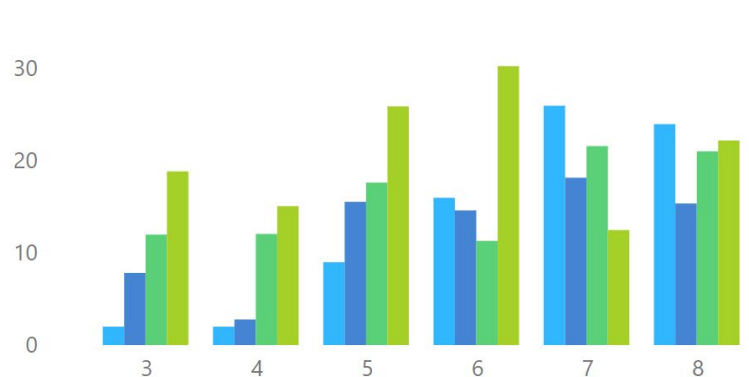
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



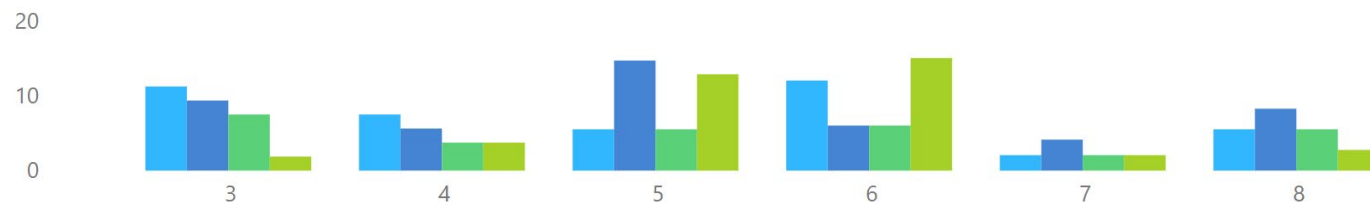
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

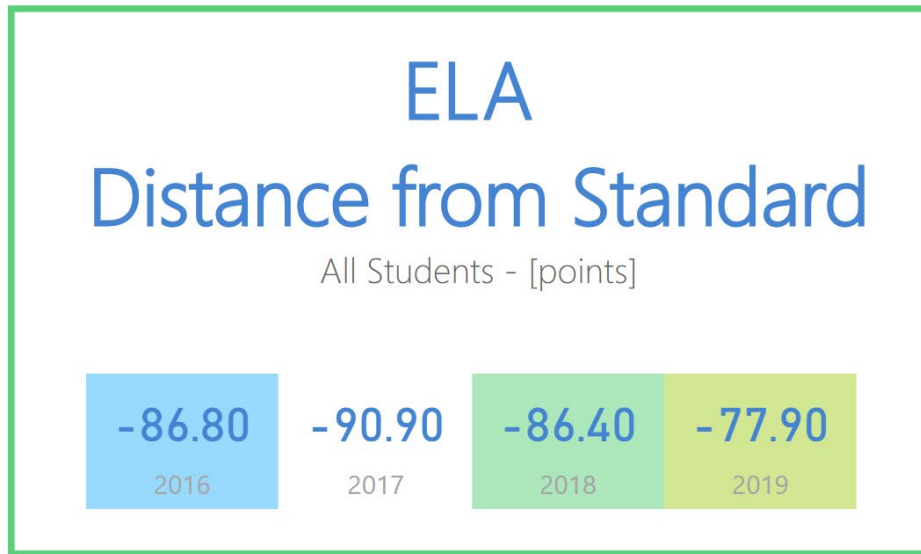


2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

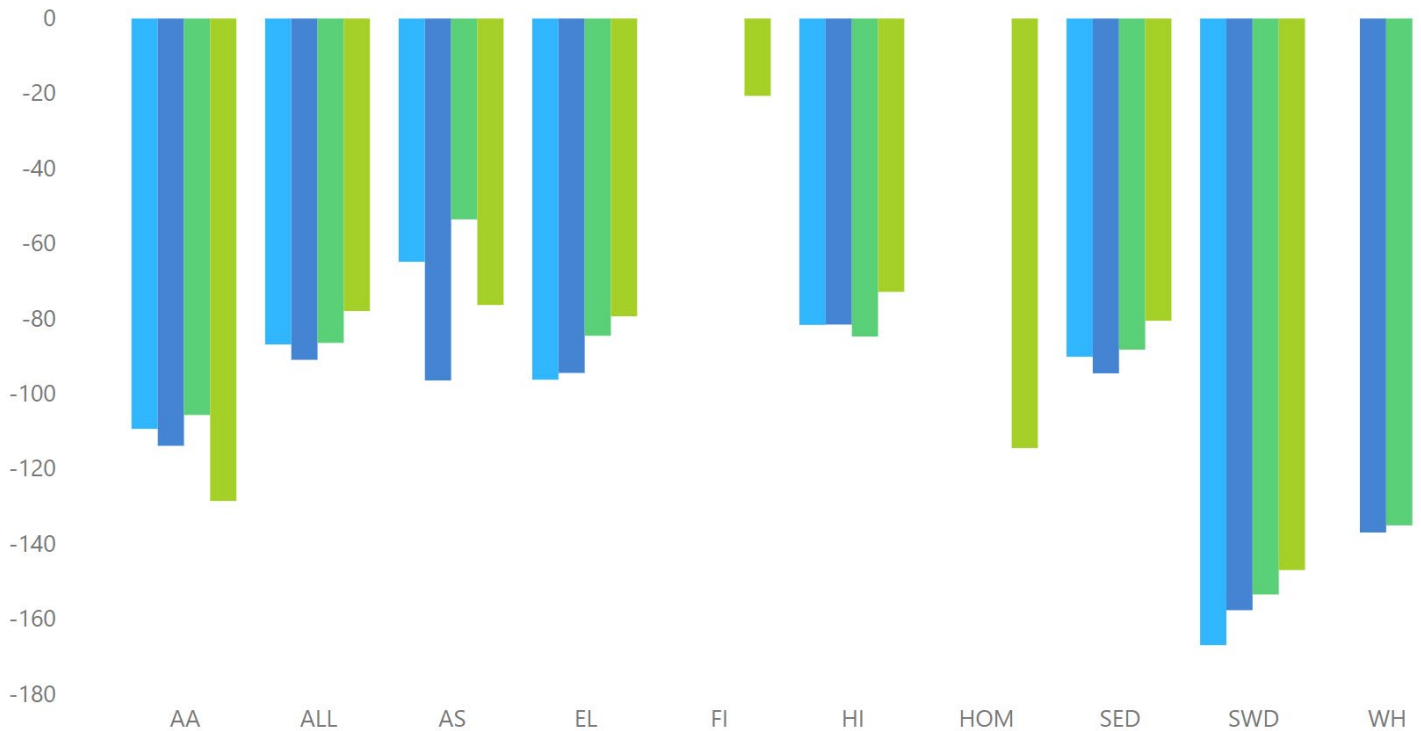


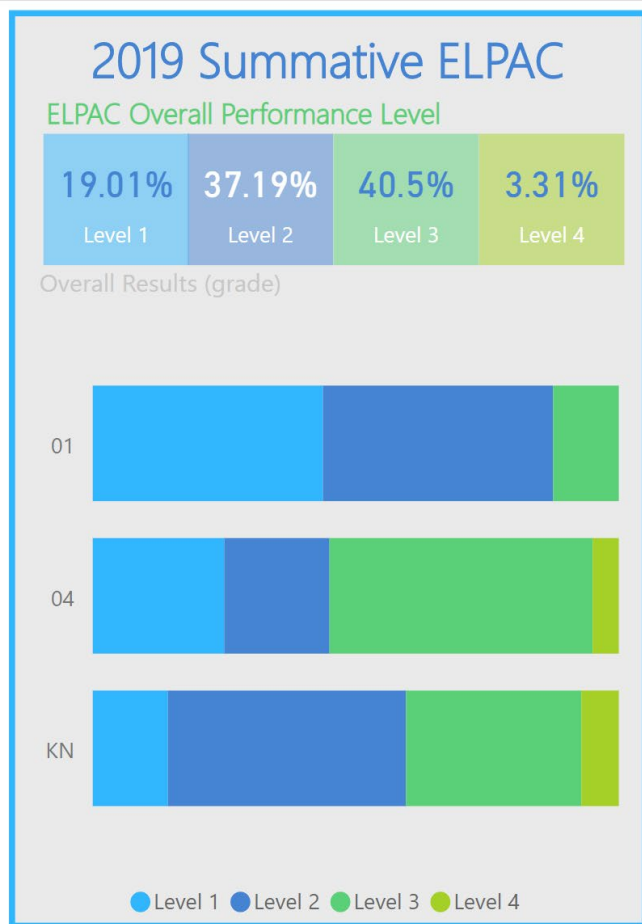
page 2 SUSD RA 12122019 v3r1



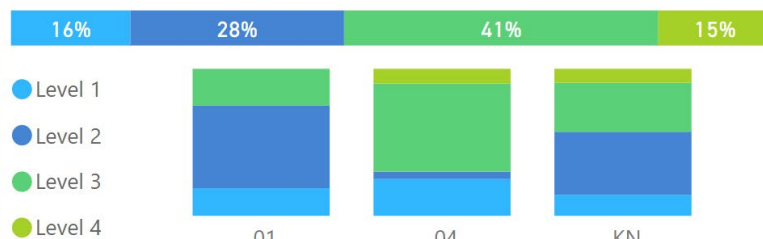
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

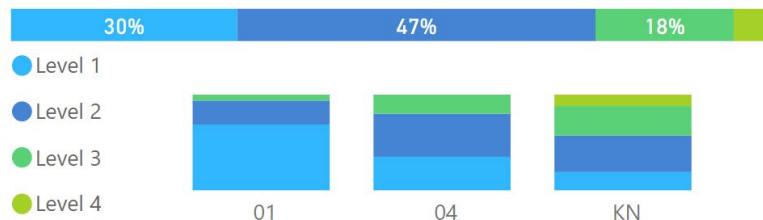




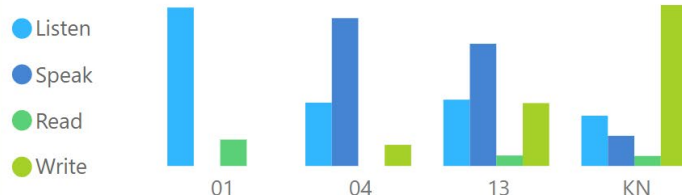
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



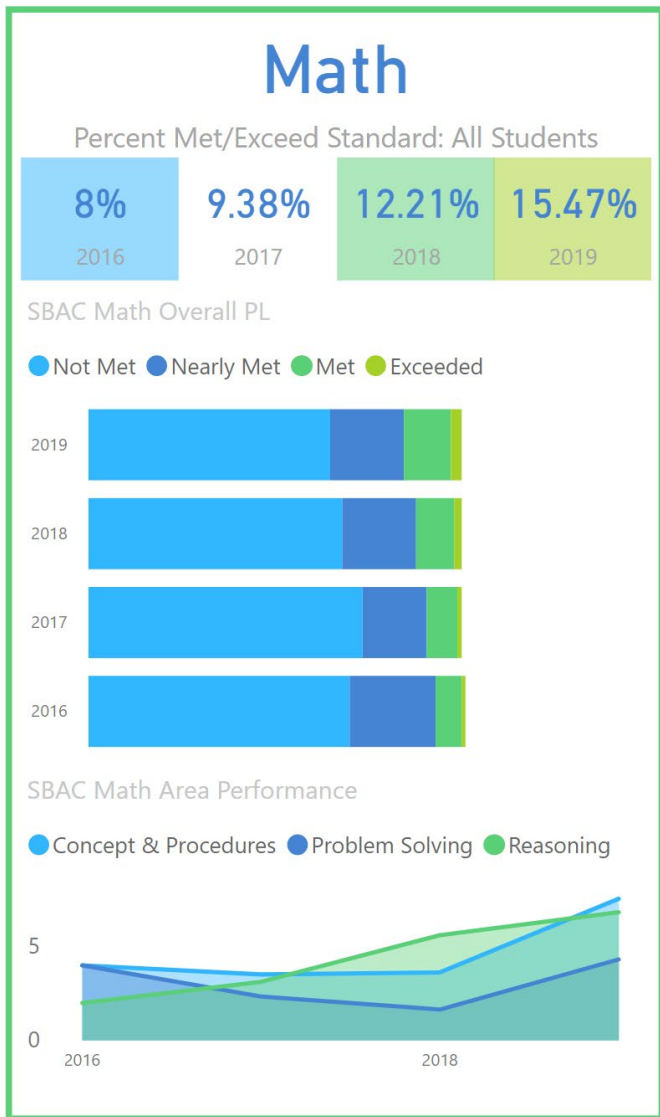
English Learner Progress Reclassification Rates

English Learner Progress Indicator (ELPI)

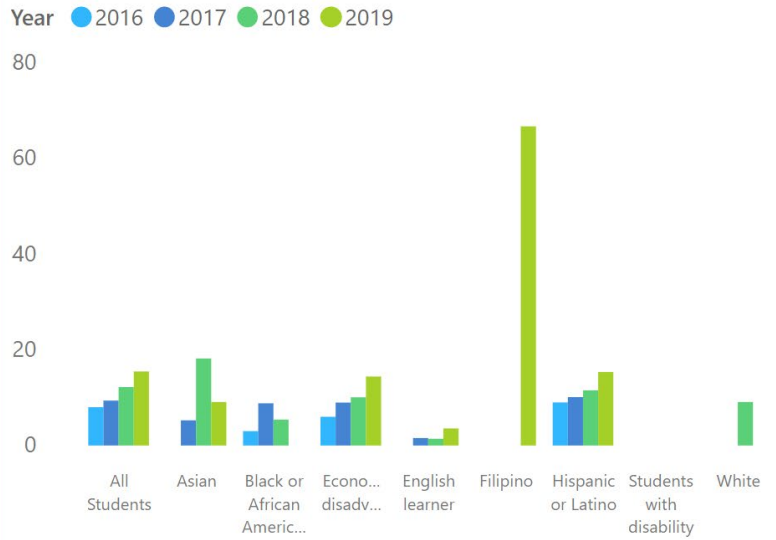


36%

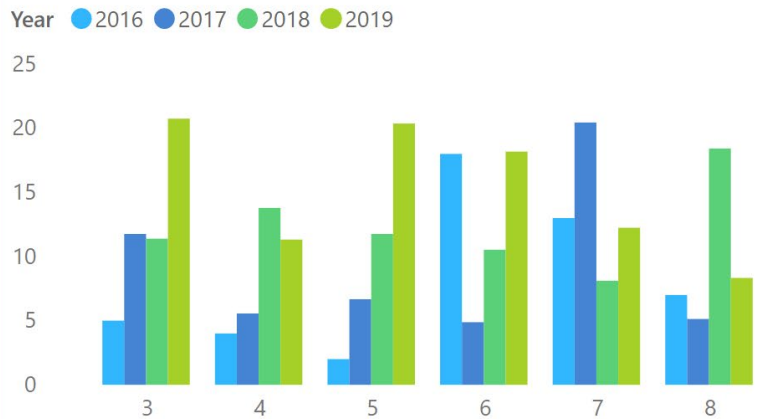
ELPI 2019



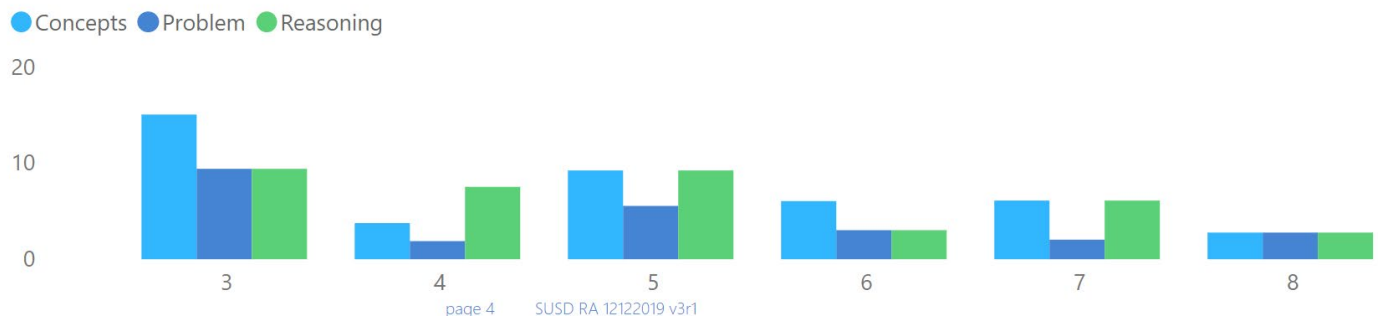
Math CAASPP: Percent Met/Exceed Standard

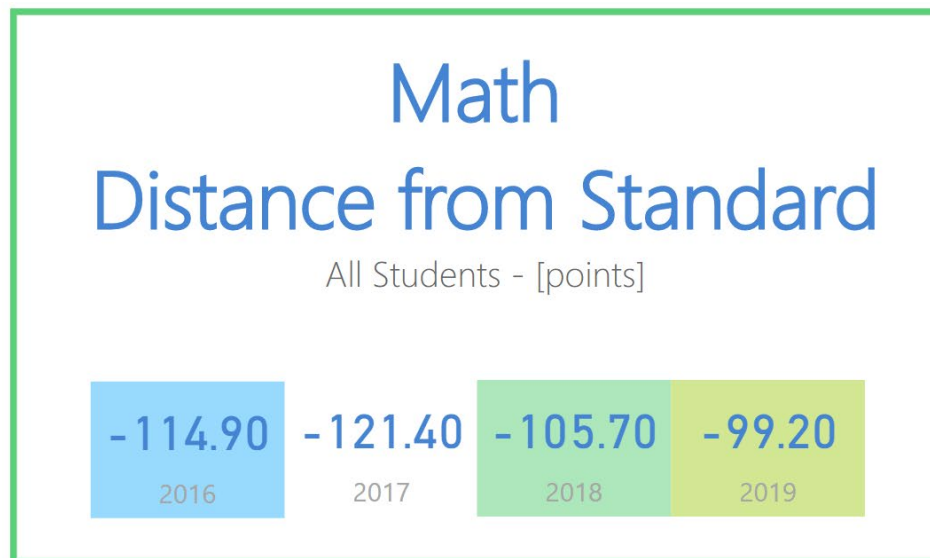


Math CAASPP: Percent Met/Exceed Standard by Grade Level



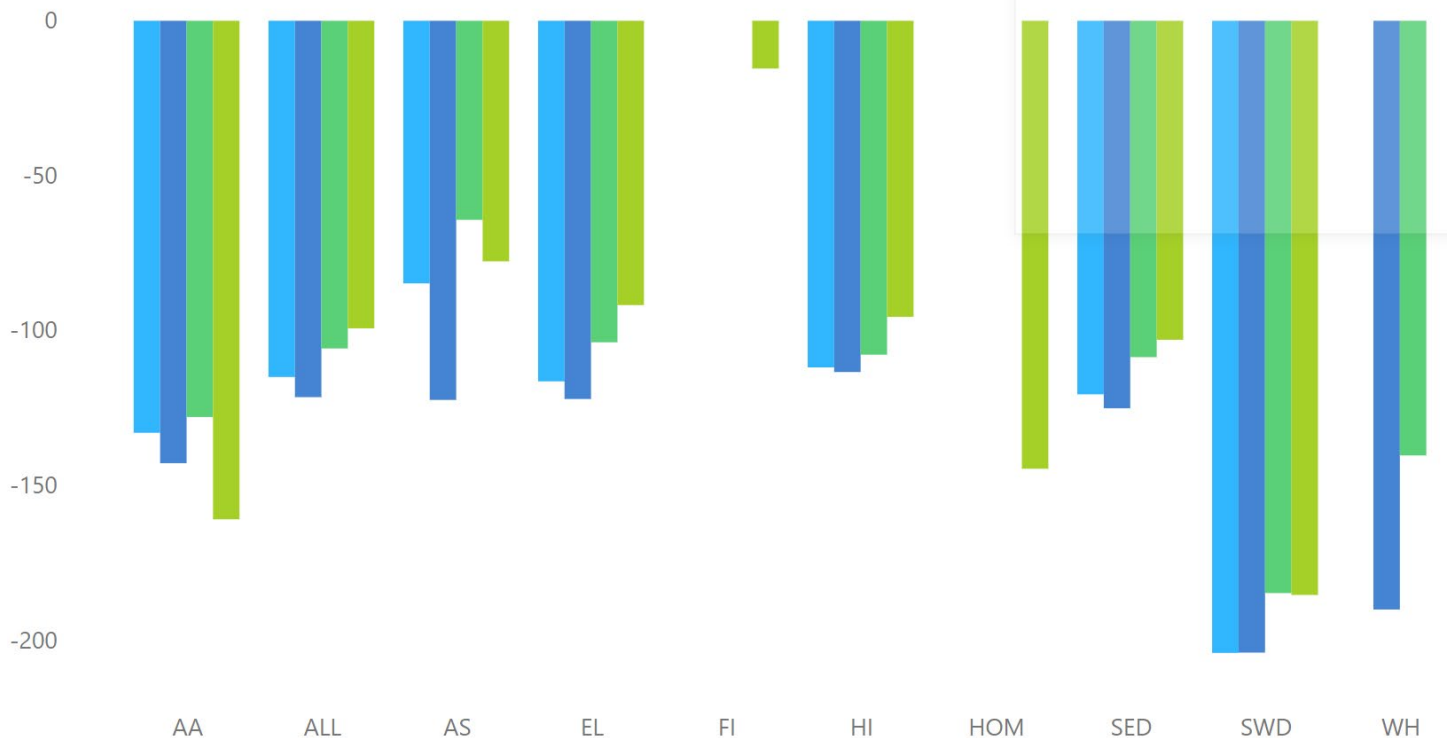
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-77.9 points below	-70 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-99.2 points below	-90 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 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.

The Program Specialist 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 lass sets of books sorted by Lexile levels to support

Core Curriculum

A substitute 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 8 full time days X \$184= \$15,000

1 substitute X 5.5 full time days X \$184= \$1,000

1 Program Specialist x 25 hours x \$60 rate of pay = \$1,500

Instructional Coach(es) x 25 hours x \$60 rate of pay = \$1,500

License Agreements-\$3,500 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 Scholastic News 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, planners, etc. \$11,035-Title 1.

Equipment - \$4,000 – Title 1, \$1,500 – LCFF: Purchase 4 teacher replacement laptops and PLTW Supplemental Laptops for students.

AVID Field Trip to college to offer a better understanding of college life and expectations.

1. Sacramento State University – Spring 2021 – Grade 7/8 - To provide AVID students the opportunity to experience college life, learn about college skills/expectations, and requirements as well as about the university.

2. University of the Pacific – Spring 2021 – Grade 7/8 – To provide AVID students the opportunity to experience college life, learn about college skills/expectations, and requirements as well as about the university.

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.

Provide teachers with technology that is necessary in order to remain faithful when implementing the district adopted ELA and math programs.

Maintenance Agreement - \$2,500: 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.

Bilingual Assistant will work with English Learner students in small groups outside of ELD in their primary language in all subjects to help improve academic performance among all ELs.

Equipment Repair will consist of replacing/fixing broken student chromebook screens and keyboards.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$50,672	19101	.35 FTE Program Specialist (salary & benefits)
\$15,000	11500	Teacher Added Comp
\$15,000	11700	Teacher Substitute
\$11,977	43110	Instructional Materials
\$4,000	44000	Equipment
\$3,500	58450	License Agreement
\$1,500	19500	Instructional Coach Additional Comp
\$1,500	19500	Program Specialist Additional Comp
\$2,500	56590	Maintenance Agreement
\$2,000	57250	Field Trip-District Trans
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$94,104	19101	Program Specialist
\$18,205	24101	.4375 FTE Library Media Assistant (salary & benefits)
\$16,958	21101	.4375 FTE Bilingual Assistant (salary & benefits)
\$1,000	19500	Instructional Coach Additional Comp
\$1,000	19500	Program Specialist Additional Comp
\$1,500	44000	Equipment
\$1,000	11500	Teacher Additional Comp

\$ Amount(s)	Object Code	Description
\$860	56530	Equipment Repair

Strategy/Activity 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.

Coordinate using substitutes for teachers to conduct literacy assessments to determine level of support.

Substitute Pay Calculation

1 substitute x 5.5 full time days x \$184/day = \$1,000

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, planners, etc.

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

Books will be purchased for students to use as a supplemental resource in ELA to enhance students' knowledge of different cultures.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	42000	Books
\$1,000	57150	Duplicating

\$ Amount(s)	Object Code	Description

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Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,404	43110	Instructional Materials
\$1,000	11700	Teacher Substitute

\$1,404	43110	Instructional Materials
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\$1,000	11700	Teacher Substitute
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Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

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.

SPSA Year Reviewed: 2019-2020 (Year 3)

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.

Evaluation/Review for the period of July 1, 2019 through March 31, 2020. The period of April 1, 2020 to June 30, 2020 the implications of COVID-19 on some activities were not possible.

Implementation

1.1: Professional Development provided for teachers regarding PLC, AVID, CA Dashboard, PBIS, pedagogy around reading instruction and math instruction. Teacher attended Academic Conferences and held student-led conferences

1.2: Purchased leveled reading books and library books for student to have access to books at their individual reading levels. Funded a Library Media Assistant to allow access to the library to books and literature.

1.3: K-3 grade English Language Arts Instruction Professional Development with CORE consultant

1.4 Hung two more projectors in classrooms; 80% of the classroom have ceiling mounted projectors. Purchase of supplies for organization goal in AVID. Purchased paper and printers

1.5 STEM field trips, AVID field trips, Art Exhibit at Haggin Museum. Crocker Art Museum Mobile Learning Trailer

Effectiveness

1.1: AVID Certified, PLC-started cycle of data analysis and setting SMART goals. Improvement in ELA and Math Score as determined by SBAC scores. Better understanding of data from Academic Conferences, students understanding and setting goal from Student-led conferences

1.2 Increased scores in ELA and Math due to teachers understanding of the Common Core Standards and the instructional shifts in ELA and Math. Students reading on level books as well as leveled books. Students access to books/literature due to library accessibility.

1.3 Increased percentage of RFEP and students moving up a ELPAC level.

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 Teachers receiving support from instructional coaches and program specialist

1.6 AVID College Readiness-AVID Certified, improvement in overall culture of school due to addition of art and social/emotional curriculum presented by school counselors.

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: Leadership/AVID team walkthroughs will increase in frequency
- 1.2 Professional Development on low inference notes and the common core shifts in ELA and Math
- 1.3 Professional Development for staff in equity for all students
- 1.4 Professional Development on Attendance and Trauma
- 1.5 Mount remaining projectors 20% of classrooms
- 1.6 Budget for field trips for all grades
- 1.7 After-school career –based tutoring

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, reduce suspension for All Students by 1 percent keeping us at Yellow on the dashboard

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, reduce chronic absenteeism for All students by 3 percent moving to Yellow on the dashboard

Identified Need

Suspension –

Outcome data

Number of suspensions mid- year (February) 2020 equals 13 in grades TK-8

Grade level incidents:

4 suspensions are in grade 8, 4 suspensions in grade 5, 2 suspensions in grade 7, 1 in grade 6, 1 in grade 3, 1 in TK

Target goal is to decrease suspensions mid-year by 5%=10. Based on 18-19 comparison to 19-20, the 20% reduction of suspensions was met in 19-20.

In order to continue with this decrease for 20-21, the activities implemented by administration, school counselors, and teachers will continue in 20-21

Attendance/Chronic Truancy –

Outcome data

Average number of students who are chronically absent February 2020 was 17%

Chronic Absent rate February 2019 was 16%

Comparing February 19 to February 20 chronic absent data shows a 1% increase

Homeless, Black/African American, and SPED have the highest rates of absenteeism with 50%, 35%, and 26%

Target goal is to decrease chronic absent students by 10% from the previous year.

Suspension Rate

All Students
percent of unduplicated suspension

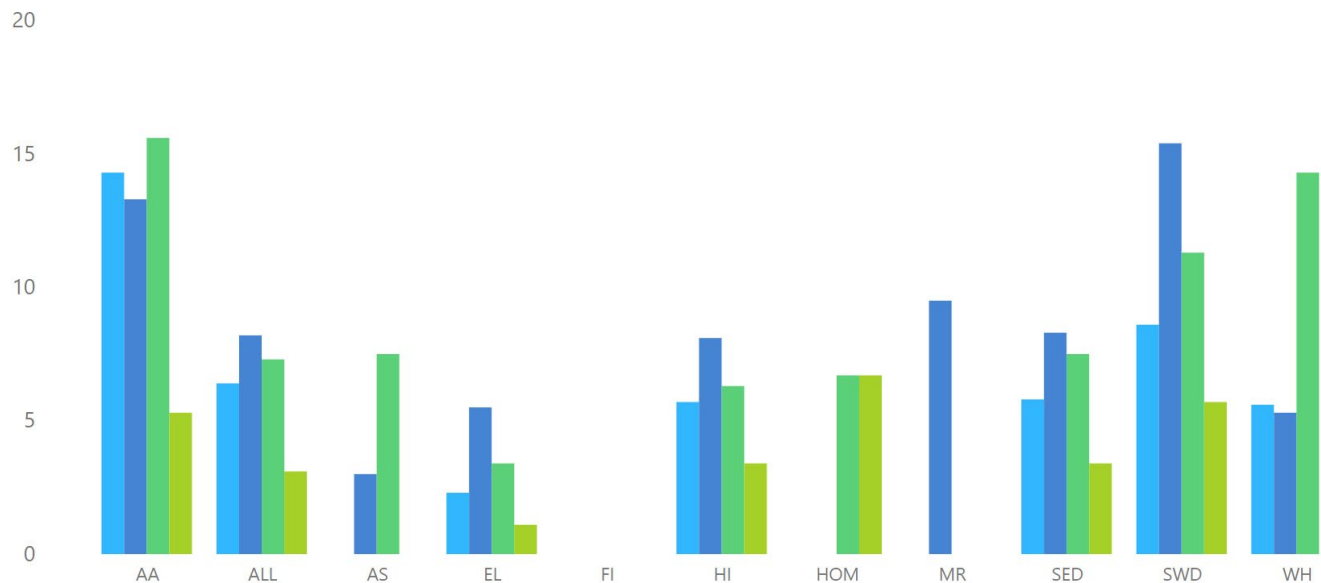


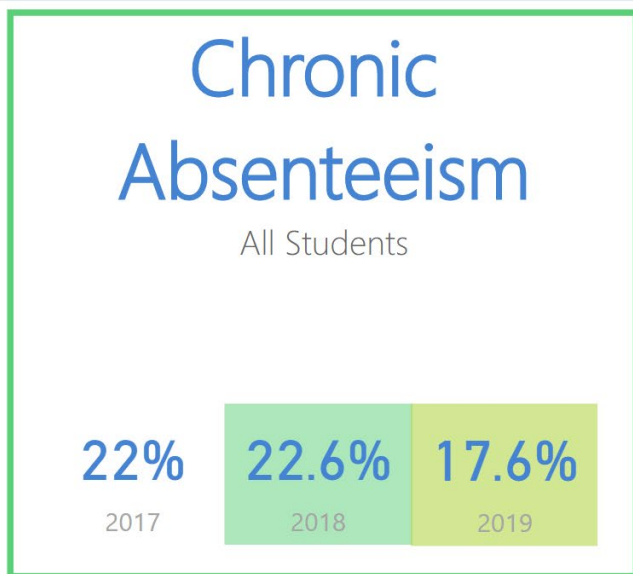
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

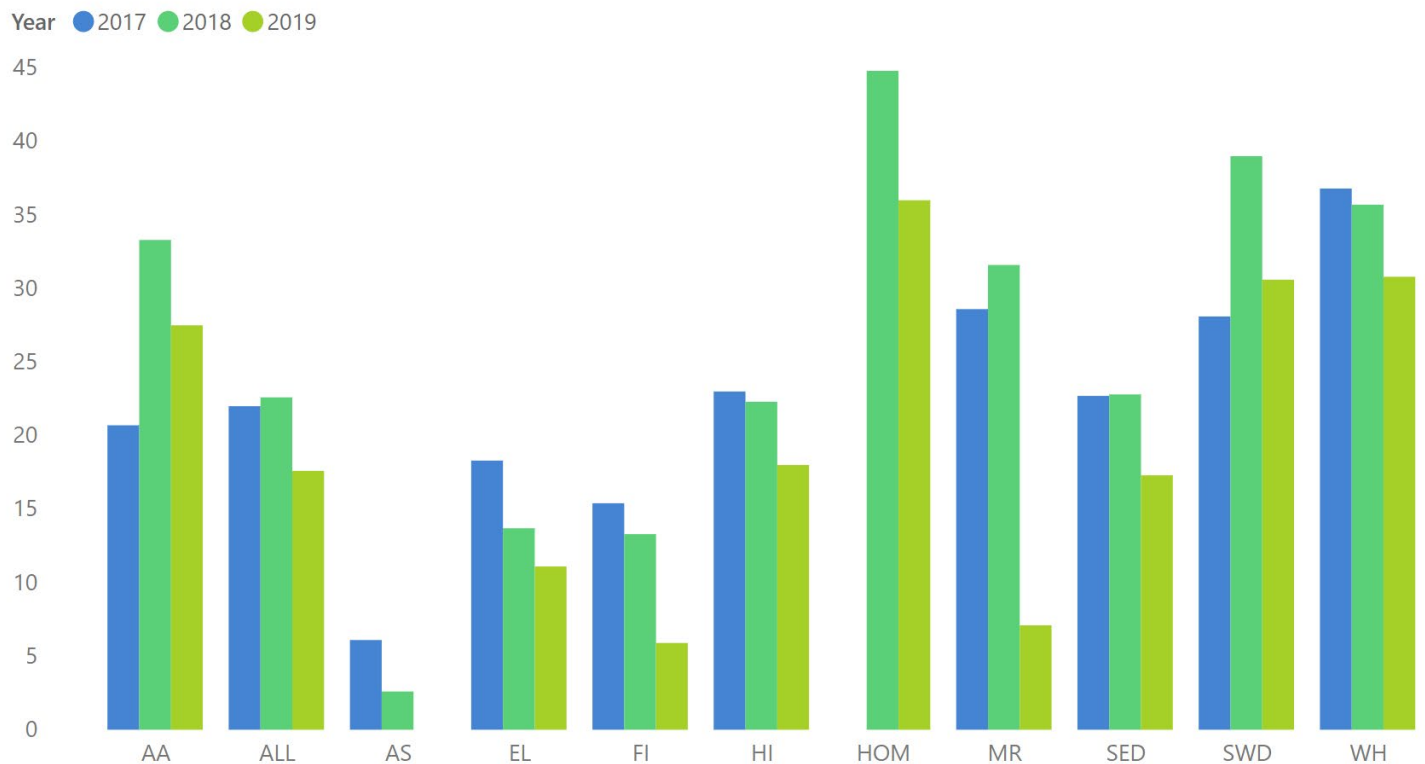
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.3%	5.3%
Chronic Absenteeism (All Students)	16.93%	13.93%

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 impact student learning through programs such as PLUS program, counseling, peer tutoring, structured student engagement activities (PBIS, Mindful Morning, incentives)

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.

Counselor Additional Compensation (12151) to meet with parents after contractual hours regarding students social/emotional support

1 counselor X 8 hours X \$60= \$500

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$500	12151	Counselor

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

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 student/teacher access 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.

SPSA Year Reviewed: 2019-2020-Year 3

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.

Evaluation/Review for the period of July 1, 2019 through March 31, 2020. The period of April 1, 2020 to June 30, 2020 the implications of COVID-19 on some activities were not possible.

Implementation:

1.1 PLUS elective class lead by both the counselor and the ELA teacher. Mental Health clinician 1 day per week. 1.5 FTE counselors. Family Literacy and Math Nights. Library open during lunch recess to increase literacy and social interaction. Attendance incentives. PBIS implementation, School-wide Assemblies.

Effectiveness:

1.1 Decrease 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 the Mental Health Clinician to 2 days a week. Continue with PLUS elective. Continue with one full time counselor and one 50% counselor designated specifically for grades 5-8. Continue with Family Nights (including opening the Book Fair to families in the evening). Continue with Library Services for students to increase literacy. Continue with Parent Liaison to increase parent/home to school connection.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, double parent participation in the monthly parent coffee hour meetings for a monthly average of 15 parents to a monthly average of 30 parents

Identified Need

Meaningful Partnerships:

10 Parent Coffee Hours; one per month for one hour each. Monthly parent newsletter.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Parents Participating in Monthly Parent Coffee Hour	150 parents annually participate	300 parents annually participate

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 conferences which encourage parent, teacher, and student relationships

25% Parent Liaison will assist to increase school to home communication through one-one-one outreach, using social media, Blackboard, Peachjar, website, and flyers

Expand the Parent Coffee Hours topics to focus of the needs parents expressed to school through a needs assessment survey.

Duplicating-\$1,000: 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 Light snacks and refreshments

Non-Instructional Materials - \$1,883: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night, and the Latino Literacy Project. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	57150	Duplicating
\$500	43400	Parent Meeting
\$1,883	43200	Non-Instructional Materials
\$7,246	29101	.131 FTE Parent Liaison (salary & benefits)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$2,629	29101	.119 FTE Parent Liaison (salary & benefits)

Annual Review – Goal 3

SPSA Year Reviewed: 2018-19 –Year 2

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.

1.2: Hire a Parent Liaison to share with McKinley School

SPSA Year Reviewed: 2019-2020 – Year 3

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.

Evaluation/Review for the period of July 1, 2019 through March 31, 2020. The period of April 1, 2020 to June 30, 2020 the implications of COVID-19 on some activities were not possible.

Implementation:

1.1 Continued with Parent-Teacher Association. Parent/student-led conferences. Family Nights (Literacy, Math, AVID). School Site Council Committee Meetings. English Language Learner Advisory Committee Meetings. Positive parent phone calls made by teachers. Monthly Coffee Hour Meeting. Assemblies (achievement, attendance performances). Hire a parent Liaison.

Effectiveness:

1.1 More parent engagement/involvement. Increased parent 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. Provide Literacy training 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. Provide a monthly Parent Newsletter to all parents.

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	\$121,918
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$262,078

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	\$121,918

Subtotal of additional federal funds included for this school: \$121,918

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	\$140,160

Subtotal of state or local funds included for this school: \$140,160

Total of federal, state, and/or local funds for this school: \$262,078

Budget Spreadsheet Overview – Title I

TAFT							TOTAL ALLOCATION		\$	119,535
Preliminary Budget Allocation - TITLE I							TOTAL BUDGET DISTRIBUTED BELOW		\$	119,535
FISCAL YEAR 2020-21							TO BE BUDGETED (Should be \$0.)			0
							50647 TOTAL ALLOCATION		\$	2,383
							TOTAL BUDGET DISTRIBUTED BELOW		\$	2,383
							TO BE BUDGETED (Should be \$0.)			0
Object	Description	FTE	TITLE I					TOTAL BUDGET		
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS			
Personnel Cost-Including Benefits										
11500	Teacher - Add Comp		\$ 15,000					\$ 15,000		
11700	Teacher Substitute		\$ 15,000					\$ 15,000		
12151	Counselor							\$ -		
13201	Assistant Principal							\$ -		
19101	Program Specialist	0.3500	\$ 50,672					\$ 50,672		
19101	Instructional Coach							\$ -		
19500	Instr. Coach-Add Comp		\$ 1,500					\$ 1,500		
	OTHER Certificated		\$ 1,500					\$ 1,500		
21101	Instructional Assistant							\$ -		
21101	CAI Assistant							\$ -		
21101	Bilingual Assistant							\$ -		
24101	Library Media Clerk							\$ -		
29101	Community Assistant							\$ -		
	OTHER Classified					\$ 7,886		\$ 7,886		
30000	Statutory Benefits							\$ -		
Sub Total - Personnel/Benefits			\$ 83,672	\$ -	\$ -	\$ 7,886	\$ -	\$ 91,558		
Books & Supplies										
42000	Books		\$ 2,000					\$ 2,000		
43110	Instructional Materials		\$ 11,977					\$ 11,977		
43200	Non-Instructional Materials						\$ 1,883	\$ 1,883		
43400	Parent Meeting						\$ 500	\$ 500		
44000	Equipment		\$ 4,000					\$ 4,000		
43150	Software							\$ -		
	OTHER							\$ -		
	OTHER							\$ -		
Sub Total-Supplies			\$ 17,977	\$ -	\$ -	\$ -	\$ 2,383	\$ 20,360		
Services										
57150	Duplicating		\$ 1,000			\$ 1,000		\$ 2,000		
57250	Field Trip-District Trans		\$ 2,000					\$ 2,000		
57160	Nurses							\$ -		
56590	Maintenance Agreement		\$ 2,500					\$ 2,500		
56530	Equipment Repair							\$ -		
52150	Conference							\$ -		
58450	License Agreement		\$ 3,500					\$ 3,500		
58720	Field Trip-Non-District Trans							\$ -		
58920	Pupil Fees							\$ -		
58100	Consultants-instructional							\$ -		
58320	Consultants-Noninstructional							\$ -		
	OTHER							\$ -		
	OTHER							\$ -		
Sub Total-Services			\$ 9,000	\$ -	\$ -	\$ 1,000	\$ -	\$ 10,000		
GRAND TOTAL			\$ 110,649	\$ -	\$ -	\$ 8,886	\$ 2,383			

Budget Spreadsheet Overview – LCFF

TAFT

REVISED March 30, 2020

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 140,160
TOTAL BUDGET DISTRIBUTED BELOW	\$ 140,160
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	GOAL #2 LEARNING ENVIRONMEN NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 1,000				\$ 1,000
11700	Teacher Substitute		\$ 1,000				\$ 1,000
12151	Counselor				\$ 500		\$ 500
13201	Assistant Principal						\$ -
19101	Program Specialist	0.6500	\$ 94,104				\$ 94,104
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated		\$ 2,000				\$ 2,000
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.4375		\$ 16,958			\$ 16,958
24101	Library Media Clerk	0.4375	\$ 18,205				\$ 18,205
29101	Community Assistant						\$ -
	OTHER Classified					\$ 2,629	\$ 2,629
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 116,309	\$ 16,958	\$ 500	\$ 2,629	\$ 136,396
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 1,404				\$ 1,404
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment		\$ 1,500				\$ 1,500
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 2,904	\$ -	\$ -	\$ -	\$ 2,904
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair		\$ 860				\$ 860
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 860	\$ -	\$ -	\$ -	\$ 860
GRAND TOTAL			\$ 120,073	\$ 16,958	\$ 500	\$ 2,629	\$ 140,160