

School Year: 2022-2023

Bertha Taylor Elementary School School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Bertha Taylor Elementary School	43696256097430	May 9, 2022	June 16, 2022

Purpose and Description

At Taylor School, we work closely with educational partners throughout the school, community and District, and we analyze student performance data on an ongoing basis in order to refine practices and provide the best possible education for our students.

The COVID-19 pandemic has created conditions at Taylor Elementary School that have compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning had on our school community. These impacts have continued to influence our school community, as students have returned to in-person learning. Social and emotional learning has continued to be a priority, as students' emotional needs have increased due to the time we spent in isolation. Our top goals, actions or strategies continue to be to support the social and emotional well-being of our students and develop their sense of safety and connectedness within a positive school climate. Knowing that a students' social and emotional state directly impacts learning, this continues to be our top priority at Taylor for the coming year.

Six goals, outlined below, are aligned with District goals and have been identified as the focus of our SPSA to improve outcomes for all students.

Goal 1 - We will prepare students to be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for ELs.

Goal 3 - We will provide an inclusive learning environment for students with disabilities.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity.

Goal 5 - We will provide safe, engaging, and creative learning environments.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Involvement of Educational Partners

Our educational partners include teachers and parents, with the School Site Council (SSC) and English Learner Advisory Council (ELAC) representing them to provide input and approval of the final plan.

During 2021-22, we continued to engage families via virtual meetings due to concerns of COVID-19. School information is communicated via Parent Square and weekend newsletters.

Involvement Process for the SPSA and Annual Review and Update

Opportunities for input from educational partners included:

- Discussions with staff regarding priorities, April 15, 2022, May 10, 2022
- Staff Budget Priorities, Mar 29, 2022
- ELAC, Apr 14, 2022
- SSC, May 9, 2022

The SSC and ELAC lead parents were among those who reviewed data, and they approved the SPSA on May 9, 2022.

Resource Inequities

Based on our six goals outlined in this plan, as well as, additional resource inequities created due to the COVID-19 pandemic, the following have risen as priorities and opportunities:

People: Mental health services to support students in need (Goal 5). English Learner Teacher Partner to support teachers and students (Goal 2).

Funding: Planning days (substitute release days) for teachers to plan lessons, collaborate and review student data (Goal 1). Technology (Accelerated Reader, RAZ Kids, Generation Genius) to master the 21st century skills of collaboration, communication, critical thinking, and creativity, as well as, increasing student mastery of core academic subjects (Goal 4). Instructional supplies and printed materials to support mastery of Common Core standards (Goal 1).

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Identified Need

While we do not have current SBAC data, our current iReady data shows us that our academic levels are lower than in years past. Returning to in-person school during the COVID-19 pandemic proved to be challenging in many ways.

We will focus on meeting the needs of each individual student so that all reach their full potential. We will continue our Professional Learning Community (PLC) work, which includes data analysis and collaboration to implement instructional strategies that will demonstrate growth. We will also develop a professional learning plan to support teachers and staff to continue to grow in ways that will support all students to gain academic proficiency.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	66% On or above grade level	46% On or above grade level	Annual Growth of 5% overall
Local Math Benchmark Assessments (iReady Mid-Year)	56% On or above grade level	37% On or above grade level	Annual Growth of 5% overall

Strategy/Activity 1

Teachers will use two professional development/common planning days to meet the needs of students. To address learning needs or foundational skill gaps for students, professional development/common planning days will be provided with a focus on planning rigorous, differentiated learning experiences that meet the needs of all students, with an emphasis on supporting our students with disabilities, English Language Learners (ELL), foster youth and socioeconomically disadvantaged (SED) students. Providing extensions and challenges for those students already meeting and exceeding standards will also be addressed.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$10,296	LCFF

Strategy/Activity 2

To address learning needs or foundational skill gaps for students, instructional materials and supplies will be provided for teachers to implement CCSS in ELA and math with the goals of increasing student proficiency.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$2,435	LCFF

Strategy/Activity 3

Teachers will make math instruction and nonfiction reading more relevant by using it within the context of engaging science instruction through the use of a Generation Genius site license.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$795	LCFF

Strategy/Activity 4

A (.5 FTE) reading intervention teacher will teach small groups of students in order to accelerate decoding and comprehension skills, especially for those who may have been negatively affected by distance learning during a critical period of their literacy development.

Students to be Served by this Strategy/Activity

This action will support students who need to accelerate their progress in reading in order to continue to access their grade level curriculum and meet the Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	District-funded

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as, increase the language proficiency for Emerging Bilingual students.

Identified Need

Due to COVID-19, our students did not participate in taking the state tests last year (SBAC). We have utilized iReady scores in order to determine achievement. As we returned to in-person learning, we can see that some of our most vulnerable students were the most affected.

- In language arts, Taylor’s subgroups of Hispanic and English Learners declined in their rate of academic proficiency.
- In math, Taylor’s subgroups of Hispanic and English Learners stayed the same in their rate of academic proficiency.

We strive to provide equity for all students and would like to see data indicate that all subgroups are progressing towards mastery of the standards.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	1%	15%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	15%	12%	20% or Less of English Learners Identified as LTEL

Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>49% of Latino students scored at or above grade level</i> <i>33% of Black students scored at or above grade level</i> <i>51% of English learners scored at or above grade level</i>	<i>37% of Latino students scored at or above grade level</i> <i>63% of Black students scored at or above grade level</i> <i>37% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>34% of Latino students scored at or above grade level</i> <i>11% of Black students scored at or above grade level</i> <i>47% of English learners scored at or above grade level</i>	<i>37% of Latino students scored at or above grade level</i> <i>63% of Black students scored at or above grade level</i> <i>42% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategy/Activity 1

Teachers will utilize two professional development and common planning days with a focus on planning rigorous, differentiated learning experiences to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color and students with disabilities.

Students to be Served by this Strategy/Activity

This action is for English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Amount	Funding Source
Funded in Goal 1	LCFF

Strategy/Activity 2

Teachers will utilize Raz Kids and Accelerated Reader to enhance instruction and provide targeted, differentiated reading support to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color.

Students to be Served by this Strategy/Activity

This action is for low performing students, including English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$11,881	LCFF

Strategy/Activity 3

An English Learner Teacher Partner (instructional coach) will support implementation of integrated and designated ELD strategies in all grades.

Students to be Served by this Strategy/Activity

This action is for English learners, foster youth and socioeconomically disadvantaged (SED).

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	District-funded

Strategy/Activity 4

A (.5 FTE) reading intervention teacher will teach small groups of students in order to accelerate decoding and comprehension skills, especially for those who may have been negatively affected by distance learning during a critical period of their literacy development and .

Students to be Served by this Strategy/Activity

This action will support students who need to accelerate their progress in reading in order to continue to access their grade level curriculum and meet the Common Core State Standards, including English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount**Funding Source**

\$0	District-funded
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Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

Students with disabilities are performing well below other students on standardized benchmark assessments.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>29% of Students with Disabilities Performed at or above grade level</i>	<i>30% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>23% of Students with Disabilities Performed at or above grade level</i>	<i>19% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	69%	62%	Met District Target: 52% of Students with Disabilities in General Education Settings for at least 80% of their day

Strategy/Activity 1

Teachers will utilize two professional development and common planning days with a focus on planning rigorous, differentiated learning experiences to meet the needs of students with disabilities.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
Funded in Goal 1	LCFF

Strategy/Activity 2

Release time will be provided for teachers of students with IEPs or 504 plans in order to make time for additional meetings and time for collaboration with the principal and/or service providers. This release time can be provided by a district-funded roving sub, although the caveat is that the first priority of this substitute teacher is to cover classrooms when there is a shortage of subs available.

Students to be Served by this Strategy/Activity

This action is for students with disabilities who have an IEP or a 504 plan.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	District-funded

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies, with support for technology implementation, that will enhance student learning of core academic subject knowledge and meet technology standards.

Identified Need

We will continue to provide students with opportunities to use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity:

- Teachers will strategically use technology to enhance student critical thinking and creativity.
- All students will learn to use technology to work and collaborate with others.

- Teachers will teach online safety, respect and responsibility with their classes.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2022-2023
Annual Teacher and Student (Grades 3-8) Technology Survey	<i>No data available</i>	<p><i>Students in grade 3-6 who report using technology at least weekly at school</i> 99 %</p> <p><i>Students in grades 3-6 who use technology daily at school</i> 84.4 %</p> <p><i>Teachers who report students use technology on a daily basis</i> 78.9 %</p>	<p><i>Students in grade 3-6 who use technology weekly at school</i> 2023-24: 100%</p> <p><i>Students in grades 3-6 who use technology daily at school</i> 2023-24: 90%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2023-24: 90%</p>
Student Access to Core Subject Areas Using 21st Century Skills	<i>No data available</i>	<p>74.3% of students report using technology to work or collaborate with others.</p> <p>65.3% of students report using technology to communicate with others.</p> <p>73.6% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>77.8% of students report using technology to be creative.</p>	<p>90% of students report using technology to work or collaborate with others.</p> <p>70% of students report using technology to communicate with others.</p> <p>80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>80% of students report using technology to be creative.</p>

Strategy/Activity 1

To address learning needs for students in technology proficiency, all students will be provided with a chromebook.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth, and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount

Funding Source

\$0	District-funded
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Strategy/Activity 2

Teachers will use online programs, such as Accelerated Reader, Raz Kids and Generation Genius, to enhance classroom instruction and meet students’ technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. They will provide the basis for creative, innovative projects by providing academic vocabulary and nonfiction comprehension prerequisite skills.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
Funded in Goals 1 & 2	LCFF

Strategy/Activity 3

Teachers will use Common Sense Media and/or other resources to teach and reinforce the importance of a safe, respectful, responsible online presence, emphasizing cyberbullying prevention. All classes should make a priority of discussing online safety at least weekly, and address online bullying at least monthly.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	Common Sense Media

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

Following safety guidelines to mitigate COVID-19 exposures resulted in an increased percentage of Chronic Absenteeism rates during 2021-2022 school year. We want to increase attendance so that all students are in school as much as possible.

This year we devoted much time and effort to promote students' social/emotional health. Every teacher did an emotional check-in daily and responded or intervened, as appropriate. According to the Safety, Connectedness and Belonging Survey, our students generally feel safe at school. However, we would like more students to feel that there is an adult they can talk to at school if needed. Our goal is always that 100% of students feel valued, known and cared about.

During the COVID-19 pandemic, an increased number of students have experienced isolation and/or trauma. For a variety of reasons, there is currently an increased need for mental health support through counseling.

We would like to continue to maintain low rates of suspension, as exclusion from school is not an effective practice for correcting unwanted behavior. We will continue to increase staff and community awareness regarding PBIS and Restorative Practices.

It is a priority for us that all children see themselves represented and valued through literature, classroom discussions, and schoolwide activities.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2022-2023
Attendance Annual Average	96.8%	93.5%	98%
Chronic Absenteeism	7.2%	22%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	1%	1%
Expulsion Rate	0%	0%	0 students
Student Safety, Connectedness and Belonging	<i>Survey not available in 2020-2021</i>	<i>3rd-5th Grade, 95% feel safe at school</i> <i>3rd-5th Grade, 61% feel connected/have a sense of belonging at</i>	<i>5th Grade, 99% feel safe at school</i> <i>5th Grade, 75% feel connected/have a sense of belonging at</i>

		<i>school</i>	<i>school</i>
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Strategy/Activity 1

We will work closely with families to identify causes of absenteeism and to increase attendance, especially for those who have been chronically absent. This includes monitoring absence and intervening early with phone calls home, strategizing with students and families for success, and continuing to build positive connections to school for students and families.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	District-funded

Strategy/Activity 2

Students will be provided with emotional and behavioral support an additional two days/week by a counseling intern(s) assigned to Taylor Elementary School. This support will include one-on-one services and social groups, as appropriate, based on students' needs.

Students to be Served by this Strategy/Activity

This action for all students in need of support as identified by students, parents, teachers, and other staff members.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$14,400	LCFF

Strategy/Activity 3

We will continue our monthly plan for celebrating diversity in order to learn about and show our appreciation and admiration for marginalized groups. This includes our bulletin board,

read-alouds by teacher and principal, and community focus through morning messages, student presentations, etc.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	N/A

Strategy/Activity 4

We will utilize Second Step Curriculum in order to support the social and emotional learning of all of our students. We will utilize the Welcoming and Affirming unit from SEAL in order to establish a welcoming and inclusive classroom and school environment in which students have the opportunity to develop an understanding of their own identities and how they fit into a diverse community.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	Materials purchased, Facilities budget

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Identified Need

At Taylor Elementary School, we greatly value our family and community member involvement to support our efforts to provide the best possible education for our students. We want them to be involved and feel appreciated and valued. We would like to continue our outreach in order to increase diversity among the families that interact with teachers and staff and participate in community events

- Meeting attendance for parent groups such as HABLA (Hispanic and Latinx families), Koffee Klatch (Black and African American families) and ELAC (English Learner Advisory Committee) had been lower than usual, but began to increase toward the end

of this school year. Our PTA meetings are well attended and are beginning to become more diverse.

- Community events began to re-emerge in the spring of 2022. These events have been very well attended, even more than usual, as these are the first community events we have been able to host in person since the beginning of the pandemic in March 2020.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2022-2023
Attendance at School Parent Meetings	<p>Average ELAC attendance: 4 parents</p> <p>Average PTA attendance: 14 parents</p> <p>Average Koffee Klatch attendance: 2-3 parents</p> <p>Average HABLA attendance: 3 parents</p>	<p>Average ELAC attendance: 2 parents</p> <p>Average PTA Attendance: 25 parents</p> <p>Average Koffee Klatch attendance: 2-3 parents</p> <p>Average HABLA attendance: 1 parent</p>	<p>Increase average attendance for ELAC, Koffee Klatch and HABLA to 8 or more parents.</p>
Parent Engagement Events/Community Events	<p>No data available</p> <p>Community events were greatly reduced due to distance learning</p>	<p>Events:</p> <p>Bingo Night</p> <p>Movie Night</p> <p>Open House</p> <p>Taylor Olympics</p> <p>Awards Assembly</p>	<p>Increase the number of events to return to pre-pandemic events that allowed for more community participation.</p>
Parent Square Delivery and Post Data	<p>100% of our families are contactable via Parent Square.</p>	<p>99% of parents are contactable on parent square</p> <p>Interactions:</p> <p>501/861 Interacted</p>	<p>Increase to 100% the number of students that are contactable.</p> <p>Increase the overall number of interactions through Parent Square and other forms of communication.</p>

Strategy/Activity 1

Our school community will be included in engaging, student-centered events, such as student presentations, awards assemblies, and other events that showcase the learning, talent, community contributions, and achievement of our students.

Students to be Served by this Strategy/Activity

All students will be served by this strategy.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	N/A

Strategy/Activity 2

Our school community will encourage involvement of African American, Hispanic and English learner families by attending Koffee Klatch, HABLA and ELAC meetings, and creating a bridge between the various community groups (Koffee Klatch, HABLA, ELAC, PTA, SSC and other volunteer committees).

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	N/A

Strategy/Activity 3

Our school community will advertise the events in multiple ways including ParentSquare posts and newsletters, our school website & calendar, and the school marquee. We will also generate interest during assemblies and announcements to actively engage families and community members.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	N/A

Strategy/Activity 4

Our school community will seek out parental input in a variety of ways, and advertise via Parent Square with shorter messages in more manageable chunks so that parents notice that their opinion is being sought out. We will create flyers to further highlight our efforts and provide translators in all languages needed to actively engage families and community members.

Proposed Expenditures for this Strategy/Activity

Amount	Funding Source
\$0	N/A

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$39,807

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
LCFF Budget	\$39,807

Subtotal of state or local funds included for this school: \$39,807

Total of federal, state, and/or local funds for this school:\$39,807