Stockton Unified School District

School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/09/2021

Version 3 – 06/22/2021

Taft Elementary

Contents

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 2 – Ver 3 – 03/26/2021	Ver 1 – 05/20/2020 Ver 2 – 02/03/2021 Ver 3 – 06/08/2021	Ver 1 – 07/28/2020 Ver 2 – 02/09/2021 Ver 3 – 06/22/2021

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)o 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%
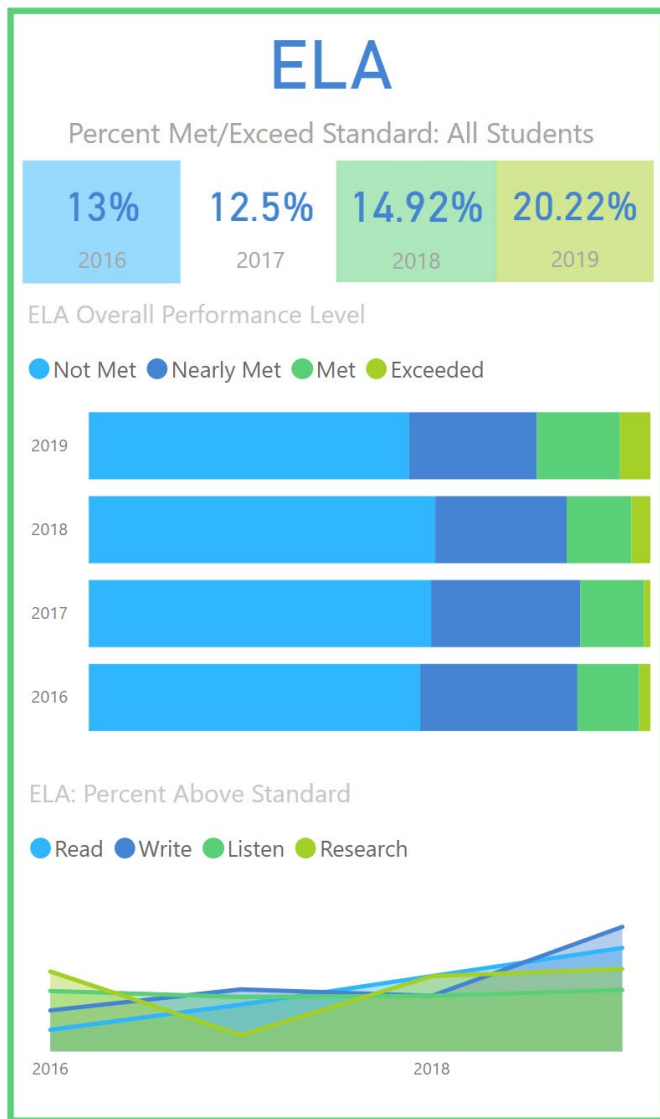
ELA

Percent Met/Exceed Standard: All Students

13%	12.5%	14.92%	20.22%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
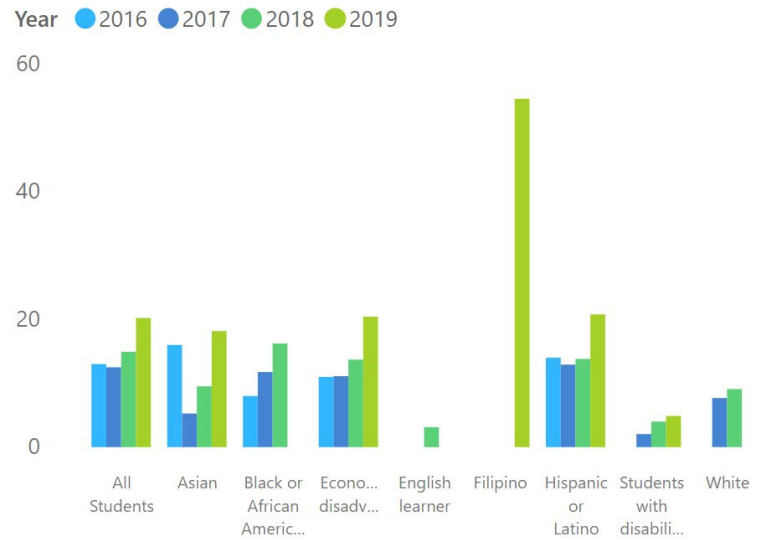
Year ● 2016 ● 2017 ● 2018 ● 2019
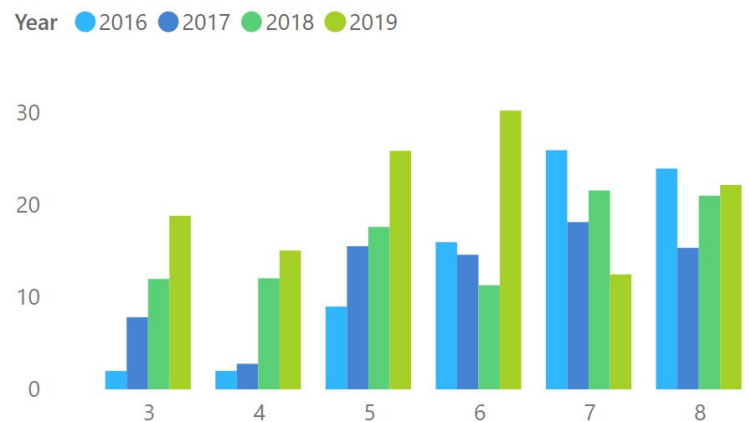
2019 Prelim ELA CAASPP: Area - Percent Above Standard
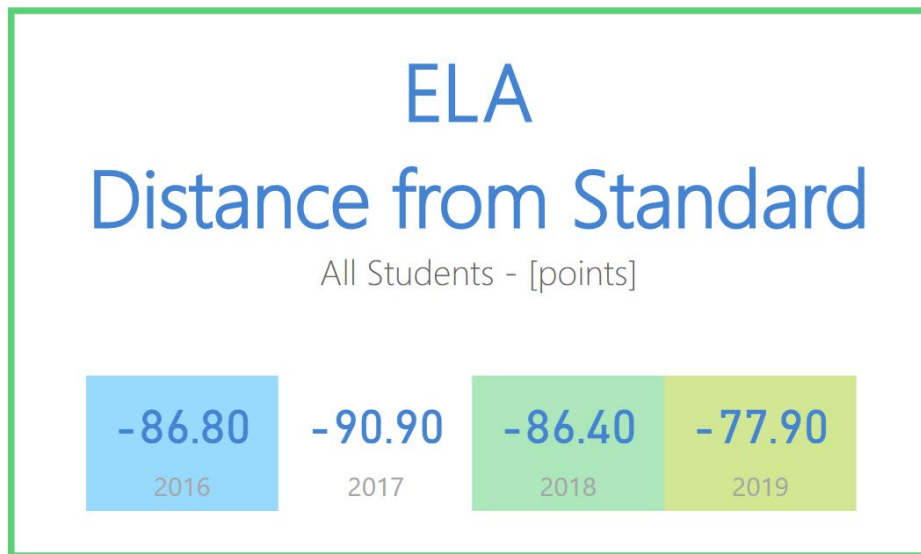
● Read ● Write ● Listen ● Research

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2019 Summative ELPAC

ELPAC Overall Performance Level

19.01%	37.19%	40.5%	3.31%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

Level 1 Level 2 Level 3 Level 4

Oral Language Overall Performance Level

16%	28%	41%	15%

- Level 1
- Level 2
- Level 3
- Level 4

01   04   KN
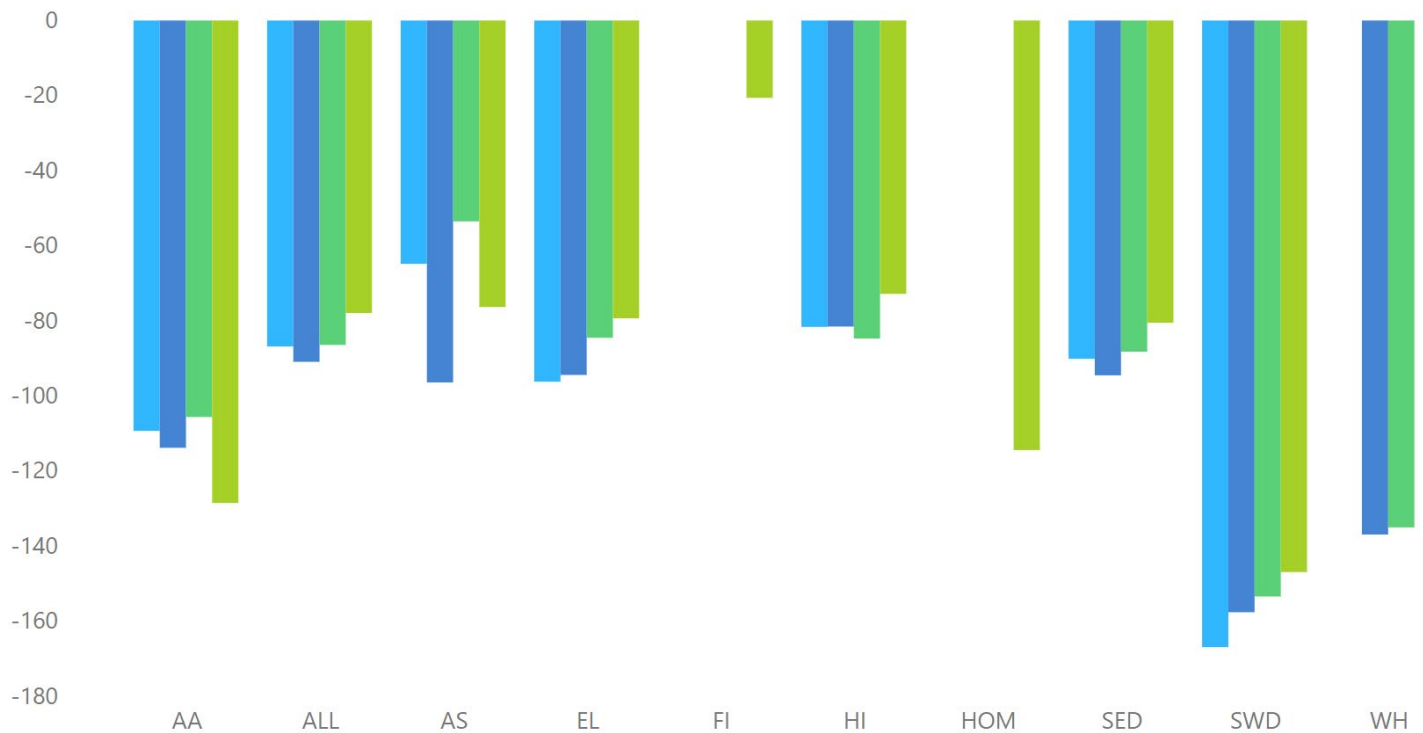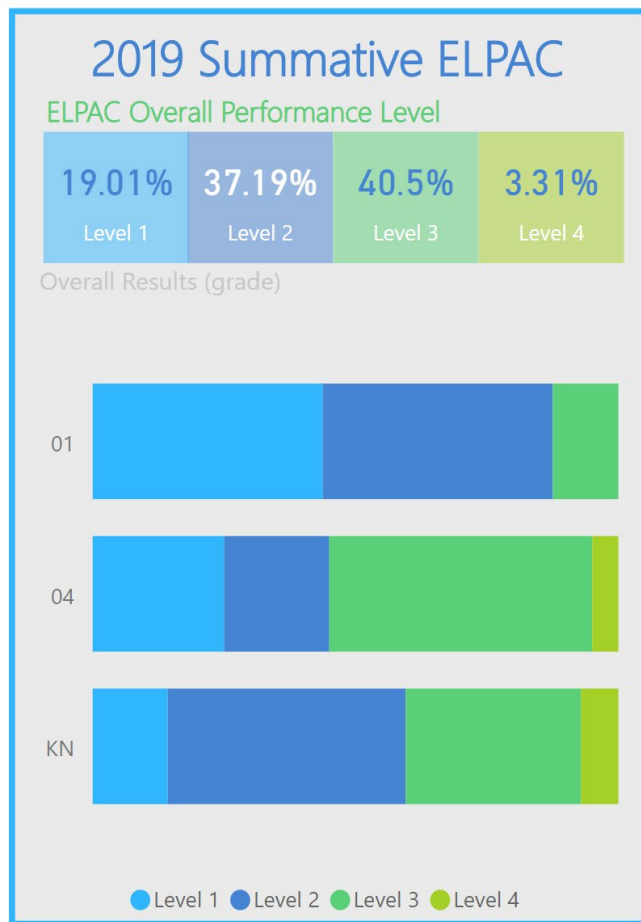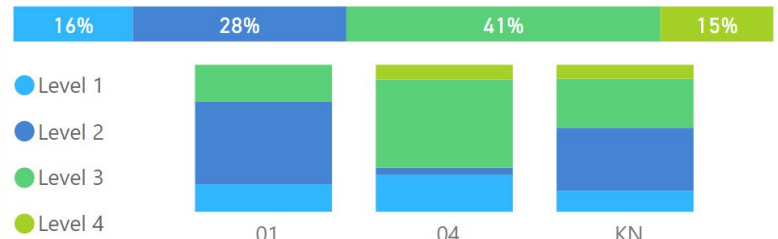
Written Language Overall Performance Level

30%	47%	18%	

- Level 1
- Level 2
- Level 3
- Level 4

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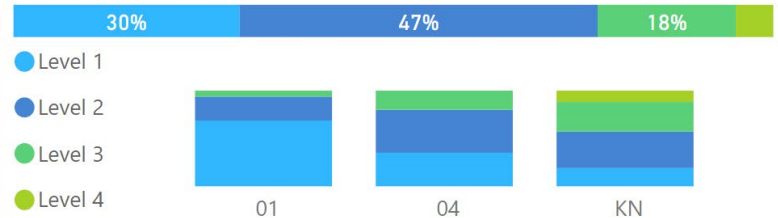
Performance Area: Percent Well Developed

- Listen
- Speak
- Read
- Write

01   04   13   KN

English Learner Progress
Reclassification Rates

9.90%	13.80%	12.70%	34.10%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

36%

ELPI 2019

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Math

Percent Met/Exceed Standard: All Students

8%	9.38%	12.21%	15.47%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

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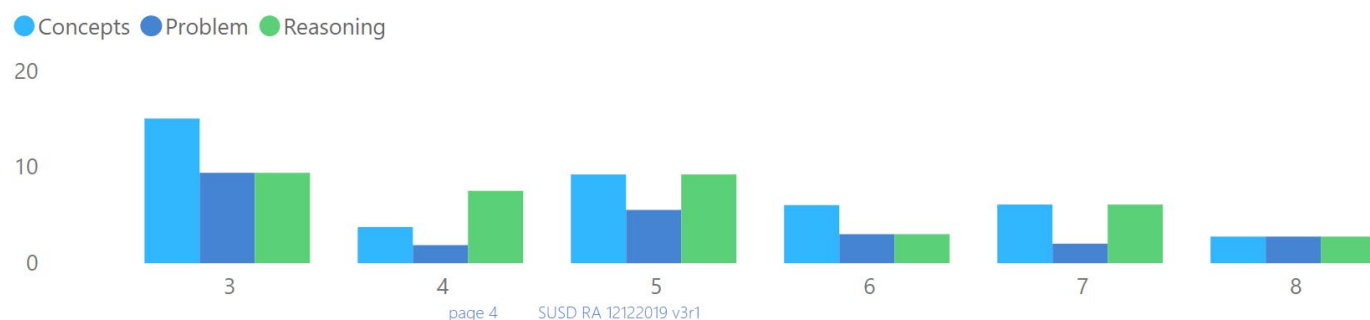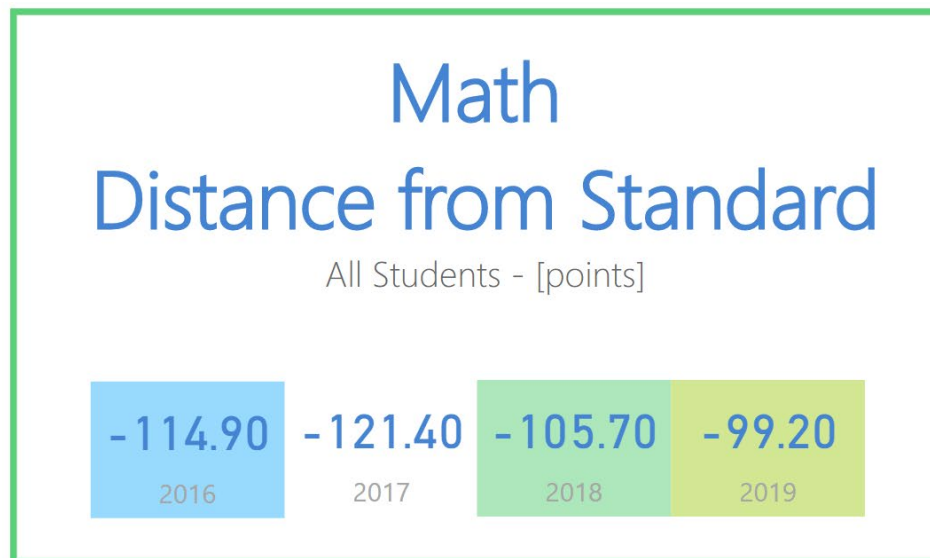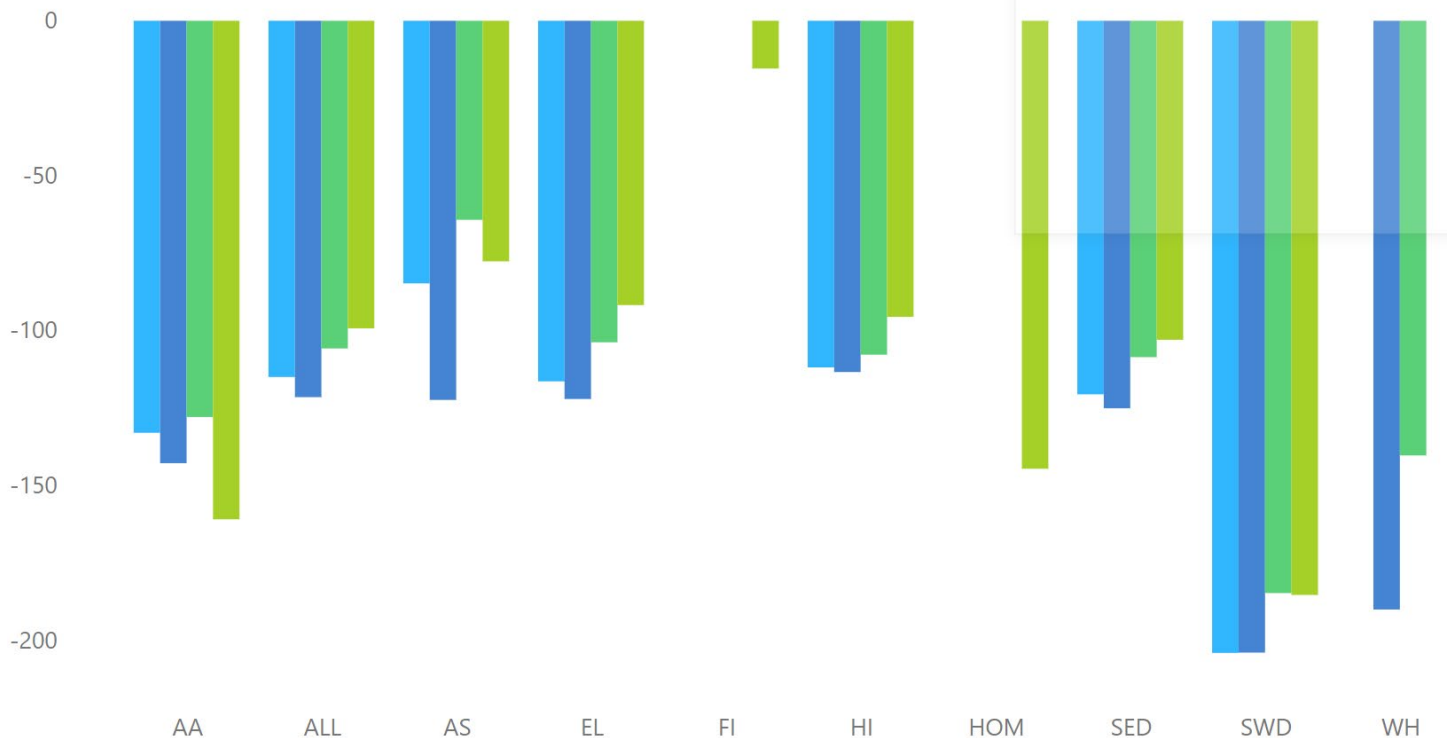
Annual Measurable Outcomes

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

$ Amount(s)	Object Code	Description
$1,500	44000	Equipment
$1,000	11500	Teacher Additional Comp
$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

Fund Source – site LCFF:

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

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

6.4%	8.2%	7.3%	3.1%
2016	2017	2018	2019
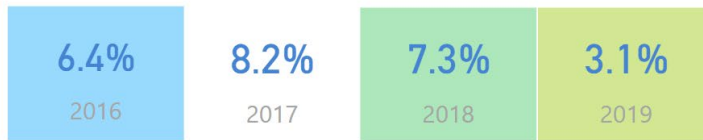
Explusion

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

Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019

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Chronic Absenteeism

All Students

22%	22.6%	17.6%
2017	2018	2019
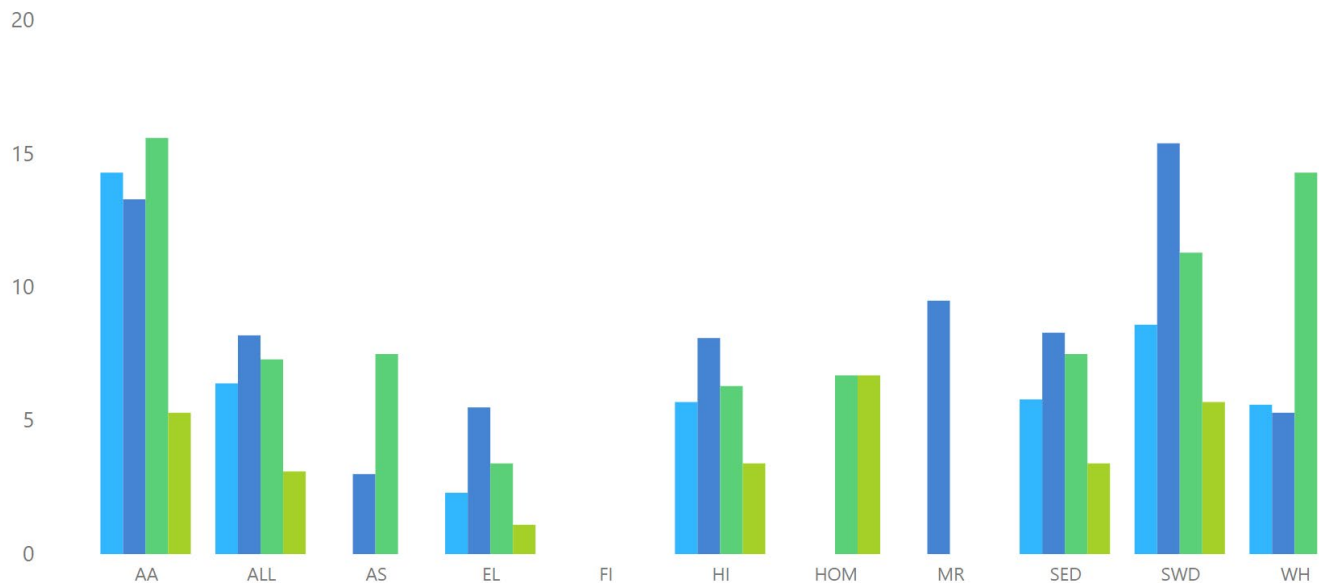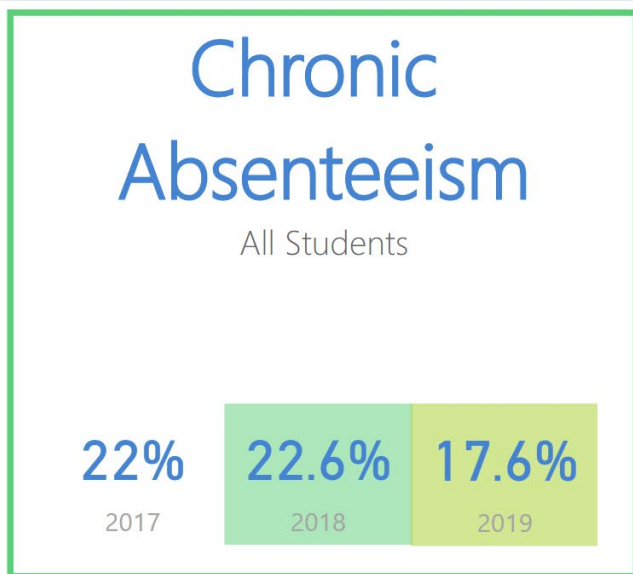
Chronic Absenteeism Rate by Student Group and Year

Year ●2017 ●2018 ●2019

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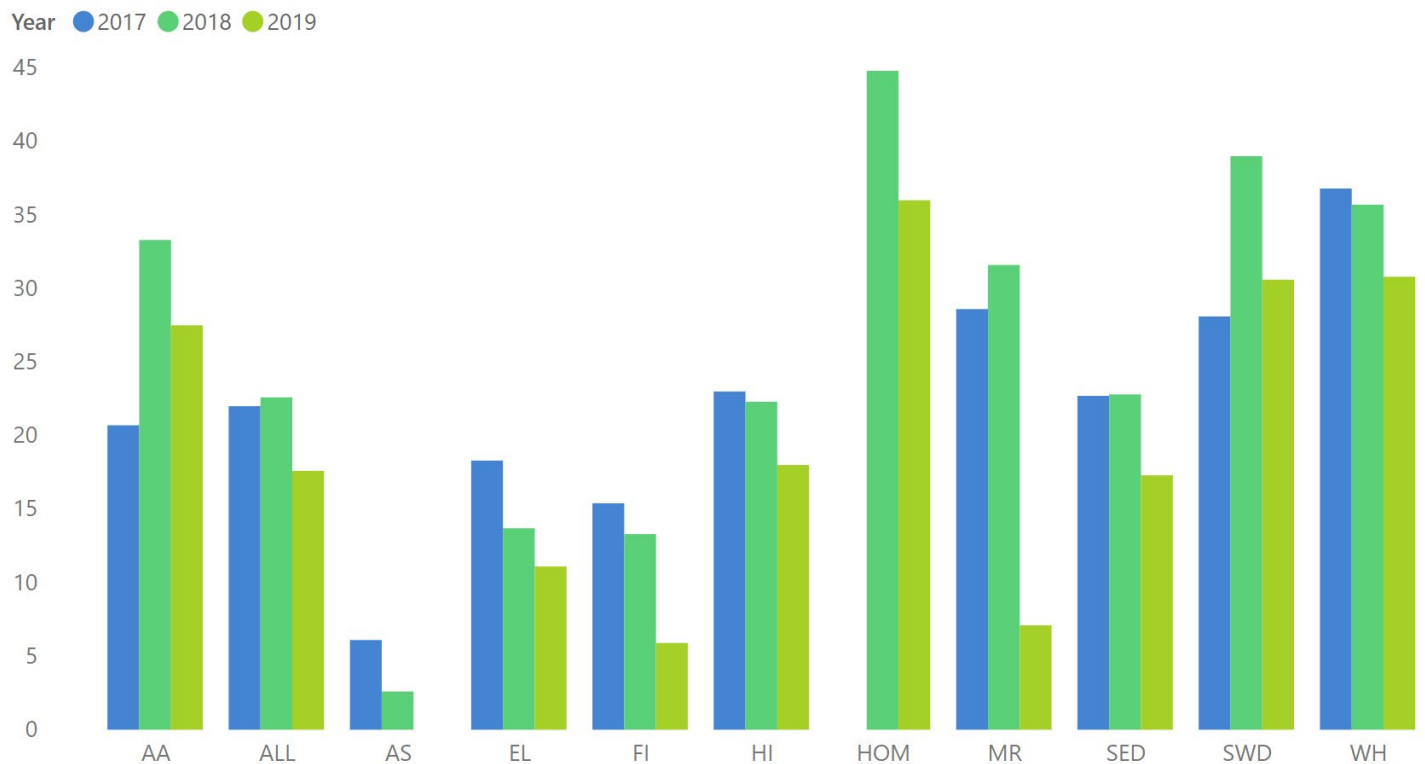
Annual Measurable Outcomes

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		
Preliminary Budget Allocation - TITLE I		
FISCAL YEAR 2020-21		

TOTAL ALLOCATION	$	119,535
TOTAL BUDGET DISTRIBUTED BELOW	$	119,535
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

				TITLE I					
				50643	50650	50671	50672	50647	
Object	Description	FTE		GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	TOTAL BUDGET
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						TOTAL ALLOCATION	$ 140,160
FISCAL YEAR 2020-21						TOTAL BUDGET DISTRIBUTED BELOW	$ 140,160
						TO BE BUDGETED (Should be $0.)	0

			LCFF				
Object	**Description**	**FTE**	**23030** **GOAL #1** **STUDENT** **ACHIEVEMENT** **LOW INCOME**	**23020** **GOAL #1** **STUDENT** **ACHIEVEMENT** **ENGLISH** **LEARNERS**	**23034** **GOAL #2** **LEARNING** **ENVIRONMEN** **NEW COST** **CENTER**	**23035** **GOAL #3** **MEANINGFUL** **PARTNERSHIPS** **NEW COST** **CENTER**	**TOTAL BUDGET**
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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Taft's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Taft's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

- **$229 – 43110 – Instructional Materials/Supplies:** Reduce funds to cover salaries/benefits based on actual costs.
- **$867 – 43110 – Instructional Materials/Supplies:** Reduce funds to cover salaries/benefits based on actual costs.
- **$500 – 43110 – Instructional Materials/Supplies:** Reduce funds to cover counselor additional compensation expenditures.
- **$1,096 – 19101 – .35 FTE Program Specialist:** Reallocated funds to cover salaries/benefits based on actual costs.
-

LCFF –

- **$17,520 – XXXXX – Blank:** Reduce funds for general distribution. Administrative correction and redistribution.
- **$17,520 – XXXXX – Reserves:** Reallocated funds to reserves temporarily before reallocation. Administrative correction and redistribution.
- **$1,375 – 43110 – Instructional Materials/Supplies:** Reallocated funds to reserves temporarily before reallocation. Administrative correction and redistribution.
- **$17,520 – XXXXX – Reserves:** Reallocated funds to reserves temporarily before reallocation. Administrative correction and redistribution.
- **$17,520 – 19101 – .65 FTE Program Specialist:** Reallocated funds to cover salaries/benefits based on actual costs. Administrative correction and redistribution.
- **$1,375 – 19101 – .65 FTE Program Specialist:** Reallocated funds to cover salaries/benefits based on actual costs. Administrative correction and redistribution.

SPSA: Goal 1, Strategy 2:

Title I –

- **$10,000 – 11700 – Teacher Substitutes:** Reduce funds as teacher substitutes to cover teacher release time for professional development, leadership, and AVID walks are not being implemented as planned due to COVID-19 restrictions pertaining to distance learning and social distancing.
- **$4,000 – 11500 – Teacher Additional Comp:** Reduce funds as teacher additional comp teachers are participating in as many professional development trainings after school as planned due to COVID-19 restrictions pertaining to distance learning and social distancing.
- **$2,000 – 57250 – Field Trips District Transportation:** Reduce funds from field trips due to COVID-19 mandated school closures and strict social distancing/stay at home orders were unable to be implemented.
- **$1,500 – 56590 – Maintenance Agreements:** Funds from maintenance agreements will be used for this modification. We are not needing the Maintenance Agreements because we are on distant learning and the agreements are not needed.
- **$8,600 – 44000 – Equipment:** Reallocate to purchase a color copier to be used to duplicate supplemental materials such as plays, short stories, class newsletters to be used as additional resources/manipulatives for student learning.
- **$500 – 12500 – Counselor Additional Comp:** Reallocate funds to cover counselor additional compensation expenditures.
- **$4,400 – 43110 – Instructional Materials/Supplies:** Reallocate funds to purchase math manipulatives for students to use at home to support distant learning instruction. To purchase professional development materials for teachers in order to intergrade ELA & Social Studies or Math & Science.

LCFF –

- **$1,500 – 43200 – Non-Instructional Materials:** Reduce funds...
- **$1,500 – 44000 – Equipment:** Reallocate funds to purchase a 3D printer for student use. The 3d printer for students to use to learn problem solving, implement creative thoughts, learning about engineering/design and work collaboratively with their peers in Math and Science.

Sign in sheets, agendas, surveys, as well as walk through data (informal observations) will be reviewed with Taft cabinet as well as the Leadership Team in addition to sharing with SSC and ELAC. SSC and ELAC meets 4 times a year. Cabinet meets bi-monthly. Leadership Team meets monthly. The collected data will be discussed at these meetings.

SPSA: Goal 2, Strategy 1:

Title I –

- **$2,000 – 12500 – Counselor Additional Comp:** Reallocate funds for counselor additional comp. Added comp to counselors are meeting with students/families after school addressing attendance and social/emotional concerns. Counselors are meeting with students/families after school addressing attendance and social/emotional concerns. Counselors will weekly turn in administration the number of students he/she is meeting with weekly. The data to look at this is attendance as the counselors are meeting on chronic absent students and students who may need some counseling services after school. The data is reviewed bi-weekly during CARE meetings. The data is also shared with Taft staff as well as SSC and ELAC.
- **$1,500 – 58100 – Consultant Instructional:** Reallocate to add consultant focusing on trauma informed and social and emotional professional development. The cost for 3 one-hour professional development sessions is $1,500. Staff takes a survey at the first PD as well as the last PD. The growth of knowledge will be observed based on the survey.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Taft is receiving additional monies in Parent Involvement (Cost Center: 50647). Taft's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
TAFT	500	438	87.6%	$ 119,535	$ 2,661	$ 122,196	$ 2,383.00	$ 278.00

Title I –

- **$1,000 – 43200 – Non-Instructional Materials:** Reduce funds from non-instructional materials as duplication of parent resources is necessary due to COVID-19.
- **$500 – 43400 – Parent Meeting:** Reduced funds as in-person parent meetings are not able to be scheduled due to COVID-19 restrictions pertaining to social distancing.
- **$300 – 57150 – Duplicating:** Reallocate funds to cover the cost of duplicating expenses to provide parents with materials and information that supports their students at home due to COVID-19 restrictions pertaining to distance learning.
- **$500 – 43200 – Non-Instructional Materials:** Reallocate funds to purchase parent workbooks to support training topics.
- **$700 – 52170 – Webinar Trainings:** Reallocated funds for registration fees for parents to attend and participate at the CABE conference.

TAFT 283

				7/28/2020	INITIAL BUDGET/DATE		2/9/2021	REVISED BUDGET/DATE	50647 - inc by $278

TITLE I	TOTAL ALLOCATION	$ 119,535	LCFF	TOTAL ALLOCATION	$ 140,160	TITLE I - PARENT - 50647	TOTAL ALLOCATION	$ 2,661
	TOTAL BUDGET DISTRIBUTED BELOW	$ 119,535		TOTAL BUDGET DISTRIBUTED BELOW	$ 140,160		TOTAL BUDGET DISTRIBUTED BELOW	$ 2,661
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

Budget Detail

Column groups:
- **ACHIEVEMENT**: 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS
- **LEARNING ENVIRONMENT**: 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE | 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE
- **PARTNERSHIPS**: 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS | 23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS | 50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS

Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 11,000	0.000	$ 1,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 12,000
11700	Teacher Substitute (incl benefits)	0.000	$ 5,000	0.000	$ 1,000	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 6,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000	$ 500	0.000		0.000		0.000		0.000	$ 2,000	0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.350	$ 35,505	0.650	$ 62,216	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 97,722
30000	Statutory Benefits	0.000	$ 15,155	0.000	$ 28,280	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000	$ 3,003	0.000	$ 2,001	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000	$ -	0.438	$ 15,167	0.000		0.000		0.000		0.000		0.000		0.438	$ 15,167
30000	Statutory Benefits	0.000		0.000		0.000	$ -	0.000	$ 1,364	0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		0.438	$ 17,243	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.438	$ 17,243
30000	Statutory Benefits	0.000		0.000	$ 1,126	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000	$ -	0.131	$ 6,359	0.131	$ 7,513	0.119		0.000		0.381	$ 13,872
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	$ -	0.000	$ 2,015	0.000	$ 1,287	0.000		0.000		0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 70,163		$ 112,866		$ -		$ 16,531		$ 2,000		$ 8,374		$ 8,800		$ -		$ -		$ 162,005
Books & Supplies																					
42000	Books		$ 2,000		$ -				$ -										$ 1,000		$ 3,000
43110	Instructional Materials		$ 15,781		$ 29		$ -		$ -				$ -						$ -		$ 15,810
43200	Non-Instructional Materials		$ 99		$ -		$ -		$ -				$ -						$ 1,661		$ 1,760
43400	Parent Meeting												$ -		$ -				$ -		
44000	Equipment		$ 12,600		$ 1,500																$ 14,100
	Sub Total - Books & Supplies		$ 30,480		$ 1,529		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,661		$ 34,670
Services																					
57150	Duplicating		$ 1,000												$ 300						$ 1,300
57250	Field Trip-District Trans		$ -																		$ -
56590	Maintenance Agreement		$ 1,000						$ -												$ 1,000
52150	Conference		$ -																		$ -
52170	Webinar Trainings		$ -												$ 700						$ 700
58450	License Agreement		$ 3,592						$ -												$ 3,592
58720	Field Trip-Non-District Trans																				$ -
56530	Equipment Repair				$ 860																$ 860
58100	Consultants-Instructional										$ 1,500										$ 1,500
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 5,592		$ 860		$ -		$ -		$ 1,500		$ -		$ 1,000		$ -		$ -		$ 8,952
	GRAND TOTAL		$ 106,235		$ 115,255		$ -		$ 16,531		$ 3,500		$ 8,374		$ 9,800		$ -		$ 2,661		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, equity, Social and Emotional development and AVID through agendas, sign-ins, classroom observations, coaching, number of teachers participating in the PD by June 2022

ELA: By EOY 2022, per iReady Diagnostic 3 Results Reports, the total number of students performing 2 or more grade levels below will decrease by 20 students

ELA: By EOY 2022, per iReady Diagnostic 3 Results Reports, the total number of 11 students performing 1 grade level below will improve to perform at grade level in iReady Reading scores

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 15 students

Math: By EOY 022, per iReady Diagnostic 3 Growth Report, 65% of Grade K-8 students will achieve iReady annual typical growth goals

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

New Allocation:

**Change staff and $$ Additional Comp: $11,760 7 staff (5 teachers, 1 program specialist, 1 instructional coach) are attending the AVID ElevateXP Leading Change for Educational Equity (LCEE) is designed to empower site and district leaders to employ a systematic approach to college & career readiness through the implementation of AVID Schoolwide. Participants of the LCEE professional learning experience:

• Explore a defined leadership theory of action that addresses educator beliefs and behaviors and creates campus wide conditions to ensure college & career readiness for all.

• Understand how to create a strong infrastructure to support AVID Schoolwide implementation and sustainability. • Utilize team planning time (embedded into the learning experience) to identify specific strategies to accomplish, anticipate and troubleshoot potential barriers, and implement lasting change in support of college and career readiness for all students.

7 attendees X 18 hours X $60 = $ 7,560

Conference Registration for AVID:

(Other Funds: 6 staff (5 teachers and 1 instructional coach) (Program s Specialist and Administration registration paid for by AVID Panda Grant $565.00 X 6 attendees = 3,390)

Teacher Collaboration

Collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support:

28 (25 teachers, 1 program specialist, 2 instructional coaches) X 2.5 hours X $60 =$4,200

Subtract from 11700 (subs) $827 and subtract from 56530 (equipment repair) $860 total subtraction: $1,687.

Add $1,526 to 11500 (teacher added comp.) Collaboration for development of a stakeholder involvement plan: Collaboration for in-depth data review and evaluation of strategies and activities:

28 staff (25 teachers, 1 program specialist, 2 instructional coaches) X 1 hour X $60 =$1,526

2021-2022 Strategy Update

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. (2 @ .5 FTE Instructional Coaches – Centralized Service)

The Program Specialist ($50,660 - 35% Title I, $90,496 - 65% LCFF) will coordinate supplemental programs at the site:

 English Learner Program Tasks State Mandated Testing Local Assessments Master Schedule & Student Placement Training & Demonstration of Activities & Processes Data Analysis, Reporting, Distribution Core Materials Management/Library Student Assistance Program (SAP) After School Program Supplemental Bilingual Staff Support Supplemental Support and Interventions AVID Elementary coordinator School Site Council & School Plan for Student Achievement Parent Involvement Activities Technical Support for Instructional Technology & Software Resolve Network Issues Communicate with Administration & Teachers Assist the Principal in Duties

The Library Media Assistant will support literacy at the school site:

Work directly with teachers and students to support literacy, read to all classes K-2 using elements from common core standards, Organizes the library so students can easily find books at their Lexile level, ensure books have Lexile levels on them, and order books that go along with Lexile level. Schedule times for each class to visit the library. Provide teachers with lists of individual and class sets of books sorted by Lexile levels to support Core Curriculum- Salary - $17,243 – LCFF

Additional compensation for Library Media to support the library to be open longer hours for student access. 1 Library Media X 22.00 per hour x 51.2 = $1,126 - LCFF

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

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

Teacher Collaboration

Collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support:

26 (24 teachers, 2 instructional coaches) X 7.6 hours X $60 =$11,856 (Allocating $11,000 – Title I, $1,000 - LCFF)

License Agreements-$3,592 – Title I

Individually and in small group, teachers will incorporate Reflex Math 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, leveled readers, classroom libraries, Developmental Reading Assessment kits, SIPPS Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, printers for classrooms $22,979-Title 1, $1,163 - LCFF

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

 AVID Site Team/Leadership Team will conduct data walks in all classrooms to provide feedback to teachers on AVID strategies and data which will in turn improve student achievement in all academic areas.

 Provide teachers with technology that is necessary in order to remain faithful when implementing the district adopted ELA and math programs. Equipment ($12,600 – Title I); doc cameras and projectors

Maintenance Agreement - $1,000 – Title I: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/flipped classroom instruction. Maintenance agreements ensure the equipment (Laminator, copier, Duplo, poster maker) are available and usable to provide a print rich environment.

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. Salary $15,167 LCFF

Additional compensation for Bilingual Assistant to support EL students after school 1 bilingual assistant X 23.00 per hour x 59.3 =$1,364 - LCFF

Duplication-for supplemental instructional materials needing duplicated for classroom instruction- $1,000 – Title I

Counselor added comp. 1 counselor x 60 x 16.6 hours = $1,000 – Title I to meet with student(s) after contractual hours to discuss academics as well as preparation for courses for high school Program Specialist added comp.

After School Tutoring-8 weeks August 16-September 30 focusing on unfinished learning

28 days @ 3 hours per day (83 hours) x $60 = $4,980 (Allocating $3,003 – Title I, $2,001 – LCFF)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
76,663	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
35,579	4000 Series	Books & Supplies
5,592	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
94,497	1000 Series	Certificated Personnel Costs (including benefits)
34,900	2000 Series	Classified Personnel Costs (including benefits)
1,163	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

UnboundEd June 23-24, Training attendance for ELA (K-5), Math (6-12), Planning Process, Leadership, and post conference collaboration.

Eligible Attendees with Title I: 5 Teachers, 1 Program Specialist,

Training Attendance – 13 hours per teacher x 5 teachers x 60 = $3,900

Training Attendance- 5 hours, program specialist X 60 = $300

Collaboration for in-depth data review and evaluation of strategies and activities, unfinished learning. 27 staff (24 teachers, 1 program specialist, 2 coaches) X 6 hours X 2 days X $60 = $19,440 (Allocating $19,500)

Consultant-July 26 and July 27, 12 hours of professional development on unfinished learning. $10,000

Instructional Materials-Books/Supplies - $1,289

Roving substitutes for in-depth data review and lesson study: 34 days X 200 = $6,800

After School Tutoring-8 weeks August 16-September 30 focusing on unfinished learning

3 teachers x 3hours x 8 weeks x $60=4,320 (Allocating $4,500).

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
35,000	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
1,289	4000 Series	Books & Supplies
10,000	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

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

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

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

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 2:

Taft's suspension rate for all students will decrease from 3% to 2%, as measured by Suspensions on the Dashboard in Spring 2022

Taft's Chronic Absenteeism rate for all students will decrease from 12% to 10%, as measured by Chronic Absenteeism on the Dashboard in Spring 2022

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Increase student attendance through parent meetings, communication, and an incentive system (The intended outcome is by increasing student attendance with extrinsic motivators, we will build the desire to attend school and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on their tier level.

Provide students with social and emotional supportive resources that positively impact student learning through programs such as PLUS program, counseling, peer tutoring, structured student engagement activities (PBIS, Mindful Morning, incentives, teachers who are knowledgeable of student trauma and can support student social and emotional well-being)

 Parent Liaison will reach out to families to create the bridge between home and school through parent coffee hours, parent trainings, and supporting parents with questions or support they may need in order to have a positive parent/school connection and improved school attendance.

 Counselor Additional Compensation (12151) to meet with parents after contractual hours regarding students social/emotional support as well as following up on chronic students' absences; 2 counselor's X 33.3 hours X $60= $2,000 (Title I – 50671)

Provide staff with trauma informed and social/emotional professional development through hiring of a consultant- $500 per hour X 3 hours =`$1,500 (Title I – 50671)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
2,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
1,500	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

Goal 3:

The percentage of Taft's families participating in school sponsored activities (parent teacher conferences, family events, etc.) will increase from 35% to 45%, as measured by sign-in sheets.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance books and supplies for Parents - $60

Total for Goal 3, Strategy 1 – Title I Parent Involvement funds is $2,443.

2021-2022 Strategy Adjustment

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc.

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

Parent Liaison will assist to increase school to home communication through one-one-one outreach, using social media, Blackboard, Peachjar, website, and flyers Expand the Parent Coffee Hours topics to focus of the needs parents expressed to school through a needs assessment survey. Salary-$8,800 (Title I – 50672)

Duplicating-$300 (Title I – 50672): to be used for Parent Taft Handbook and Monthly Parent Newsletters

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

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

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

Parent Lending Library-purchase bilingual books and materials for parents in order to support their children's language acquisition $1,943 (Title I – 50647)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
8,800	2000 Series	Classified Personnel Costs (including benefits)
2,443	4000 Series	Books & Supplies
1,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

See Early Literacy Support Block Grant Section.

2020-2021 Budget Spreadsheet

TAFT 283

TITLE I	TOTAL ALLOCATION $ 131,134	**LCFF**	TOTAL ALLOCATION $ 140,160
	TOTAL BUDGET DISTRIBUTED BELOW $ 131,134		TOTAL BUDGET DISTRIBUTED BELOW $ 140,160
	TO BE BUDGETED (Should be $0.) 0		TO BE BUDGETED (Should be $0.) 0

TITLE I - PARENT - 50647	TOTAL ALLOCATION $ 2,443	$ 893,165
	TOTAL BUDGET DISTRIBUTED BELOW $ 2,443	**Print Formatted for 11 x 17**
	TO BE BUDGETED (Should be $0.) 0	

Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
							ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS						
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	$ 19,209	0.000	$ 1,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 20,209
11700	Teacher Substitute (incl benefits)	0.000	$ 5,000	0.000	$ 1,000	0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 6,000
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.000		0.450	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000	$ 500	0.000		0.000		0.000		0.000	$ 2,000	0.000		0.000		0.000		0.000		0.000	$ 2,500
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Program Specialist	0.350	$ 35,505	0.650	$ 62,216	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	$ 97,721
30000	Statutory Benefits	0.000	$ 15,155	0.000	$ 28,280	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 43,435
19500	Prog Spec-Add Comp (incl benefits)	0.000	$ 3,003	0.000	$ 2,001	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 5,004
19101	Instructional Coach	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefit)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant	0.000		0.000		0.000		0.438	$ 15,167	0.000		0.000		0.000		0.000		0.000		0.438	$ 15,167
30000	Statutory Benefits	0.000		0.000		0.000	$ -	0.000	$ 1,364	0.000		0.000		0.000		0.000		0.000		0.000	$ 1,364
21500	Bil Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22601	Library Media Assistant	0.000		0.438	$ 17,243	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.438	$ 17,243
30000	Statutory Benefits	0.000		0.000	$ 1,126	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 1,126
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22901	Community Assistant	0.000		0.000		0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.131	$ -	0.131	$ 6,359	0.131	$ 7,513	0.119		0.000		0.381	$ 13,872
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	$ -	0.000	$ 2,015	0.000	$ 1,287	0.000		0.000		0.000	$ 3,302
29500	Par Lia-Add Comp (incl benefits)	0.000	$ -	0.000	$ -	0.000		0.000	$ -	0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 78,372		$ 112,866		$ -		$ 16,531		$ 2,000		$ 8,374		$ 8,800		$ -		$ -		$ 226,943
Books & Supplies																					
42000	Books		$ 2,000		$ -				$ -										$ 782		$ 2,782
43110	Instructional Materials		$ 15,781		$ 29		$ -		$ -				$ -				$ -		$ -		$ 15,810
43200	Non-Instructional Materials		$ 99		$ -		$ -		$ -				$ -						$ 1,661		$ 1,760
43400	Parent Meeting												$ -		$ -				$ -		$ -
44000	Equipment		$ 12,600		$ 1,500																$ 14,100
	Sub Total - Books & Supplies		$ 30,480		$ 1,529		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,443		$ 34,452
Services																					
57150	Duplicating		$ 1,000												$ 300						$ 1,300
57250	Field Trip-District Trans		$ -																		$ -
56590	Maintenance Agreement		$ 1,000				$ -														$ 1,000
52150	Conference		$ -																		$ -
52170	Webinar Trainings		$ 3,390												$ 700						$ 4,090
58450	License Agreement		$ 3,592				$ -														$ 3,592
58720	Field Trip-Non-District Trans																				$ -
56530	Equipment Repair				$ 860																$ 860
58100	Consultants-Instructional										$ 1,500										$ 1,500
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 8,982		$ 860		$ -		$ -		$ 1,500		$ -		$ 1,000		$ -		$ -		$ 12,342
	GRAND TOTAL		$ 117,834		$ 115,255		$ -		$ 16,531		$ 3,500		$ 8,374		$ 9,800		$ -		$ 2,443		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
TAFT - 283 - T1
PRELIMINARY - 04/16/2021

TITLE I				LCFF				TITLE I - PARENT - 506		
TOTAL ALLOCATION		$	131,134	TOTAL ALLOCATION		$	130,560	TOTAL ALLOCATION	$	2,443
TOTAL BUDGET DISTRIBUTED BELOW		$	131,134	TOTAL BUDGET DISTRIBUTED BELOW		$	130,560	TOTAL BUDGET DISTRIBUTED BELOW	$	2,443
TO BE BUDGETED (Should be $0.)			0	TO BE BUDGETED (Should be $0.)			0	TO BE BUDGETED (Should be $0.)		0

		ACHIEVEMENT								LEARNING ENVIRONMENT						PARTNERSHIPS								
Object	**Description**	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	$ 11,000	0.000	$ 1,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 12,000
11700	Teacher Substitute (incl benefits)	0.000	$ 11,000	0.000	$ 1,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 12,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000	$ 1,000	0.000		0.000		0.000		0.000	$ 2,000	0.000		0.000		0.000		0.000		0.000	$ 3,000
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
19101	Program Specialist (incl benefits)	0.000	$ 50,660	0.000	$ 90,496	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 141,156
19500	Prog Spec-Add Comp (incl benefits)	0.000	$ 3,003	0.000	$ 2,001	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 5,004
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000	$ 15,167			0.000				0.000				0.000	$ 15,167
21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000	$ 1,364			0.000				0.000				0.000	$ 1,364
22601	Library Media Assistant (incl benefits)			0.000	$ 17,243			0.000				0.000				0.000				0.000	$ 17,243
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000	$ 1,126			0.000				0.000				0.000				0.000	$ 1,126
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 8,800	0.000		0.000		0.000	$ 8,800
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 76,663		$ 112,866		$ -		$ 16,531		$ 2,000		$ -		$ 8,800		$ -		$ -		$ 216,860
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than $500 per item)		$ 22,979		$ 1,163														$ 1,943		$ 26,085
43400	Parent Meeting																		$ 500		$ 500
44000	Equipment ($500 - $4999.99 per item)		$ 12,600																		$ 12,600
	Sub Total - Books & Supplies		$ 35,579		$ 1,163		$ -		$ -		$ -		$ -		$ -		$ -		$ 2,443		$ 39,185
Services																					
57150	Duplicating		$ 1,000												$ 300						$ 1,300
*** 57250	Field Trip-District/Non-District Trans																				$ -
56590	Maintenance Agreement		$ 1,000																		$ 1,000
**** 52150	Conference														$ 700						$ 700
58450	License Agreement		$ 3,592																		$ 3,592
58920	Pupil Fees																				$ -
***** 58100	Consultants-Instructional/Non-Instructional										$ 1,500										$ 1,500
	Sub Total - Services		$ 5,592		$ -		$ -		$ -		$ 1,500		$ -		$ 1,000		$ -		$ -		$ 8,092
	GRAND TOTAL		$ 117,834		$ 114,029		$ -		$ 16,531		$ 3,500		$ -		$ 9,800		$ -		$ 2,443		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

*****State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: T1   TAFT K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
✗		X			27200422	PROGRAM SPEC	0090	12303021T1	19101	0.6500	0.6500
X		X			27200422	PROGRAM SPEC	3010	15064321T1	19101	0.3500	0.3500
✗					64169330	LIBRARY MEDIA ASSISTANT	0090	12303024T1	22601	0.4375	1.0000
✗		X			7018A332	PARENT LIAISON	0090	12303426T1	29101	0.1312	0.3000
✗		X			7018A332	PARENT LIAISON	3010	15067126T1	29101	0.0437	0.1000
✗					71253064	BILINGUAL ASST/SPANISH	−0091	12302010T1	21101	0.4375	1.0000
								TOTALS, THIS LOCATION: 283			2.0500

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _27200422_   New Fund _LCFF & title 1_
Fund Change for PCN _7018A332_   New Fund _title 1 & parent title 1_
Fund Change for PCN _____   New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On _1/20/2021_   School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the _21-22_ school year.

Site Administrator's Approval: _Jana Brooks_   DATE: _1/22/2021_

Report ID:	Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca	Current Date:	12/14/2020
Report Location:	CDD \ Accounting\ State and Federal	Current Time:	04:05:14
User ID:	TOWNLEY, KELLY LEIGH	Page #:	33

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
2.1 Academic Student Achievement	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.	Agendas, action plan, classroom observations, Coaching hours, # of teachers receiving coaching and the # of hours coaching	Monthly	Describe implementation of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe effectiveness of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the significant material difference a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)	Describe the changes made or proposed for the future a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: *(optional)*

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

☐ School Leadership Team

☐ Director

☐ ELAC

☐ School Site Council

☐ Parent/Community groups

☐ Student groups

Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1 Strategy 1	Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, equity 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	Agendas, action plan, classroom observations, Coaching hours, # of teachers receiving coaching and the # of hours coaching Program Log	Monthly Monthly	Describe implementation of each component and include applicable data These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. The activities listed here were completed through Zoom meetings and virtual tutoring	Describe effectiveness of each component and include applicable data Due to the pandemic and lockdown, students and staff were not on campus. Many of the activities could be completed as they did not require person to person interaction. What could be implemented was effective. EL Tasks i-Ready assessments master schedule and student placement training and demonstrations- virtually SAP virtually After school program virtually AVID coordinator SSC and SPSA Technological Support and instructional technology	Describe the significant material difference None	Describe the changes made or proposed for the future Changes to Goal 1 Strategy 1 addition will be to add Social Emotional Development (PD) for teachers and staff No changes to be made 21-22

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	Google meet log ins from students participating	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. The activities listed here were completed through Zoom meetings and virtual tutoring	Due to the pandemic and lockdown, students and staff were not on campus. Many of the activities could be completed as they did not require person to person interaction. What could be implemented was effective	Students read books online because they could not check out actual books in person. Online reading resources were provided for teachers and students	No changes made for 21-22

Provide teachers with lists of individual and class 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	Timesheets	Monthly	These listed activities were not able to be implemented because COVID 19 and the fact no one was on campus until April 29, 2021.	Due to the pandemic and lockdown, students and staff were not on campus. This activity could not be determined as effective	This money was reallocated	This money will be reallocated back into the budget for 21-22
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	Timesheets	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. The activities listed here were used online	Due to the pandemic and lockdown, students and staff were not on campus. Many of the activities could be completed as they did not require person to person interaction. What could be implemented was effective	none	No changes made for 21-22
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.	Number of times students accessed the programs	Monthly			None	No changes made 21-22
In small groups, teachers will incorporate Scholastic News to provide students with leveled reading articles and writing prompts to strengthen their comprehension and writing.	Teacher Lessons	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. Families were able to access supplies and resources by coming to the school and picking them up	Due to the pandemic and lockdown, students and staff were not on campus. Many of the activities could be completed as they did not require person to person interaction. What could be implemented was effective	Money reallocated	
Applicable supplemental instructional materials include AVID specific organization and writing project	Teacher lessons	Monthly				

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.	Purchase Order.		Money reallocated		Money was reallocated to purchase a color copier and 3D printer

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 Submissions and teacher lessons
	
	AVID Submission for CCI
		Monthly
		
		Monthly
			These listed activities were not able to be implemented because COVID 19 and the fact no one was on campus until April 29, 2021.
			Money was reallocated
				Due to the pandemic and lockdown, students and staff were not on campus. This activity could not be determined as effective	Money reallocated
					
					Money was reallocated to other activities 20-21
					No changes for 21-22

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	AVID Evidence Walkthrough forms	Yearly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. The walkthroughs were conducted virtually Technology was purchased so teachers could effectively teach virtually	Due to the pandemic and lockdown, students and staff were not on campus. Many of the activities could be completed as they did not require person to person interaction. What could be implemented was effective	None No changes for 21-22 None

	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.	Purchase Orders, lessons	Monthly			None	Changes for 21-22 additionally adding doc cameras, projectors, printers,
	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.	Google Meet student log in	Monthly	Bilingual Assistant was able to work with small groups of students virtually	Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective.	None	Add compensation time to work with students after her contract hours for 21-22
	Equipment Repair will consist of replacing/fixing broken student chromebook screens and keyboards.	Purchase orders		Money was reallocated			Money was reallocated to other activities 20-21 No changes for 21-22
Goal 1 Activity 2	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	Timesheets	Monthly	Describe implementation of each component and include applicable data These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. This was done virtually. These listed activities were not able to be implemented because COVID 19 and the fact no one was on campus until April 29, 2021. Money was reallocated	Describe effectiveness of each component and include applicable data Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective. Due to the pandemic and lockdown, students and staff were not on campus. This activity could not be determined as effective	Describe the significant material difference none Money reallocated	Describe the changes made or proposed for the future No changes for 21-22 This money and activity will be reallocated back into the budget for 21-22

Teacher will enhance integrated/designated ELD/ELD curriculum using GLAD techniques.	Teacher Lessons	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The activities listed here were used virtually	This activity was implemented, teachers continued to teach ELD using adopted curriculum as well as GLAD strategies I their instruction	None	No changes for 21-22
Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, planners, etc.	Teacher Lessons	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. Families were able to access supplies and resources by coming to the school and picking them up	This activity was implemented; it was modified to adapt to be used in distant learning. The evidence of effectiveness was determined as Taft was AVID certified in both Elementary and Middle School	None	No changes for 21-22
Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.	Teacher Lessons	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021. Families were able to access supplies and resources by coming to the school and picking them up or teachers used the books to read to students- Read Alouds	This activity was implemented and deemed effective as the resources and materials were provided to students so they could access grade level standards and content		
Books will be purchased for students to use as a supplemental resource in ELA to enhance students' knowledge of different cultures.	Teacher Lessons	Monthly			Purchase more Read Alouds	Add money for 21-22

Goal 2 – School Climate

Area of Focus	2020-2021 (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2 Strategy 1	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)	Contact Logs Agendas Zoom Meetings	Monthly	Describe implementation of each component and include applicable data These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The activities listed here were used virtually	Describe effectiveness of each component and include applicable data Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective.	Describe the significant material difference None	Describe the changes made or proposed for the future No changes for 21-22

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.	Agendas Sign-ins	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The activities listed here were used virtually	Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective.	None	No changes to 21-22
Counselor Additional Compensation (12151) to meet with parents after contractual hours regarding students social/emotional support 1 counselor X 8 hours X $60= $500	Timesheets	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The activities listed here were used virtually	Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective.	None	No changes toe 21-22

				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
Goal 3 Strategy 1	Increase parent engagement activities through student-led conferences which encourage parent, teacher, and student relationships	Sign in Sheets	3 times a year	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The activities listed here were used virtually	Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective.	Add parent professional development	Changes to Goal 3 Strategy 1 addition will be to add Social Emotional Development (PD) for parents and families
	25% Parent Liaison will assist to increase school to home communication through one-one-one outreach, using social media, Blackboard, Peachjar, website, and flyers	Sign In Sheets Zoom Meetings Number of hits on social media etc	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The activities listed here were used virtually	Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective.	None	No change for 21-22
	Expand the Parent Coffee Hours topics to focus of the needs parents expressed to school through a needs assessment survey.	Needs Assessment Survey	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The activities listed here were used virtually and the parent Needs Assessment was sent home as was the Newsletters and Handbook	Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was effective.	None	No change for 21-22
	Duplicating-$1,000: to be used for Parent Taft Handbook and Monthly Parent Newsletters	Newsletters and handbook	Monthly			None	No change for 21-22
	Plan each trimester Lunch on The Lawn to assist with more parent involvement	Number of families participating	Monthly	Lunch on the Lawn and parent meeting light snacks were not implemented because of COVID 19 and the fact no one was on campus until April 29, 2021.	Due to the pandemic and lockdown, students and staff were not on campus. This activity was done virtually. It was not effective.	None	No Change for 21-22
	Parent Meeting-$500 Light snacks and refreshments	Purchase Order Coffee hour plans and sign-ins, agendas	Monthly			None	No change for 21-22

	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.	Master calendar Agenda Sign-ins	Monthly	These listed activities were able to be implemented despite COVID 19 and the fact no one was on campus until April 29, 2021.The materials were given to parents during a drive thru pick up	Parents who requested hands-on materials such as books, math manipulatives, sight word cards were able to get them so they could support their child at home. It was an effective activity	Spend more money focusing on parent take home materials and a lending library	Add additional money for 21-22

Comprehensive School Profile Data:

Taft Title 1 School wide Comprehensive Needs Assessment

Vision for Reform

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.

Taft Montessori serves culturally diverse students in K-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 responsible citizens.

Stockton Unified School District mission is to graduate every single youth college, career, and community ready. In doing so we help lift youth out of circumstances of poverty and scarcity.Taft Elementary School expectations are to accomplish this goal by establishing a high performing and caring culture at Taft Elementary School.

Taft School Profile

Academic Performance
ELA-all students-Spring 2018 CAASPP   Grades 3-8
      15% met standards,
      23% nearly met standards
      62% not met standards

ELA-Winter MAP-all students-Grades K-8
      23% met standards

Math-all students-Spring 2018 CAASPP   Grades 3-8
      12% met standards
      20% nearly met standards
      68% not met standards

Math-Winter MAP-all students-Grades K-8
      17%   met standards

English Learner Progress
2018 ELPAC-all students
      23% level 4
      33% level 3
      26% level 2
      19% level 1
Reclassification Rate
      13%   2018
      14%   2017
      10%   2016
       5%   2015

Academic Engagement
Chronic Absenteeism-all students

16%   January 2019
23%   2018
22%   2017

Condition & Climate
Suspensions-all students

16 students-January 2019
7%   2018
8%   2017
6%   2016

How do we identify individual student needs?
Currently Taft teachers, instructional coach, program specialist, counselors, and administrators look at CAASPP data in the Fall. We also look at MAP data 3 times a year, which helps teachers to plan their instruction. To serve students who need extra support in Math and Reading, teachers may platoon to instructional level groups, which are fluid and flexible and change approximately every 9 weeks. Teachers use a variety of assessments which may include DRA, SIPPS, end of module tests, end of unit tests, and/or BPST. These assessments are grade level specific in addition to MAP assessments.

Instructional materials and strategies, are they aligned with CCSS?
Currently, Taft teachers use Units of Study for English Language Arts and English Language Development. Eureka Math is the current math curriculum for 2018-2019. In Grades K-2, teacher teach English Language Arts using Open Court curriculum. In 2019-2020 all teachers will have newly adopted English Language Arts and English Language Development textbook curriculum. Additionally, they will also have newly adopted Math textbook curriculum. Currently, Taft teachers are trained in AVID strategies by attending Summer Institute, pathways training, or school site professional development AVID training. Five teachers are currently receiving GLAD training. All teachers have monthly writing professional development given by Great Valley Writing Project, through Stanislaus State University. All materials and strategies are aligned to Common Core State Standards.New English Language Arts and Math Adoption curriculum training 2019-2022

What assessment instruments are used by teachers to measure student achievement? How are assessment results used?
Currently, Taft teachers use MAP assessment data. This benchmark assessment is given three times a year. After each assessment, teachers review their class data and plan instruction as well as small group needs. All teachers have been trained in DRA. Many teachers use this data to plan their small group reading instruction. Additionally, grade 2-5 teachers have been trained in SIPPS, which is tier 2 reading intervention, school-wide for grades 2-5. This data is used to plan fluid and flexible reading groups based on real time data.

Is there a process to determine professional development needs of teachers?
Currently, professional development focus is to have all Taft teacher AVID trained, this is a school goal. Additionally, looking at CAASPP data in ELA and Math from 2018, it was determined that professional development was needed in tier 2 reading intervention as well a writing professional development. In addition, A2Z consultants for grades 3-8 in Math,

monthly professional development opportunities. Angela Beyer Professional development on Brain Development Part 1 and Part 2, 100% teacher participation.CABE (California Association for Bilingual Education) four teachers participated in the professional development for three days in March Professional development and support for all the teachers who are 1ˢᵗ year teachers, with the instructional coach.

Opportunities for teachers to collaborate horizontally and vertically?
Twice monthly teachers collaborate with their grade level teams for 3 hours per month. Once trimesterly teachers meet vertically during a staff meeting-1 hour.

How teachers communicate regularly with parents? What communication methods are used?
Teachers communicate with parents through Friday folders, planners and/or notes, emails or phone calls. The school sends home flyers, uses Taft website and Facebook, PeachJar and Messenger, as well as the school marquee.

How do parents and the community support student learning?
Parents support student learning by sending their child to school, checking homework, signing the student planner and/or Friday folder. Additionally, parents attend after school events held including parent/teacher conferences, SSC and ELPAC. Monthly parent coffee hour Weekly parent workshop on understanding your child and supporting your child.
January -April 2019

How does the school involve parents and community in decision making?
The school sends home information to families and invites them to participate in decision making through ELPAC and SSC or special meetings.

How does the community view the school?
Parents at the meeting stated "there has been a noticeable improvement in the last three years, PTA has been started, the school is cleaner and overall parents are happier with their child's education at Taft" Parents would like more communication from the teachers to the parents. Parents would also like to see more parents involved with their child's education.

Is the entire staff involved in decisions about school operations?
Many school operations are driven by state and district policies and procedures as well as Education Code. The entire staff is not always involved in decisions about school operations, the school leadership team in addition to the cabinet agrees upon school operations when appropriate. There are certain times when Taft teachers make decisions regarding school operations, such as early release days.

How the policies and procedures of the school support improved student achievement
Policies and procedures overall are set by district and state guidelines which are in alignment with school policies and procedures. Currently, Taft School implements restorative practices, PBIS, Positive behavioral interventions and supports (**PBIS**) is a school wide approach to make schools safer and improve student behavior which supports students' social and emotional learning, which

Overall, how much progress was made last year? In the last two years
Over the last three years of data it shows overall progress made, but it is limited progress. Academic Progress is slow progress. Chronic Absentee students-more than 10% of the school year absent has not declined significantly. Suspensions have overall stayed the same percentage.

ELA: All Students-CAASPP Grades 3-8
         2016   13%   met standards
         2017   13%   met standards
         2018   15%   met standards

Math: All Students-CAASPP Grades 3-8
         2016   8%   met standards
         2017   9%   met standards
         2018   12%   met standards

Chronic Absentee-All students Grades 1-8
         2017   22%
         2018   23%
January   2019   16%

Suspensions-All students
         2016   6%
         2017   8%
         2018   7%
January   2019   16 students- grades 4,7, & 8

Identify Data Sources
The data used for this Needs Assessment is SUSD Continuous Improvement Taft Elementary. See Attachments in google docs
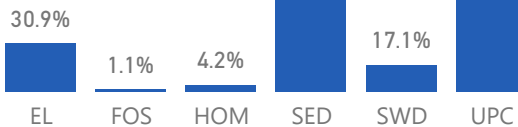

See Decision Making Model-(DMM)
Attachment

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

473
Enrollment

EL	FOS	HOM	SED	SWD	UPC
30.9%	1.1%	4.2%	83.1%	17.1%	86.3%

December

Engagement

CWA

22
Parent Outreach

12.24%

0.0% — 100.0%

Chronic Absenteeism

Academics

Winter

Participation	Participation	Participation
98%	98%	(Blank)
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
30%	21%	(Blank)
Percent	Percent	Percent-Fall

High School: No Credits Earned
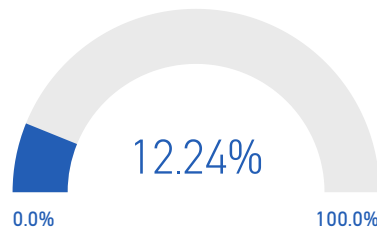
English Learners

ELPAC IA	ELPAC IA
88%	23
Percent GL Tested	Total Tested

Reclassification

11

RFEP ⬤ Eligible

Curriculum:
Tests Administered Through January

Benchmark	Ready Class
746	1556
Total Test Count	Total Test Count

Saavas

108
Total Test Count

School Climate
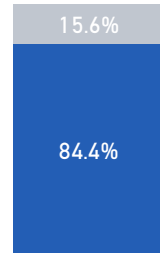
Plus Survey

97.4%

15.6%

84.4%
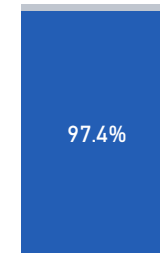
At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

2020-2021

Change: All Enrollment
(current-previous month)

0

Dec-Jan change

01-Aug 470 Enrollment	**06-Jan** 473 Enrollment

02-Sep
471
Enrollment

03-Oct
474
Enrollment

04-Nov
471
Enrollment

**05-Dec**
473
Enrollment

SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021
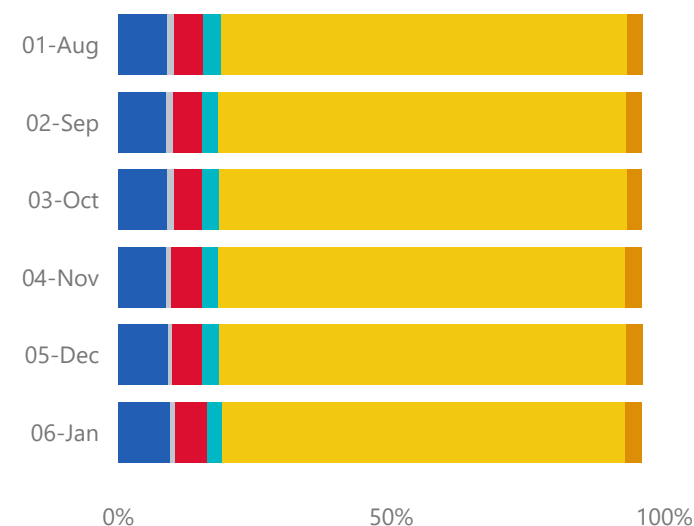
Grade Level: Student Count
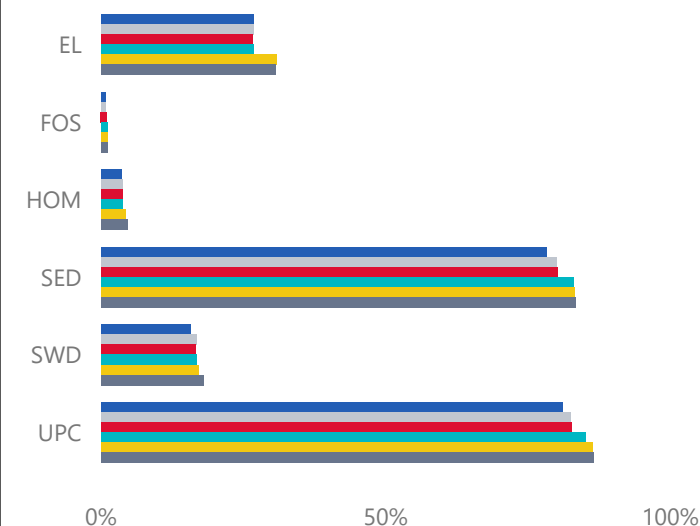
Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec ●06-Jan
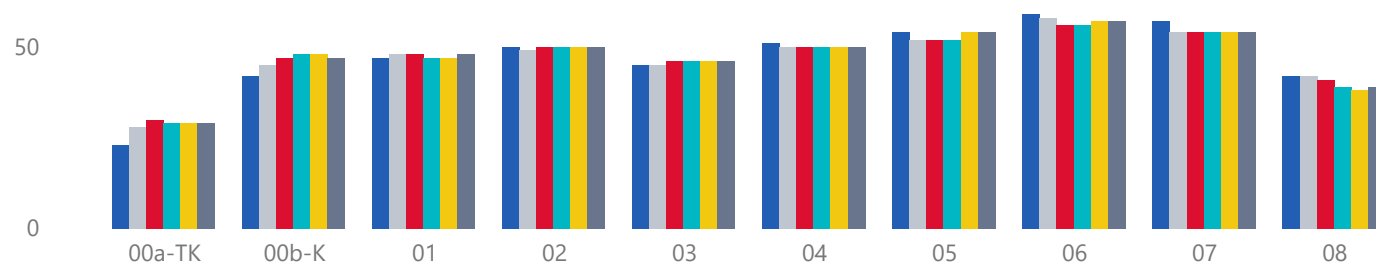
Race/Ethnicity: Percent

Student Group ●AA ●AI ●AS ●FI ●HI ●PI ●WH

Student Groups: Percent

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ▶

Engagement

2020-2021

Connections

Rate Change: Chronic Abs

0.02 ↑

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).
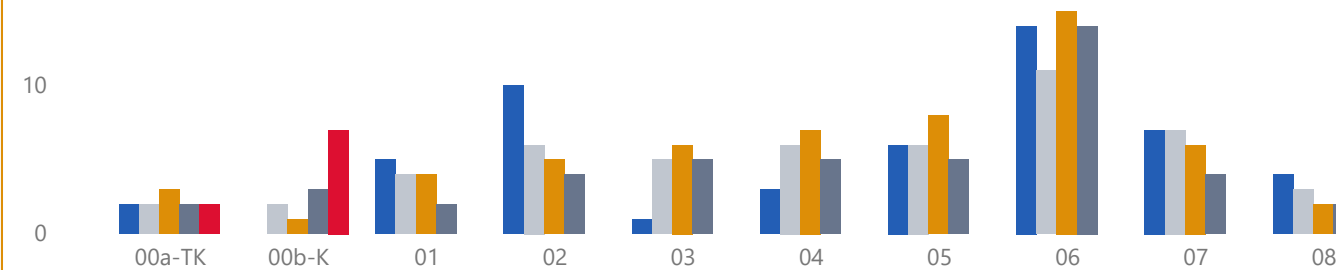
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

01-Aug	01-Aug
11.16% Rate	**53** Count
02-Sep	02-Sep
11.20% Rate	**54** Count
03-Oct	03-Oct
12.99% Rate	**63** Count
04-Nov	04-Nov
10.63% Rate	**52** Count
05-Dec	05-Dec
12.24% Rate	**60** Count

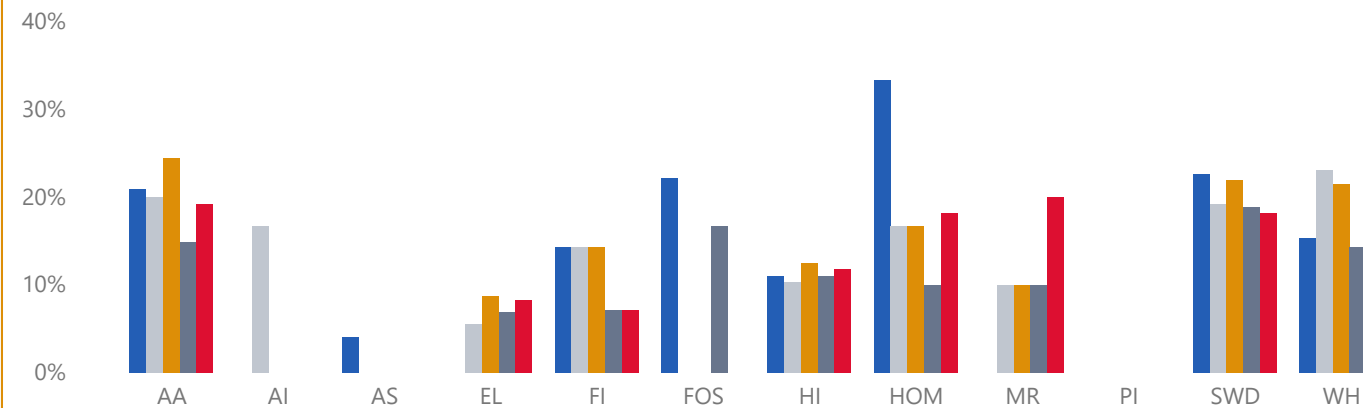SUSD RA v1.1

Chronic Absenteeism: Student Group

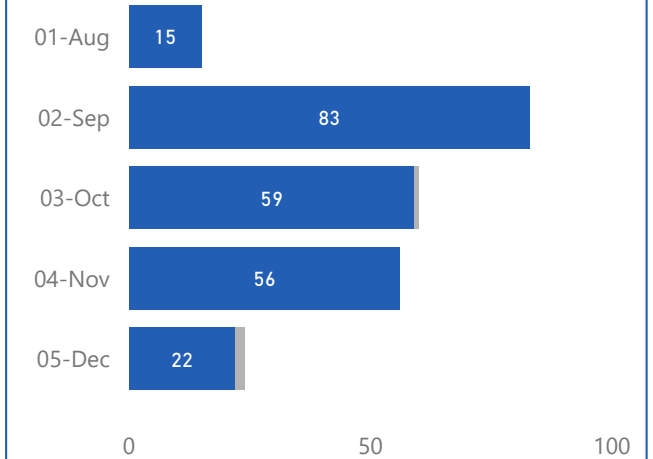**Month** ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

CWA Connections

SubCategory ●Parent Outreach ●Tier 2

Month	Value
01-Aug	15
02-Sep	83
03-Oct	59
04-Nov	56
05-Dec	22

counselors : coming soon!

iReady

Participation

97% Fall	98% Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:
* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.
3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

SUSD RA v1.1

On Track
- 33% Fall
- 30% Winter
- Spring

2+ Below
- 50% Fall
- 48% Winter
- Spring

No Gro...
- 32% All
- 30% Winter
- Spring

iReady Percent On-Track

Diagnostic: ● 01-Fall ● 02-Winter

Grade	01-Fall	02-Winter
00	82%	76%
01	46%	30%
02	25%	23%
03	23%	
04	31%	
05	35%	34%
06		22%
07	23%	34%
08	21%	24%
AA	23%	
AI		25%
ALL	33%	30%
AS	40%	38%
EL		
FI	43%	64%
HI	33%	28%
MR	35%	35%
SBAC	25%	24%
SED	31%	28%
SWD		
WH	42%	54%

iReady Percent Two or More Years Below Grade Level

Diagnostic: ● 01-Fall ● 02-Winter

Grade	01-Fall	02-Winter
01		
02	42%	42%
03	61%	67%
04	45%	40%
05	61%	57%
06	74%	75%
07	75%	62%
08	79%	76%
AA	66%	69%
AI	40%	50%
ALL	50%	48%
AS	44%	31%
EL	64%	60%
FI	29%	21%
HI	52%	49%
MR	29%	29%
SBAC	66%	62%
SED	50%	51%
SWD	70%	74%
WH	25%	38%

iReady Percent No Growth (since Winter 2019)

Diagnostic: ● 01-Fall ● 02-Winter

Grade	01-Fall	02-Winter
01		14%
02		
03	44%	33%
04	24%	29%
05	30%	26%
06	59%	56%
07	44%	31%
08	34%	39%
AA	38%	38%
AI	20%	25%
ALL	32%	30%
AS	21%	21%
EL	31%	35%
FI	36%	14%
HI	32%	32%
MR	17%	17%
SBAC	39%	36%
SED	31%	31%
SWD	46%	41%
WH	40%	18%

F-W Growth / F-S Growth
38% All

iReady F-W Typical Growth

Group	Growth
00	36%
01	26%
02	35%
03	30%
04	28%
05	38%
06	47%
07	63%
08	36%
AA	41%
AI	25%
ALL	38%
AS	33%
EL	27%
FI	43%
HI	37%
MR	41%
SBAC	41%
SED	38%
SWD	31%
WH	62%

Curriculum

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021
Curriculum Assessments

Ready Class	Saavas	**Benchmark**
1556	108	**746**
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Grade 00: Benchmark 87, Ready Class Math 29
Grade 01: Benchmark 18, Ready Class Math 27
Grade 02: Benchmark 203, Ready Class Math 232
Grade 03: Benchmark 195, Ready Class Math 382
Grade 04: Benchmark 3, Ready Class Math 450
Grade 05: Benchmark 38, Ready Class Math 87
Grade 06: Benchmark 202, Ready Class Math 43
Grade 07: Ready Class Math 168, Saavas 59
Grade 08: Ready Class Math 138, Saavas 49

Curriculum: ● Benchmark ● Ready Class Math ● Saavas

Curriculum: Average Test Count

Grade 00: Benchmark 3.1, Ready Class Math 4.1
Grade 01: Benchmark 1.5, Ready Class Math 2.1
Grade 02: Benchmark 5.0, Ready Class Math 7.5
Grade 03: Benchmark 5.6, Ready Class Math 14.2
Grade 04: Benchmark 1.0, Ready Class Math 13.2
Grade 05: Benchmark 1.6, Ready Class Math 2.3
Grade 06: Benchmark 4.6, Ready Class Math 2.7
Grade 07: Ready Class Math 5.3, Saavas 1.6
Grade 08: Ready Class Math 6.6, Saavas 1.7

Curriculum: ● Benchmark ● Ready Class Math ● Saavas

Online Instruction: 30+ minutes

ELA: Sequence 1: 41.7%, Sequence 2: 42.2%, Sequence 3: 36.9%
Math: Sequence 1: 30.2%, Sequence 2: 44.0%, Sequence 3: 41.8%
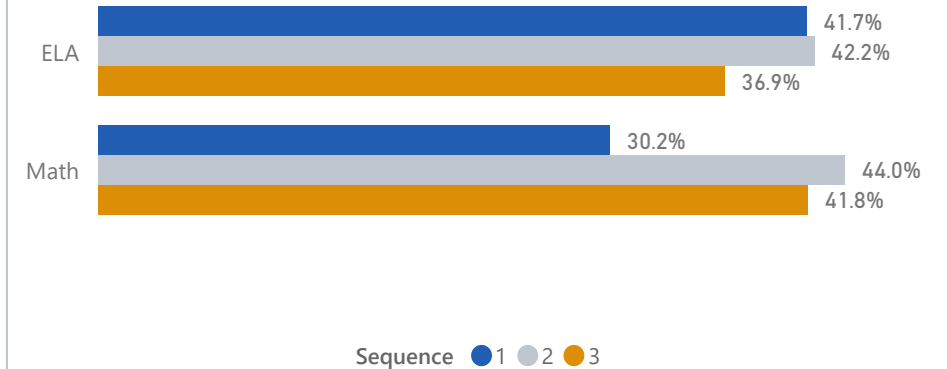
Sequence ●1 ●2 ●3

Online Instruction: Passed Lessons 70%+

Math: Sequence 1: 82.0%, Sequence 2: 82.0%, Sequence 3: 81.0%
ELA: Sequence 1: 61.0%, Sequence 2: 58.0%, Sequence 3: 57.0%
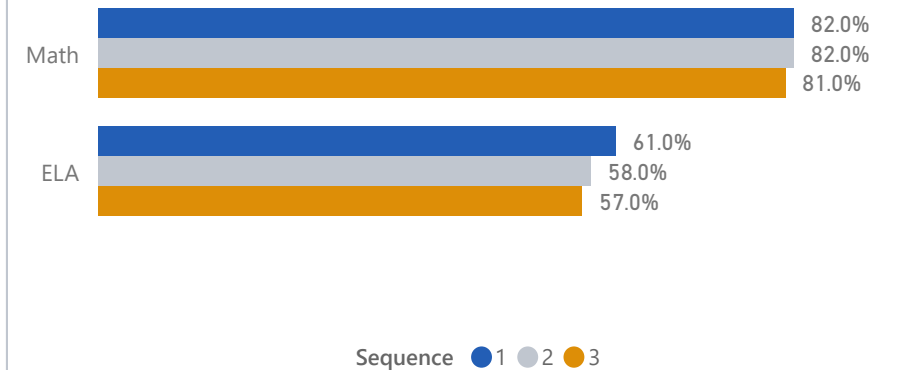
Sequence ●1 ●2 ●3

Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

SUSD RA v1.1

ELs & RFEPs

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
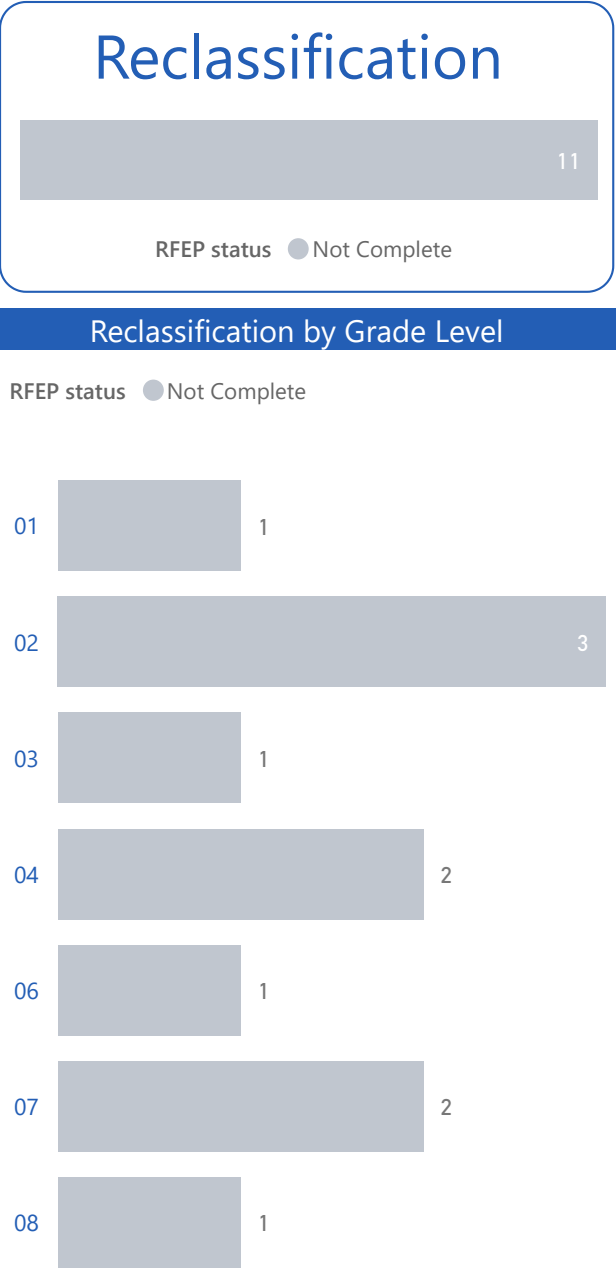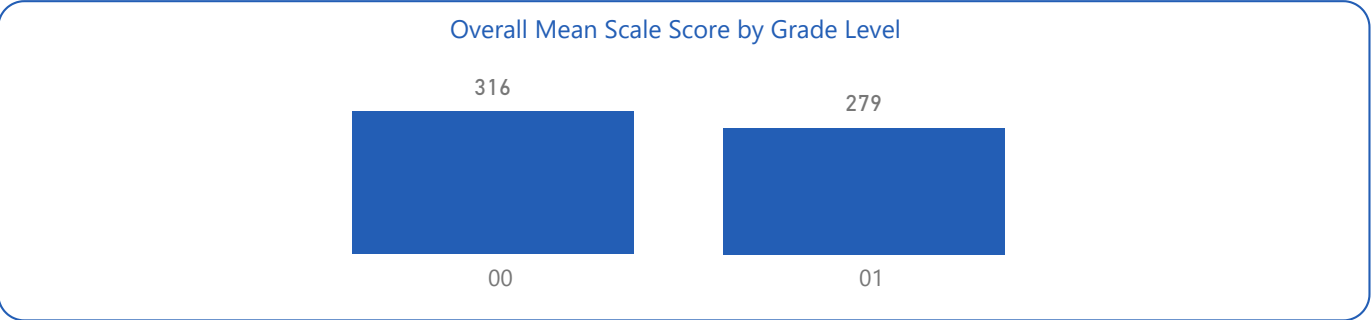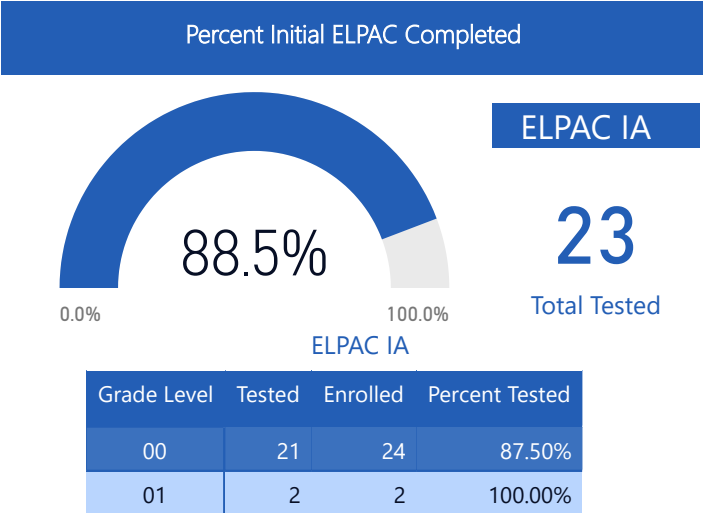
IFEP: Initial Fluent English Proficient **Intermeidate English Learner**, and **Novice English Learner.**
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile**: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

88.5%

0.0%   100.0%

23

Total Tested

ELPAC IA

Grade Level	Tested	Enrolled	Percent Tested
00	21	24	87.50%
01	2	2	100.00%

Overall Performance

● IFEP ● Intermediate ● Novice

3	6	14

Oral Language Performance

● Well ● Moderate ● Minimally

4	5	14

Written Language Performance

● Well ● Moderate ● Minimally

1	1	21

Overall Mean Scale Score by Grade Level

316   279

00   01

Reclassification

11

RFEP status ● Not Complete

Reclassification by Grade Level

RFEP status ● Not Complete

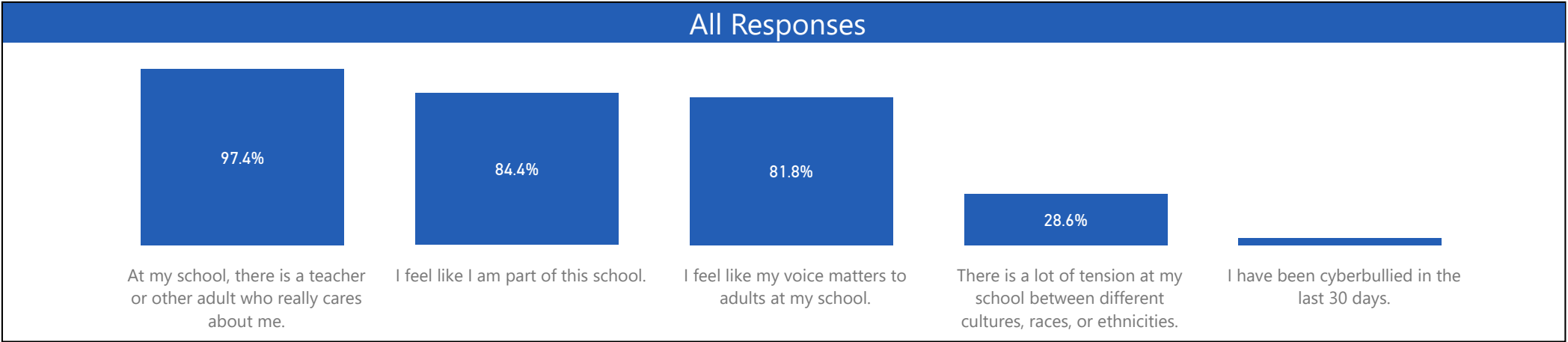| Grade	
01	1
02	3
03	1
04	2
06	1
07	2
08	1

SUSD RA v1.1

School Climate

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
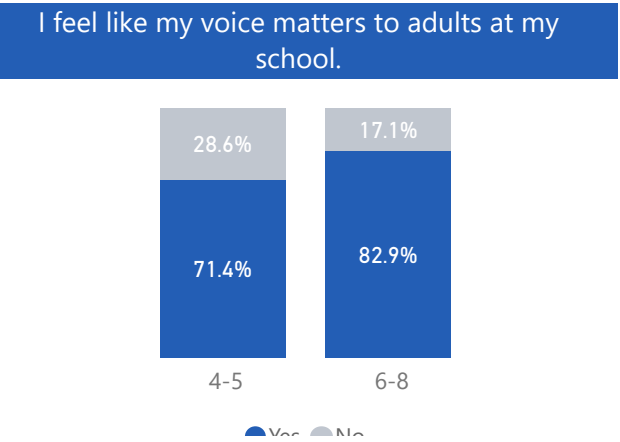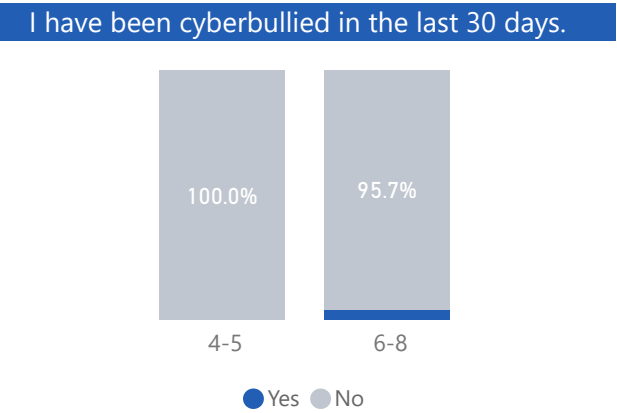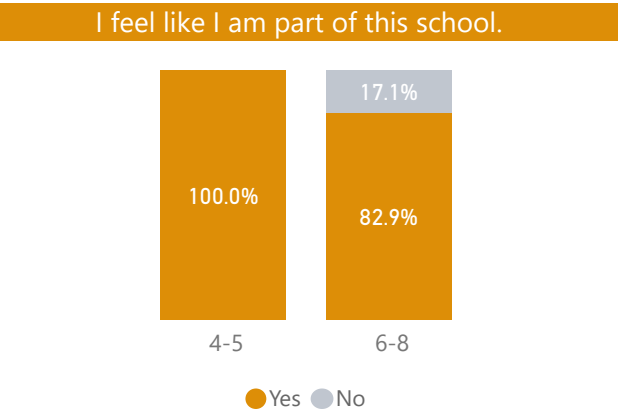
Navigation: NA
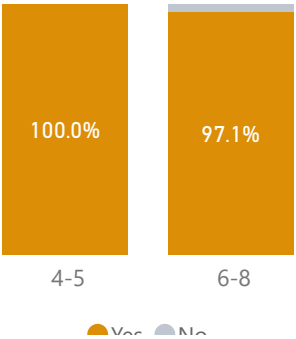
Source: Student Support Services - PLUS program

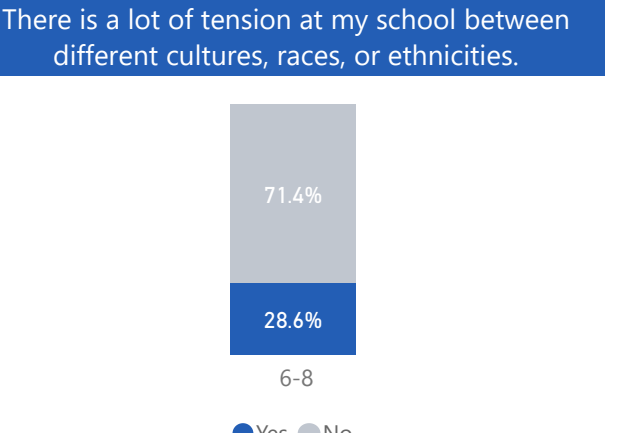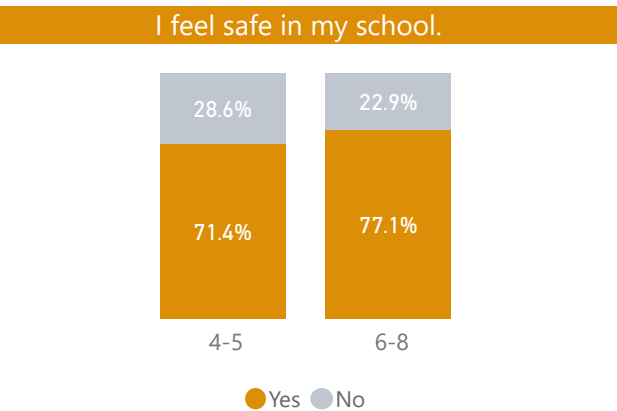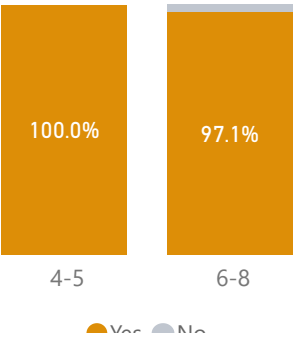**Frequency:** Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020

All Responses

- 97.4% — At my school, there is a teacher or other adult who really cares about me.
- 84.4% — I feel like I am part of this school.
- 81.8% — I feel like my voice matters to adults at my school.
- 28.6% — There is a lot of tension at my school between different cultures, races, or ethnicities.
- I have been cyberbullied in the last 30 days.

Count	Count	Count
7	**70**	**(Bla...**
Grade 4-5	Grades 6-8	Grades 9-12

I feel like I am part of this school.

- 4-5: Yes 100.0%
- 6-8: Yes 82.9%, No 17.1%

Yes / No

I have been cyberbullied in the last 30 days.

- 4-5: No 100.0%
- 6-8: No 95.7%

Yes / No

I feel like my voice matters to adults at my school.

- 4-5: Yes 71.4%, No 28.6%
- 6-8: Yes 82.9%, No 17.1%

Yes / No

At my school, there is a teacher or other adult who believes that I will be a success.

- 4-5: 100.0%
- 6-8: 97.1%

Yes / No

At my school, there is a teacher or other adult who really cares about me.

- 4-5: 100.0%
- 6-8: 97.1%

Yes / No

I feel safe in my school.

- 4-5: Yes 71.4%, No 28.6%
- 6-8: Yes 77.1%, No 22.9%

Yes / No

There is a lot of tension at my school between different cultures, races, or ethnicities.

- 6-8: Yes 28.6%, No 71.4%

Yes / No

SUSD RA v1.1

High School

school search

Taft Elementary

GradePeriod

All

2020-2021

MDTP

Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Participation Fall	Near/Ready
(Blank)	**(Blank)**
Percent	All

MDTP: Fall Diagnostic

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10

8

6

4

2

0

Credits Earned (December)

10

8

6

4

2

0

Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

2020-2021

Term
All

Student Group
All

Participation

96%	98%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

30%	Fall
21%	Winter
	Spring

2+ Below

48%	Fall
44%	Winter
	Spring

No Gro...

36%	All
29%	Winter
	Spring

iReady Percent On-Track

Diagnostic ● 01-Fall ● 02-Winter

	00	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	SBAC	SED	SWD	WH
01-Fall	86%	49%	30%	26%				23%	23%			30%			43%	32%	35%		29%	30%	42%
02-Winter	72%	26%										21%			43%	22%	29%		21%		46%

iReady Percent Two or More Years Below Grade Level

Diagnostic ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	SBAC	SED	SWD	WH
01-Fall		32%	58%	59%	59%	71%	65%	73%	78%	50%	48%	56%	60%	36%	47%		64%	51%	76%	33%
02-Winter		31%	58%	48%	47%	71%	60%	66%	79%	60%	44%	27%	55%	21%	44%		58%	47%	81%	46%

iReady Percent No Growth (since Winter 2019)

Diagnostic ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	SBAC	SED	SWD	WH
01-Fall		21%	37%	52%	37%	57%	46%	29%	61%	40%	36%	29%	36%	21%	35%	18%	44%	37%	52%	40%
02-Winter			30%	23%	43%	50%	36%	22%	52%	25%	29%	17%	29%		28%	18%	35%	30%	39%	27%

F-W Growth | F-S Growth

44%
All

iReady F-W Typical Growth

Group	Growth
00	43%
01	28%
02	46%
03	33%
04	45%
05	44%
06	49%
07	48%
08	58%
AA	39%
AI	40%
ALL	44%
AS	62%
EL	41%
FI	64%
HI	42%
MR	47%
SBAC	46%
SED	43%
SWD	39%
WH	33%

Early Literacy Support Block Grant Plan

oEarly Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan.*

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the ELSB Grant Resources Padlet for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

- Determine a point person to keep the work moving forward
- Finalize SMART Goals and Needs Assessment
- Include bilingual/dual language teachers on the team
- Introduce the Literacy Action Plan Template and Rubric to the Site Literacy Team
- Gather artifacts and evidence along the way
- Determine which stakeholder groups you will engage

LEA/District: Stockton Unified School District

LEA/District Contact/Project Director: Janet Yarbourgh

Site(s): Taft Montessori Elementary School

Site Administrator(s): Jana Brooks

Early Literacy Team Member	Role (Include title and/or grade level)
Janet Yarbourgh	Director of State and Federal
Jana Brooks	Principal
Shirley Hansen	Instructional Coach
Patricia Blackwell	TK Instructor
Raquel Poblete	K Instructor / Bilingual
Cynthia Thurman	1st Instructor/ Bilingual

Rubi Garcia	2nd Instructor / Bilingual
Pam Vickers	K-3 Special Ed Instructor

Add additional rows as needed.

LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Advanced/SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) Heggerty Program-Supplemental for Phonemic Awareness	CORE Assessing Reading Multiple Measures I-Ready Diagnostic Assessments SIPPS Formative and Summative Assessments
	Vocabulary Acquisition	Benchmark Advanced/SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	CORE Vocabulary Screening Test SIPPS Formative and Summative Assessments I-Ready Diagnostic Assessments
	Writing Instruction	Benchmark Advanced and Step Up to Writing	Step Up to Writing Benchmark Advanced
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	SIPPS Formative and Summative Assessments I-Ready Diagnostic Assessments
	Vocabulary Acquisition	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) I-Ready Diagnostic Assessments

Tier 3: Intensive, Individualized Supports	Foundational Skills	SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	SIPPS Formative and Summative Assessments I-Ready Diagnostic Assessments
	Vocabulary Acquisition	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) I-Ready Diagnostic Assessments

 Link to Grades TK/K–3 Master Instructional Schedule.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	Throughout the 2020-2021 school year Taft School Early Literacy Team along with the Taft Cabinet (Principal, VP, Counselors, Coaches and Program Specialists) have been examining data to not only address unfinished learning but to also determine what the data informs us about the literacy needs of our students. The Early LIteracy Team began their meetings by attending the first ELSB grant meeting on 1/28/2021 and have been meeting weekly (dates linked in evidence) examining data to determine the root cause of student's literacy deficiencies and are working on plans for solving those deficiencies. At the PTA meeting, ELSB team member, Ms. Garcia shared that in the Early Literacy Block Grant, there is a parent workshop component where parents will be taught literacy skills to assist their children at home.	**PTA** **Parent Mtg** **School** : **Cabinet Mtg/Leadership** School Site Council **Staff Mtg**/ Agenda **TK - 3 PLC meeting on 3/25/21** **Unfinished Learning** **Padle**t

	She discussed how teaching parents literacy strategies will help them work with their child at home reinforcing literacy skills. Parents stated they would like to have literacy training so they can help their child at home. At the School Site Council meeting, ELSB team member, Ms. Thurman shared with the SSC how the ELSB grant would help the primary teachers learn how to meet the needs of the students. She discussed how important good first teaching is. She shared her excitement to be a part of the team and the opportunity to improve her craft. Mrs. Brooks, principal discussed with both the Taft staff as well as Taft Leadership Team, the Early Literacy Block Grant. She discussed the opportunities for Taft primary teachers to improve their instructional practices in literacy. She explained, if we got the grant, TK-3 grade teachers would be learning how to improve their instruction using Benchmark Advance as well as providing parents the opportunity to learn strategies to help their child at home with learning to read. Ms. Hansen the Literacy Coach met with the Tk - 3rd grade teachers who will be benefiting from the grant to discuss the needs of the students with data and the Early	

	LIteracy Block Grant. We reviewed the data that supports the need for improvement and the SMARTe goals that were created for the grant. The teachers were supportive of the goals and indicated that they were willing to work towards improving their instruction using Benchmark Advance. The data and the literacy needs of the students were shared with the teachers at this meeting on the padlet linked in the column to the right.	
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local	Taft School fundamental root cause analysis shows that our students' lack of mastery of the reading foundational skills and combining of the language comprehension and word recognition strategies can be attributed to the following; We determined this by looking at I-Ready scores and analyzing the student data provided. We as a team met numerous times outside of the ELSB meeting times and discussed the student data that we recently collected. (links to data in the next column. It was through our deep discussions we developed the Jamboard and determined our root causes below. 1. Lack of good first instruction *(teachers have not received sufficient in depth focused training on teaching foundational reading standards, and all of the components of the Scarborough's Rope in a systematic way that builds capacity.)*	**Root Cause: Jamboard** I-Ready Data (Student data) & CA Dashboard Phonemic Awareness Data High Frequency Words Fluency DRA Assessment BPST Assessment

educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	*2. Curriculum deficiency reading foundational skills are not spiraled from year to year to "catch students" who miss the first instruction.Our curriculum is also not strong in phonemic and phonic instruction.* 3. Our reading instruction hasn't targeted all of the components of Scarborough's Rope. 4. *In the classroom only none of our teachers use read-alouds two-years above grade-level daily to help bridge our EL learners & Title 1 low socioeconomic learners that come to school with a lack of background knowledge, vocabulary and concepts of how language works.* 5.A weakness of our local educational agency (SUSD) is that our district does not have much in place that is systematic or uniform for monitoring student progress with the exception of iReady 3X a year and the use of adopted curriculums with varying degrees of faithful implementation. The district also has some AVID strategies like annotation. Because of this weakness, we lack a systematic progress monitoring system with a flowchart to guide teachers with a protocol of how to assess students and provide additional support based on the data received from the monitoring We do not have a systematic tier 2 intervention prior to the referral to SPED testing. We also do not have a master schedule for intervention or a set intervention program (tier 2 instruction) During our staff meeting, stakeholders also identified that there was Limited practice learning the alphabetic principles, limited small group instruction to support the foundational skill deficient, not all teachers have the knowledge and capacity needed to use data to drive their small instructional groups. To equitably provide a solid reading foundational skills program we also currently lack the following student supports, (curriculum that spirals to address unfinished learning, systematic progress monitoring, tutors to help teachers listen to students read every day, a intervention program to catch students in 1st grade who are beginning to fall behind.)	
1.3 NEEDS ASSESSMENT The root cause analysis and needs	We created our SMARTe goals by brainstorming on the padlet why we thought our students were not proficient readers by 3rd grade. Then	Needs Assessment (SMARTe goals)

assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.

teachers assessed students in foundational skills and based on this data we determined that our root cause stems from lack of good first instruction which includes foundational skills and language acquisition. Our teachers want and welcome training to improve their pedagogy. Their desire to be a part of change makes them open to learning new ideas and ways to approach student mastery of reading in grades K-3. This strength combined with their willingness to embrace change and do the hard work gives Taft the positive outlook for success with the teachers changing their practices as well as increased student achievement as they master all of the components of reading skills. To increase student achievement and help all of Taft's K-3 learners master reading we need the following supports

- High-Quality literacy teaching
    - training for teachers as to what that looks like and how to implement the strategies for literacy teaching
    - Lesson studies with teachers/students
    - Collaboration time to review the two components above, progress monitoring, data, etc.
        - Release time for teachers
- Literacy materials and assessments (Tiers 1-3)
    - Benchmark Curriculum (District Adopted)
    - CORE Reading Assessments /Multiple Measures
        - Training on how to implement and use the data to inform the instruction
    - SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
    - Heggerty Program (P.A.)
    - Step up to Writing
    - Read Aloud Trade Books
    - CORE Professional Development Language Acquisition

- Pupil supports

I-Ready Data (Student data) & CA Dashboard
Phonemic Awareness Data
High Frequency Words
Fluency
BPST Assessment

	○ After school tutoring/summer school, yield to what the students need in grades K-3 ○ Daily Intervention time built into the master schedule for all K-3 students ○ Systemic approach to establishing equitable learning environments and coordinating practices to enhance all student's social, emotional, and academic learning. ■ Integrated SEL through our schools academic curricula and culture. ● Family and community supports: ○ K-3 Parent Training with Literacy/ Bilingual translator ○ Parent and community engagement - Parent Literacy and Engagement in English and Spanish ○ Parent Lending Library ○ Parent Literacy Program	

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)

2.1 Literacy Goal *"Big Picture"* Focus of improvement centered on TK/K–3 literacy instruction ● Site/LEA practices or issues ● Evidence-based rigorous goal	2.1 Rationale *"Why you chose the goal"* Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence *"Artifacts that back up the rationale and support why you chose the goal"* Include links to supporting evidence.	2.1 Action Item(s) *"Specific, timebound actions that describe how the literacy instructional program will be improved"* ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal	2.2 Metrics *"How you will measure progress on actions (implementation) and/or growth (student data) and how often"* Articulate plan that includes: ● Tool/Metric ● Intervals ● Monitoring and adjusting
Example: *Provide explicit, systematic phonics instruction*	*Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction,*	*Screening data shows low student performance.* *[Insert Link] Link to needs*	● *By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3*	● *PD Plan* ● *Invoices* ● *Placement assessment data* ● *SIPPS Mastery test data*

	materials used, and low student performance across the grades.	assessment and root cause analysis provided	● and support staff, and provide monthly follow up sessions ● By the first month of school, groups formed based on placement data	● Classroom implementation observation data
Example: *Provide explicit, academic vocabulary instruction.*	*Example:* *Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.*	*Example:* *Screening data revealed low student scores in vocabulary across K–3.* *[Insert Link] Link to needs assessment and root cause analysis*	*Example:* ● *By August 2022 (Year 3), purchase Academic Vocabulary Toolkit* ● *By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions*	*Example:* ● *PD Plan* ● *Invoices* ● *iReady diagnostic data* ● *Curriculum-embedded formative assessment data (core curriculum)* ● *ELPAC data*

Foundational Skills Instruction Capacity for Teachers	Root cause analysis and needs assessment revealed inconsistent delivery of foundational skills instruction and low performance of students across the grades.	I-Ready Data (Student data) & CA Dashboard
		
		Root Cause Analysis
		
		Needs Assessment
		
		   I-Ready Data (Student data) & CA Dashboard
		   Phonemic Awareness Data
		   High Frequency Words
		   Fluency
		   BPST Assessment
			1. *We will address the foundational reading skills deficiencies; by first improving our knowledge and skills in implementing an explicit systematic foundational skills reading program. TK - 3 teachers will implement this with fidelity and consistency across classrooms. This will be accomplished through teachers receiving professional development in explicit systematic foundational reading skills. In addition, teachers will also receive opportunities to participate in foundational*	● *PD calendar*
				● *Invoices*
				● *Foundational Skill student data*
				● *I-Ready Data*
				● *Placement assessment data*
				● *SIPPS Mastery test data*
				● *Classroom implementation observation data*
				● *ELPAC data*

			reading skill lesson studies, training, peer observations, feedback, and collaboration. *Our improvement in first quality instruction will measured by our foundational skills assessments; phonemic awareness, phonics, and fluency, peer observations using a common observation form, teacher professional development in foundational skills instruction, and collaboration in Professional Learning Communities focused on foundational skills assessments using the data cycle by June 30, 2024*	
Data Collection Process /Professional Learning Community instruction Using data to drive the instruction -building capacity with teachers	Root cause analysis and needs assessment revealed inconsistent understanding of the data cycle and using data to inform instruction and shows a low performance of students across the grades	I-Ready Data (Student data) & CA Dashboard Root Cause Analysis Needs Assessment Phonemic Awareness Data High Frequency Words Fluency BPST Assessment	Goal 2 2. *We will improve our TK-3 data collection of valid predictive and reliable data of phonemic awareness, phonics, vocabulary, and fluency by administering and analyzing (I-Ready, Assessing Reading Multiple Measures by CORE; 3 times a year and progress monitoring as needed as measured by the assessment calendar, data collection forms, data conferences, and teacher professional*	• *PD calendar* • *Invoices* • *Foundational Skill student data* • *I-Ready Data* • *Placement assessment data* • *SIPPS Mastery test data* • *Classroom implementation observation data* • *ELPAC data*

			development in this area. By June 2024	
Improve teachers instruction and parents' support of students' language acquisition"	Root cause analysis and needs assessment revealed the need for training language acquisition for both teachers and parents and shows a low performance of students across the grades	I-Ready Data (Student data) & CA Dashboard Root Cause Analysis Needs Assessment Phonemic Awareness Data High Frequency Words Fluency BPST Assessment	Goal 3 3. *We will improve Language Comprehension by training our teachers and parents how to engage and motivate their students and improve their vocabulary through the use of literacy that addresses engagement, motivation, climate, and culture to include, but is not limited to, read alouds, realia, multimedia, story maps, parent literacy nights, teacher development, parent lending library and parent literacy course. Language/vocabulary acquisition will be measured by I-Ready vocabulary strand, CORE Vocabulary Screening test and writing samples by June 2024.*	• *PD calendar* • *Invoices* • *Foundational Skill student data* • *I-Ready Data* • *Classroom implementation observation data* • *ELPAC data* • *Parent responses to training* • *Parent use of the lending library*
[Insert additional rows as needed for additional goals.]				
2.3 Expenditures Consistent with Categories Link to ELSB Budget documents.				

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SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	*Example (action item):*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	In support goals 1,2 & 3, we will hire for the 2021-2022, 2022-2023, and 2023-2024 school years we will fund our current literacy specialist/coach 2.5 days to focus on K-3	As indicated in our needs assessment and our root cause, Taft needs a literacy coach on site to lead the grant initiatives and assist the principal in implementation of the grant SMARTe goals.	A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers and build their capacity.Using Benchmark Advanced, capacity will be focused on Tier 1 first instruction - lesson studies on foundational reading skills and methodology for providing that instruction. Coach would also lead the teacher teams with data review on the results of their instruction.
	In support of goals 1,2 and 3,we will hire for the 2021-2022,2022-2023, and 2023-2024 school years, we fund our current Bilingual aide additional 10 hours to focus on K-3 student literacy needs include	As indicated in our needs assessment and our root cause, Taft needs our bilingual aid to be on site for additional hours to assist in helping students become literate. The bilingual aide will be trained in effective	A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings

support in phonemic awareness, phonics and language acquisition .Bilingual aides are also able to assist in data collection of students performance.	tutoring strategies; in phonemic awareness, phonics and language acquisition, as well as effective data collection, The training will be done by the literacy coach and or the principal who is a credentialed Reading Specialist [Specialist Credential](#)	of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Using Benchmark Advanced, a bilingual aid will be utilized to work directly with students in tier 2 and 3 groupings giving students more time to work on literacy with supervision and not independent.
In support of goal 3, we will hire for the 2021-2022, 2022-2023 and 2023-2024 school years we will fund our current Library media an additional 10 hours to focus on K-3 student needs. Students having access to literature that is in the library will promote language acquisition as students are free to choose books of their interest and reading ability to take home.	As indicated in our [needs assessment](#) and our [root cause](#), Taft needs our Library Media Specialist to be on site for additional hours to assist in helping students become literate. The Library Media Specialist will be trained in leveling library books in order for students to choose books at their reading ability level, as well as effective data collection. The training will be done by the literacy coach and or the principal who is a credentialed Reading Specialist	In support of goal 3, we need to offer more opportunities for the students to access the schools Library/Media center. The Library Media Center specialist will be utilized for ● Providing access to students additional time for them to use the library, checking in and out library materials, story hour, and supporting K-3 teachers in helping them obtain materials for their classroom read a louds. ● Currently there are not enough hours in the library media's day for all K grade 2 to check out books. The additional hours will provide that time and students will be able to have access to literature that was previously not available.
In support of goal 1 ,3, we will hire for the 2021-2022, 2022-2023 and 2023-2024 school years Americorp tutors. These Reading tutors will be hired 5 days a week, 6 hours per day x 2 tutors to focus on K-3 student literacy needs...of becoming proficient in phonemic awareness, phonics and language acquisition. Reading tutors will be using materials from the Benchmark Advanced curriculum.	As indicated in our [needs assessment](#) and our [root cause](#), Taft needs Americorp Tutor to be on site and provide tutoring using either Benchmark Advance materials for students who are deficient in phonemic awareness, phonics and vocabulary / language acquisition. The data would be acquired through a combination of the following; I-ready, Multiple Measures, and / or SIPPS assessments. Students working at a Tier 2 and 3 would be the targeted	A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. In support of goals 1 & 3 we need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Americorp employees would be utilized to work directly with students Leveled Tutors based on the data from progress

		student group. Tutors would listen to students read, play phonemic awareness games, as well as vocabulary games found in the Benchmark Advanced Program giving students additional opportunities for practice. The training will be done by the literacy coach. and or the principal who is a credentialed Reading Specialist	monitoring using a combination of the following; I-ready, Multiple Measures and / or SIPPS results administered in 2nd and 3rd grade. The data will determine which groups are being serviced.
	In support of goal 1 & 3 College Tutors (UOP, Delta College) In support of goal 1 & 3, we will hire for the 2021-2022, 2022-2023 and 2023-2024 school years College tutors (UOP, Delta College). These Reading tutors will be hired 5 days a week, 6 hours per day x 2 tutors to focus on K-3 student needs of becoming proficient in phonemic awareness, phonics and language acquisition. Tutors will be using the Benchmark Advanced curriculum.	As indicated in our needs assessment and our root cause, Taft needs Tutor's to be on site and provide tutoring for students in Tier 2 and 3, listening to students read and providing practice opportunities with the leveled readers, reader theaters and other reading practice materials found in the Benchmark Advanced curriculum. The training will be done by the literacy coach and or the principal who is a credentialed Reading Specialist	A majority of our K-3 students are testing below proficiency in phonemic awareness, phonics and language acquisition. In support of goals 1 & 3 we need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Tutor's from the local college (UOP and Delta College) would be utilized to work directly with students Leveled Tutors based on the data from progress monitoring using Multiple Measures and /or SIPPS results administered in 2nd and 3rd grade will help determine the groups being serviced. This is in support of goals 1 and 3. .
	In support goals 1,2 & 3, we will hire for the 2021-2022, 2022-2023, and 2023-2024 school years we will fund an SUSD district retired intervention teacher 5 days a week to focus on providing SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	As indicated in our needs assessment and our root cause, Taft needs an intervention teacher to be on site and provide focused pull out instruction for students in Tier 2 and 3, listening to students read and providing practice opportunities. The intervention teacher will be trained in SIPPS	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data.* In support of goals1 , 2 & 3 we need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on

	instruction to grades 2 & 3 students who are working in the Tier 2 or Tier 3 levels in literacy.	assessments and instruction of SIPPS when the classroom teachers are trained.	ongoing formative assessment data.*An intervention teacher will be utilized to work directly with students' literacy improvement goals and would also be trained with the Multiple Measures & SIPPS progress monitoring so data on the individual students progress can be measured.* The intervention teachers would be utilized to work directly with students based on the data from multiple measures, I-Ready, Multiple Measures and SIPPS to determine the students SIPPS levels. Grades 2nd and 3rd grade are the initial targeted grades with the 2nd ½ of 1st grade in the second or third year of the grant being included. This decision was made because of the unfinished learning /teaching during the COVID and school closure. We predict based on the end of the school year 20-21 I-ready data that many students in grades 2 and 3 will need intensive additional support in the 21-22 and 22-23 school year.
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link] Link to needs assessment indicating not a priority*	*Example (rationale):* *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	NO ACTION / NA	[Social Studies Weekly Benchmark](#)	*Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs*

			assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	In support of goals 1,2 & 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will fund collaboration and release time for teachers to collaborate around the data and instruction as well as attend training, lesson studies, etc as it relates to literacy instruction and achievement. (3 subs 12 hours per week) Training will be done by the literacy coach who is certified to teach reading foundational skills in a lesson study format	As indicated in our needs assessment and our root cause, Taft teachers will need to be released from their classrooms to receive professional development on literacy instruction, achievement and the use of data training order for them to effectively accomplish goals 1,2 & 3 by June of 2024.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We need to have time for our teachers to be trained in methods that will improve their instruction which will result in students mastering the skills. We also need time for teachers to learn how to use the data they are collecting to inform their instruction so all children will have their individual needs met. We collectively will work together to achieve goals 1,2 & 3 by June 2024.*
	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will purchase and provide SIPPS training for teachers. SIPPS(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	As indicated in our needs assessment and our root cause, we selected SIPPS as a tool to help accomplish goals 1,2 & 3. Teachers will receive training to implement the program correctly.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We plan on implementing SIPPS as a part of our intervention in helping meet goals 1,2 & 3 by June 2024.*
	In support of goals 1, for the 2021-2022, 2022-2023 and 2023-2024 school years we will provide Pivot & Core Training training using the Reading SourceBook for teachers.	As indicated in our needs assessment and our root cause, we will provide lesson studies and professional development using the Pivot & Core Reading SourceBook for teachers. This support will be provided by the literacy coach who is certified to provide Pivot & Core training on the Reading Sourcebook.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We will provide reading foundation skill training to teachers to help improve their first instruction which will result in our school achieving goals 1,2 & 3 by June 2024.*

	In support of goals 1 & 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will purchase and provide Heggerty Program Phonemic Awareness training for teachers	As indicated in our needs assessment and our root cause, We will provide teacher training in the Heggerty Program Phonemic Awareness and have the teachers use that Phonemic Awareness lessons to help students master Phonemic Awareness. In addition to Benchmark Advanced Core Curriculum	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing Heggerty Phonemic Awareness which will result in our school achieving goals 1 & 3 by June 2024.*
	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will purchase and provide Step UP to Writing program that will be used to teach writing within the Benchmark Advanced curriculum.	As indicated in our needs assessment and our root cause, We will provide teacher training in the Step UP to Writing program and how to use the program to support language acquisition and writing within the Benchmark Advanced curriculum.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing Step Up to Writing which will result in our school achieving goals 3 by June 2024*
	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years Teachers will be trained in vocabulary routines from the CORE Reading SourceBook by the Literacy Coach.(Certification) We will focus on vocabulary found within the district adopted curriculum: ELA (*Benchmark Advanced*) Social Studies(*Studies Weekly*) Science (*HMH Science Dimensions*) and math *(I-Ready math)* as students need to be literate with a variety of language to meet the rigor of reading across the subject materials.	As indicated in our needs assessment and our root cause teachers will be trained in how to instruct students in teaching vocabulary to their students for Tier 1 instruction. Words will be taught as they are introduced in the district adopted, ELA,Math,Science and Social Studies curriculum.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies on Vocabulary from the Core Reading Sources book using the district adopted curriculum for ELA, Science and Social Studies. Increased targeted vocabulary instruction will result in our school achieving goal 3 by June 2024*
	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years **SCOE & CORE training for admin, coaches & teachers** **CORE's Online Elementary Reading Academy**	As indicated in our needs assessment and our root cause teachers, coach and administrations will attend the SCOE / CORE Reading Academy,Professional Learning Network,Coach Network, Statewide Community of reading Practices, SCOE Reading Leader Institute,and CORE's Reading Fundamentals for admin to support student learning.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies from the Core Reading Sources book and will receive training for CORE from Core. This will result in our school achieving goals 1,2 & 3 by June 2024*

	Who: Site Literacy Team - TK, K, 1,2, 3 and Literacy Coach: 7 module asynchronous online course with 2 synchronous facilitated sessions. Sept - April **SCOE Regional Professional Learning Network** Who: Principals and coaches : Literacy Action Plan components as related to CORE and student achievement **SCOE Coach Network** Who: Coach - focusing on coaching strategies and content knowledge; support for PDSA cycles **SCOE Statewide Community of Practice** Who: Principals & VP, focused on evidence based reading practices. **SCOE Reading Leader Institute** Who: Principals & VP Assessment & data based decision making, Effective instruction, coaching, leadership **CORE's Reading Fundamentals for admin** Pa, Phonics, Multisyllabic word instruction, fluency, vocabulary and comprehension training - total of 12.		
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the	In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will provide training to our K-3 staff on how to create and use prepared Benchmark Advanced Read Alouds in the classroom for language acquisition and other components of Language Comprehension from the Scarborough's Rope. Training will be done by the Literacy Coach who received training on how to create and use read alouds from the San Joaquin County Office of Education/ SUSD Coaches Training	As indicated in our needs assessment and our root cause, We will provide teacher training in language acquisition and other components of language comprehension from the Scarbrough's rope by having the literacy coach provide trainings, make and take sessions for read alouds, language acquisition, building background knowledge, language structures and writing.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies on Language Acquisition learned from the training the coach received from the San Joaquin County ELD Professional Development trainers on the use of Benchmark Advanced Curriculum's Read Alouds for language acquisition which will result in helping our school achieving goal 3 by June 2024*

ELA/ELD Framework and the use of data to support effective instruction.			

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	*Example (action item):* ● *By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plans as well as cycles of improvement.* ● *By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.*	*Example (action item):* *Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.*
	Example (action item):	*Example (action item):*	*Example (action item):*

	● By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. *● By the end of Year 2, May 2022, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.* *● By the end of Year 2, May 2022, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	*As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.*	*Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.*
	Latino Parent Literacy Program In support of goal 3, we will provide the Latino Parent Literacy Program to parents. This is an English and Spanish Parent Program. The goal of the program is to help parents read with their children and help them provide language to their children. We have a staff member who is trained to run this program so we will only need to purchase materials**.**	As indicated in our needs assessment and our root cause, We will provide parent training using the Latino Family Literacy Project. Workshops for parents instructing them on the importance of reading out loud to their children is very effective for teaching bilingual learners and improving language instruction for our students.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. 30% of our students are EL learners. We plan on implementing strategies from the Latino Family Literacy Project with parents from TK - 3 instructing the parents on how to read to their children and the importance of reading aloud to their students. This will help us achieve goal 3. This is an English and Spanish Parent Program.*
	SIPPS Material To be purchased the school year 2021-2022 By Jan 2023 all teacher will be trained and SIPPs will be implemented In support of goals 1, for the 2021-2022, 2022-2023 and 2023-2024 school years we will purchase and provide SIPPS training for teachers.	As indicated in our needs assessment and our root cause, we selected SIPPS as a tool to help accomplish goals 1,2 & 3. Teachers will receive training to implement the program correctly.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We plan on implementing SIPPS as a part of our intervention in helping meet goals 1,2 & 3 by June 2024.*

	Read Aloud Benchmark Advance Trade books, Benchmark leveled Readers Theaters and Read Aloud books /Papercopies In support of goals 3, for the 2021-2022, 2022-2023 and 2023-2024 school years we will provide training to our K-3 staff on how to create and use prepared Read Alouds in the classroom for language acquisition and other components of Language Comprehension from the Scarborough's Rope. Training will be done by the Literacy Coach who received training on how to create and use read alouds from the San Joaquin County Office of Education/ SUSD Coaches Training	As indicated in our [needs assessment](#) and our [root cause](#), We will provide teacher training in language acquisition and other components of language comprehension from the Scarbrough's rope by having the literacy coach provide trainings, make and take sessions for read alouds, using readers theaters, language acquisition, building background knowledge, language structures and writing.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on implementing strategies on Language Acquisition learned from the training the coach received from the San Joaquin County ELD Professional Development trainers on the use of Read Alouds for language acquisition which will result in helping our school achieving goal 3 by June 2024*
	In support of goal 3, we will purchase additional Leveled Readers from Benchmark Advanced. Currently there are limited copies of books in the classrooms and many of the resources are online only. Books will be used for small group instruction and independent reading.	As indicated in our [needs assessment](#) and our [root cause](#), We will provide more Benchmark Advanced Level readers to support students' literacy needs. Students need to be reading in small groups and independently at their reading level for practice and having more materials available for them to access will accomplish this goal.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We plan on purchasing more Benchmark Advanced Level readers to support student's literacy needs of reading in small groups and independently. This will result in helping our school achieve goal 3 by June 2024.*
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.* *Or, [Insert Link] link to needs assessment indicating not a priority.*	*Example (rationale):* *Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.*
	In support of goal 2 we will use the Multiple Measures (phonics, phonemic awareness, fluency vocabulary) for progress monitoring of our students. Training will be provided from the literacy coach who is [certified](#) to use and train with CORE Source Material including Multiple Measures.	As indicated in our [needs assessment](#) and our [root cause](#), Taft needs a way to accurately measure the progress our students make as they work on reading foundational skills. [Multiple Measures](#) *is the measuring tool that we will use for progress monitoring of our student's reading foundational skills*	Our district currently does not provide a district wide progress monitoring for reading foundational skills on the progress monitoring level. Our district only provides screening through I-ready 3 times a year. Taft school has chosen [Multiple Measures](#) *as assessment tools we will use to measure our*

			students progress in mastering reading foundational skills. The literacy coach will provide training on how to administer the assessments, collect the data and analyze the data to make instructional decisions. This will result in our school being able to achieve goals 2..
	I-Ready Screening Assessment District uses this resource for all school sites and teachers.	*SUSD uses I-Ready as our district resources for evidence-based diagnostic assessments.*	*Our district already provides and collects data from I-Ready assessments. Our district already provided training regarding the use of the assessments.*
	In support of goal 2, August 2021 Teachers will start receiving training in how to use the data they collect to inform their instruction. Plan Do Study Act (Data Cycle) Using the data collected from Multiple Measures,and I-Ready Screening With the coaches support teachers will continue training on the Plan Do Study Act (Data Cycle) Training and release time for data analysis and (stipends, subs) *By the end of Year 2, May 2022, the school will have developed a monitoring plan to include data collection (Illuminate) to assess implementation of professional learning plans as well as cycles of improvement.* *By the end of Year 2, May 2023, the school will have developed a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan as how it relates to student achievement.*	As indicated in our needs assessment and our root cause, Taft needs a direction on how they will use the data that they are collecting to inform the instruction, guide the need for various professional development to ensure continuous improvement with student literacy achievements. Taft will implement the Plan Do Study Act (Data Cycle) to meet this need.	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics and vocabulary according to our screening data. We plan to implement the Plan Do Study Act (Data Cycle). Implementation of this plan will result in us meeting goals, 1,2 and 3.*

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)

Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	*Example (action item):* *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	*Example (action item):* *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	*Example (action item):* *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	After School program & Summer School Programs In support of goals 1 and 3 Targeted for students who need more time in Phonemic Awareness, Phonics and Vocabulary Development. The program will be taught by regular classroom teachers working after school or during the Summer, they will use the intervention program	*As seen in our screening data [*I-Ready Data (Student data) & CA Dashboard*], our root cause analysis (* root cause*), and our needs assessment (* needs assessment*), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need and for this reason we need to provide targeted after school program for students who need more time to acquire the skill.*	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. For this reason we need to provide a targeted after school program for these students K-3 in Phonemic Awareness, Phonics and Vocabulary Development*

	SIPPS. They will target the students who are at tier 2 and tier 3 because there is not enough time in the school day to provide the additional support and practice these students need to make sufficient growth.		
	In support of goal 1 and 3, By September 2022, hire retired reading intervention teachers to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum Tier 2 and Tier 3 intervention. This will happen during the designated intervention time (ELA Walk to Read)	*As seen in our screening data [I-Ready Data (Student data) & CA Dashboard], our root cause analysis (root cause), and our needs assessment (needs assessment), increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need and for this reason we will hire an experienced retired SUSD teacher through the district using their qualified hours to work each year and provide daily SIPPS intervention*	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A reading intervention teacher will be utilized to provide intervention instruction with SIPPS to students.. This intervention will help us achieve goals 1 and 3.*
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link], link to needs assessment indicating not a priority.*	***Example (rationale):*** *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No Action	Social Studies Weekly Benchmark	*Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*

3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No Action : Currently we are providing PBIS (**Positive Behavioral Interventions and Supports)** at our school site and will continue to do so through 2024.	*Link to district resources for PBIS - evidence of SUSD already implementing the program and training staff*	*Our district already provides and collects data from our PBIS programs. Our district already provided training regarding the implementation of PBIS.*
	No Action: Second Step Currently SUSD is providing Second Step in our schools and anticipate continuing to do so through the year 2024 and beyond.	Link to SUSD Second Step - evidence of SUSD already implementing the program with the counselors at each site. 2021-2022 2020-2021	*Our district already provides Second Step for school sites. Our district already provided training regarding the implementation of Second Step to the site counselors who implement the program.*
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action: Restorative Justice (training) Release time	Link to SUSD Restorative Justice - evidence of SUSD already implementing the program and providing opportunities for the staff to be trained. School sites must pay for the teachers and staff to attend their hourly rates or release time if held during school hours	*Our district already provides and collects data from our Restorative Justice programs. Our district already provided training regarding the implementation of Restorative Justice, school sites provide the release time from the class or pay teachers their hourly rates..*
	No Action: Equity Consultant DR. Nicole Anderson.	SUSD provides equity training for the school's teachers and leaders. The training at the site is usually done during a staff mtg.	*Our district already provided training regarding the implementation of Equity.*
3.3e EXPANDED ACCESS Expanded access to the school library.	To expand access to the school library and In support of goal 3, we will hire for the 2021-2022, 2022-2023 and 2023-2024 school years we will fund our current Library media an additional 10 hours to focus on K-2 students needing to have access to literature. Currently due to the number of hours our Library Media specialist can be on campus only grades 3 - 8 have the opportunity to check out books. Our K-2 students need to have access to literature that is in the library. This will promote language acquisition as these students will be able to choose books of their interest and reading ability to take home and read.	As indicated in our needs assessment and our root cause, Taft needs our Library Media specialist to be on site for additional hours to assist in helping students become literate by having more time for students in grades K-2 library visits to check out materials.	A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to offer more opportunities for the students to access the schools Library/Media center. The Library Media Center specialist will be utilized for ● Providing access to students additional time for them to use the library, checking in and out library materials, story hour, and supporting K-3 teachers in helping them obtain materials for their classroom read a louds. Putting books and other literacy

			materials into the hands of children will help our school achieve goals 1,& 3.

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)

Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	*Example (action item):* *By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.* *By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform support available to pupils as well as families.*	*Example (action item):* *As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].*	*Example (action item):* *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
3.4b MENTAL HEALTH RESOURCES Provision of mental health	*Example (rationale):* *No action*	*Example (rationale):* *[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health*	*Example (rationale):* *We do not need to create an action item around the provision of mental health resources because these*

resources to support pupil learning.		*resources.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*supports are already provided through our school and district.*
	No Action	***LINK to Counselors...etc***	We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and school district.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	In support of goals 1, 2 & 3 intervention support will be provided for our students struggling at the Tier 2 and Tier 3 in Foundational Reading Skills and Language acquisition as shown on the Scarborough's Rope. This support will be provided during school hours, school intervention, after school tutoring time or Summer School. Targeted After School Tutoring using SIPPS will be provided by classroom teachers. We will also provide summer school for at risk students in Tiers 2 & 3	As indicated in our needs assessment and our root cause, We will provide intervention tutoring during the day through the use of tutors and an intervention teacher. We will also provide after school tutoring and summer school for at risk students who are in Tier 2 and Tier 3.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. We will be implementing a multi-tiered system of support to address the needs of these students. Support will be provided through classroom small group instruction, after school tutoring, school intervention time and summer school. This will help us achieve goals 1,2 & 3.*
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literate environment in the home.	**Latino Parent Literacy Program** In support of goal 3, we will provide the Latino Parent Literacy Program to parents. This is an English and Spanish Parent Program. The goal of the program is to help parents read with their children and help them provide language to their children. We have a staff member who is already trained with this program and will provide the training for the parents.	As indicated in our needs assessment and our root cause, We will provide parent training using the Latino Family Literacy Project. Workshops for parents instructing them on the importance of reading out loud to their children is very effective for teaching bilingual learners and improving language instruction for our students.	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data. 30% of our students are EL learners. We plan on implementing strategies from the Latino Family Literacy Project with parents from TK - 3 instructing the parents on how to read to their children and the importance of reading aloud to their students. This will help us achieve goal 3. This is an English and Spanish Parent Program.*

	Parent Literacy Night In support of goal 3 we will have Parent Literacy Nights once a month. We will be paying teachers to do strategy training with parents. 60 per hour 2 teachers once a month 10 teachers /school year	As indicated in our [needs assessment](#) and our [root cause](#), We will provide parent training on read alouds, vocabulary development and other literacy strategies as an ongoing program monthly	*A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data and for this reason we would feel it is important to involve parents in supporting their children's learning. We will do this by having monthly training sessions with our parents on different aspects of literacy, from the Scarborough's rope to read alouds and a lending library for the parents. This will help us achieve goal number 3.*
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	Parent Lending Library In support of goal 3 we will have a Parent Lending Library so Parents will have access to books to read to their children. The parents will receive training at the Parent Literacy Nights on how to do a variety of reading strategies. These will be taught by classroom teachers to the parents. Literacy Night Read Alouds Books to give to parents to use during the training and take home to practice with their child. These books can be returned. Parents can select another read aloud book to check out and practice the learned strategy at home with a different book.	As indicated in our [needs assessment](#) and our [root cause](#), Lending Library Books Books will be purchased for parents to borrow and bring home to read to their children. Parents will be taught literacy strategies by classroom teachers each month and will be able to practice the strategies with their children using books from the Lending library.	*.A majority of our K–3 students are testing below proficiency in phonemic awareness, phonics and vocabulary according to our screening data and for this reason we would feel it is important to involve parents in supporting their children's learning. We will do this by having monthly training sessions with our parents on different aspects of literacy, from the Scarborough's rope to read alouds and a lending library for the parents. This will help us achieve goal number 3...*

Proposed Bugdet Summary (Revised 5/2021)
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Instructions:

Each grant recipient must submit this form to reflect proposed expenditures during the grant period of December 1, 2020, through June 30, 2024.
The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Total
1000	Certified Salaries	$ 8,988.00	$ 107,190.00	$ 135,190.00	$ 135,190.00	$ 386,558.00
2000	Classified Salaries	$ -	$ 9,074.00	$ 9,074.00	$ 9,074.00	$ 27,222.00
3000	Employee Benefits	$ 619.00	$ 26,548.00	$ 28,248.00	$ 28,248.00	$ 83,663.00
4000	Books and Supplies	$ -	$ 33,075.48	$ 6,835.48	$ 6,835.48	$ 46,746.44
5000	Services and Other Operating Expenditures: excluding Subgreement for Services and Travel	$ -	$ 3,660.00	$ 200.00	$ 200.00	$ 4,060.00
5200	Participant Travel/Project Staff Travel	$ -	$ -	$ -	$ -	$ -
7000	Indirect Costs: must not exceed lead agency's negotiated rate	$ 393.00	$ 8,165.52	$ 8,165.52	$ 8,165.52	$ 24,889.56
5100	Subagreement for Services	$ -	$ -	$ -	$ -	$ -
6000	Capital Outlay	$ -	$ -	$ -	$ -	$ -
Total		$ 10,000.00	$ 187,713.00	$ 187,713.00	$ 187,713.00	$ 573,139.00

Proposed Budget Narrative for Planning Year
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget	
1000	Certificated Salaries	Additional hourly compensation for 6 teachers to determine root cause, prepare needs assessment, develop a three year Literacy Plan, participate in SCOE trainings (6 teachers X 56 dollars per hour X 26.75 hours= $8,988)	Taft Elementary School	$	8,988.00
2000	Classified Salaries	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$	-
3000	Employee Benefits	Statutory Benefits	[Insert Name of the School Site or LEA]	$	619.00
4000	Books and Supplies	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$	-
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$	-
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$	-
7000	Indirect Costs		3.93% Stockton Unified School District	$	393.00
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$	-
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$	-
TOTAL				$	10,000.00

Proposed Budget Narrative for Year 1

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Instructional Coach 0.5000 salary =52,884 Substitutes daily (6 hrs) x 3 subs x $174 x 40 days=20,880 Intervention teacher(1) (sub)90 half days x $87.00=$7830 Teacher after school comp. 43 hours x 10 teachers x $56.00 =$24,080 Principal 20 hours x 75.81 = 1516	Taft School	$107,190.00
2000	Classified Salaries	Library Media 117 days x 2 hours x 20.45 = 4785 Bilingual Assistant 117 days x 2 hours x 18.33= 4289	Taft School	$9,074.00
3000	Employee Benefits	Statutory beneftis Coach =$21,935 Library media 117x2x 3.07=$ 718 Bilingual aide 117x2x4.58= $1072 Teacher Subs = 925 Intervention sub 90 half daysx$4= $360 Teacher after school compensation 43x10x3.40=$1,462 Principal 20 x 3.79 = 76	Taft School	$26,548.00
4000	Books and Supplies	$4100 - Step Up to Writing Heggerty Program Phonemic Awareness: $600 - materials/kits $4000 - SIPPS - kits $1950 - Parent Literacy Program and parent materials $130 x 15 parents $2079.48 - Parent Lending Library $8228 - Benchmark Advanced Read Alouds to supplement classroom libraries $9228 - Benchmark Advanced Leveled Books to supplement current classroom kits	Taft School	$33,075.48
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	$2300 - Training STEP Up to Writing/52170 $750 - training for Heggerty/52170 $200 - digital license for Heggerty/58450 $300 - training ($30 per person x 10) /52170	[Insert Name of the School Site or LEA]	$ 3,660.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	SUSD negotiated 4.35%	Stockton Unified School District	$ 8,165.52
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 187,713.00

Proposed Budget Narrative for Year 2
Early Literacy Support Block Grant

California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Instructional Coach 0.5000 salary =52,884 Substitutes daily 6 hrs x3subs x $174x 40 days=20,880 Intervention teacher(1) (sub)90 half days x $87.00=$7830 Teacher after school comp. 43 hours x 10 teachers x $56.00 =$24,080 Summer School 100hrx5 teachersx$56.00=28,000 Principal - 20 x 75.81 = 1516	Taft School	$ 135,190.00
2000	Classified Salaries	Library Media 117 days x 2 hours x 20.45 = 4785 Bilingual Assist 117 days x 2 hours x 18.33= 4289	Taft School	$ 9,074.00
3000	Employee Benefits	Statutory Benefits Coach = $21935 Library media 117x2x 3.07= $718 Bilingual aide 117x2x4.58 = $1072 Teacher Substitute = 120 x 7.70 = 925 Intervention sub 90 half daysx4 = $360 Teachers After School - 43x10x3.40=$1462 Summer School 100hrxt5teachersx$3.40=1700 Principal - 20 x 3.79 = 76	Taft School	$ 28,248.00
4000	Books and Supplies	$1950 - Parent Literacy Program and parent materials x 15 parents $500 - Parent Lending Library $3063 - Benchmark Advanced Read Alouds to supplement classroom libraries $1322.48 - Benchmark Advanced Leveled Books to supplement current classroom kits	Taft School	$ 6,835.48
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	$200 - Heggerty Licensing/58450	Taft School	$ 200.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	4.35%	Stockton Unified School District	$ 8,165.52
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 187,713.00

Proposed Budget Narrative for Year 3
Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education
Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Instructional Coach 0.5000 salary =52,884 Substitutes daily 6 hrs x3subs x$174x 40 days=20,880 Intervention teacher(1) (sub)90 half days x $87.00=$7830 Teacher after school comp. 43 hours x 10 teachers x $56.00 =$24,080 Summer School 100hrx5 teachersx$56.00=28,000 Principal - 20 x 75.81 = 1516	Taft School	$ 135,190.00
2000	Classified Salaries	Library Media 117 days x2 hours x 20.45 =$ 4785 Bilingual Assistant 117 days x 2 hoursx18.33=$4289	Taft School	$ 9,074.00
3000	Employee Benefits	Coach =$21,935 Library media 117x2x 3.07=$ 718 Bilingual aide 117x2x4.58= $ 1072 Substitute Teacher - 120 x 7.7 = 925 Intervention sub 90 half daysx4= $360 Teacher after school compensation 43x10x3.40=$1,462 Summer School 100hrxt5teachersx$3.40=1700 Principal - 20 x 7.79 = 76	Taft School	$ 28,248.00
4000	Books and Supplies	Parent Literacy Program and parent materials x 15 parents = $1950 Parent Lending Library = 1,600 Benchmark Advanced Read Alouds to supplement classroom libraries - $1643 Benchmark Advanced Leveled Books to supplement current classroom kits - $1642.48	Taft School	$ 6,835.48
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Heggerty Licensing $200/58450	[Insert Name of the School Site or LEA]	$ 200.00
5200	Participant Travel/ Project Staff Travel	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
7000	Indirect Costs	SUSD negotiated 4.35 %	Stockton Unified School District	$ 8,165.52
5100	Subagreement for Services	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
6000	Capital Outlay	[Insert Detail/Calculation/Breakdown Here]	[Insert Name of the School Site or LEA]	$ -
TOTAL				$ 187,713.00

Recommendations and Assurances:

Site Name: __Taft Elementary__

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)**:

   English Learner Parent Involvement Committee   __3/26/21__
   Date of Meeting

   Other committees established by the school or district (list): __none__
   Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on __6/8/21__.
   Date of Meeting

Attested:

__Jana Brooks__   __Jana Brooks__   __6/8/21__
Typed Named of School Principal   Signature of School Principal   Date