

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



Taft Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Taft Elementary School
Vision Statement**

We believe that all students can and will learn. To ensure that our students achieve to their highest potential, our focus will be on Common Core State Standards and research based instruction, individualized learning, technology, student motivation and parent involvement. Our teaching staff is dedicated to engaging all students in meaningful and rigorous curriculum that integrates literacy across all subject areas and promotes high-level critical thinking skills. Our school promotes opportunities for students to work collaboratively as a community of learners; focusing on PBIS. We believe students need to become lifelong learners and college ready in order to be prepared to face the challenges of a technological and diverse society. Parents are integral members of our school team. All school staff along with parents, students and our community share the responsibility for implementing and accomplishing these goals and ultimately our students will be college and career ready. College and career ready for the 21st Century.

**Taft Elementary School
Mission Statement**

Our mission is to raise student academic achievement and to address the educational and language needs of all students. To ensure students will achieve high standards of learning, we will facilitate effective collaboration and communication with all families and the community. Our focus is on school-wide learning: student learning, professional learning and organizational learning. We will develop students who have a lasting love of learning and who are well equipped to lead gratifying and productive lives in a technological and diverse society.

The SAUSD's Local Control Accountability Plan (LCAP) identifies the following 3 overarching goals, which are incorporated into Taft's Single Plan for Student Achievement:

GOAL 1 All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

GOAL 2 All students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

GOAL 3 All students and staff work in a healthy, safe, and secure environment that supports learning.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	105	113	103
1	111	100	99
2	87	91	98
3	96	91	99
4	110	86	93
5	108	109	85
6	61	53	64

Percent Actual Attendance

2012-13	2013-14	2014-15
96.11	96.52	96.42

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	6 (0.93%)	7 (1.1%)
Asian	37 (5.75%)	43 (6.7%)
Pacific Islander	2 (0.31%)	2 (0.3%)
Filipino	10 (1.56%)	8 (1.3%)
Hispanic or Latino	525 (81.65%)	531 (82.8%)
African American	19 (2.95%)	11 (1.7%)
White (not Hispanic)	34 (5.29%)	27 (4.2%)
Multiple or No Response	0 (0%)	0 (0.0%)

Total Enrollment	643	641
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Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Taft Elementary and Deaf and Hard of Hearing School is dedicated to providing a learning environment where all students will be motivated, enthusiastic learners while meeting or approaching grade level standards. We will provide a positive environment where individual student needs are addressed through rigorous standardized teaching, differentiated instruction and the building of safe and secure relationships between all school personnel, students and their families. A strong enrichment program will continue to be developed based upon Science, Technology, Engineering, Art and Math curriculum. Through the process of becoming an AVID (Advancement Via Personal Determination) elementary school Taft is dedicated to preparing students to be prepared for success in high school, college and a career.

High Expectations, Taft School will continue to adhere to its clearly stated school-wide vision, based on local, and state standards. This vision drives all curricular and instructional activities, staff-development, time and resource allocation, and program development.

- Instructional leadership Team (ILT) will meet monthly to discuss professional development needs in order to address best first teaching practices in all curricular areas and establish grade level meeting agenda priorities to enrich and enhance the core curriculum. Administration, TOSA, and staff will monitor MAP and Dibels Results and use this data to inform and drive instruction. Administration will review lesson plans and do daily walk throughs
- Subs will be provided for: grade level teams will meet after each MAP and Dibels testing period to analyze data in order to inform and improve instruction according to student needs, share instructional strategies and/or collaborate on grade specific issues.
- Data chats for goal setting will be take place throughout the year with administration to meet the needs of all students and close the achievement gap for struggling learners.
- Teachers will be trained in the AVID framework, WICOR (Writing, Inquiry, Collaboration, Organization and Reading) in order to be to complete the certification process of becoming an AVID elementary school.
- A school wide, supplementary typing program will be implemented. Typing Club will be used as our online site for the improvement of typing skills which will be monitored by each classroom teacher.
- Staff will take part in MAP, Extended Response, and Illuminate trainings in order to make better use of these tools needed to analyze State and local assessment data. This will aid in the implementation of a rigorous and effective instructional programs for students
- Instructional Assistant Computer Technician will provide students with computer technological support in order to achieve desired goals in SBAC testing, reading (Lexia and Accelerated Reader), and math utilizing Jiji. Additional hours will be added to her schedule in order to open the Digital Learning Center before and/or after school for the use of students and parents.
- Trimester Academic Awards Assemblies by grade level in order to recognize high achievement by students in all curricular areas.
- Projectors to improve technology in the Bungalowsr, as well as additional White Boards to enrich and enhance instruction.

School Culture

The school environment will be safe, clean and orderly. All staff members will continue to share high expectations for all students and enhance student learning by promoting a climate of care and nurture.

- Implementation of Comprehensive Safe School Plan, including collaboration with outside agencies, i.e., police and fire department
- Support schoolwide discipline plan, procedures and guidelines (PBIS) through supplemental character development activities during the after school program.
- Supplementary activities promoting well-being and awareness, i.e., Taft Tigers of the week, Monthly Scholar Awards, citizenship, safety, Walk 2 School Day, Red Ribbon Week, Too Good For Drugs, Spirit Days, special presentations and enrichment assemblies
- Supplementary professional development materials for certificated and classified staff based on Common Core State Standards as well

as positive interventions in tier 1, 2 and 3 levels of PBIS implementation.

- Technology Tuesdays made available for teachers in order to share new ideas, ask questions and learn about new opportunities available in the area of technology.
- The installation, training and use of the RAPTOR system to screen all visitors and volunteers coming onto our campus.
- Materials to support supplementary Safety Committee meetings for teachers, parents and classified personnel members to promote a positive school culture.
- Supplementary Arts Connect- materials offered to raise cultural awareness, and enrich and enhance the core curriculum.
- Foster Parent involvement through improved communication (printed flyers, letters, etc.) sent home
- Routine safety inspections of inside and outside of buildings and School grounds will be kept clean and free of graffiti promoting a positive school culture.

Schoolwide Increased Access to Technology: Taft will continue to recognize all students who attain proficiency and who make progress

- Students will be recognized with certificates, awards, and assemblies as well as other incentives for the following: Outstanding Academic Performance , Perfect Attendance, Good Citizenship, improvement and proficiency on Benchmarks as well as AR Awards.
- Extra Duty Tutoring
- Sub Days
- Classified Extra Duty
- Office Extra Duty
- Activity Supervisor
- Employee Benefits
- Other Books
- Instructional Materials
- Office Supplies

Professional Development

- Training for Common Core Units of Study will continue this year for staff.
- Thinking Maps Follow -up
- Common Core Units of Study and GLAD Follow-up
- Transportation
- Mileage
- Travel/Conference
- Maintenance Contracts
- Printing
- In-House Postage
- Field trip, admissions, site licenses

Parent Involvement

- Parent communications, set-aside
Parent training -technology

Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:

In 2015-16, our goal toward academic achievement will focus on the implementation of the California Common Core State Standards. All curriculum, instruction and assessment will be aligned to the Common Core State Standards in order to create greater consistency and focus on students mastering skills to become college and career ready for the 21st Century.

The implementation of District Common Core units of study, District adopted OCR program, as well as intervention programs provided by teachers after school and during intersession will support students close the achievement gap. Administration will gauge the students' progress

using the following assessments: MAP, DIBELS, LEXIA, AR, STAR, SBAC, and Smarty Ants to increase early literacy.

At Taft, students will have the opportunity to use the Digital Learning Center before and after school in order to increase reading and computer literacy.

By the end of 2015-2016 the number of students reading proficiency in English Language Arts as measured by MAP and DIBELS scores will have a 10% growth. All students at Taft will meet their RITScale and DIBELS projected growth.

Students are taught the Language Arts/Reading skills and concepts, aligned to the grade-level Common Core State Standards.

- Teachers will use the common core standards as well as follow the grade-level specific, pacing guide, ensuring that the required reading standards are being met. Teachers will continue to use District mandated grade level Units of Study.
- Professional Development- Teachers will be trained in the initial implementation of AVID and Making Meaning through Writing. Previous training will be revisited: Academic Language, Collaborative Academic Conversations, GLAD, and Thinking MAPS.
- At grade-level meetings and data chats Taft teachers and administrators will analyze assessment results and base instructional strategies and interventions on students' academic needs.
- Tutoring will Ensure access for students in need of reading intervention, This will support low-income and EL pupils close the achievement gap.
- Teachers will integrate strategies and materials from GLAD, Thinking Maps, Focused Approach, Strategic Schooling, Standards Based Writing, and Depth and Complexity, thus providing differentiated instruction to our diverse student population.
- As required by students needs, general education teachers will work with resource teachers to provide intervention support to students who are working below grade level.
- Teachers will develop an Academic Improvement Plan for students who are performing below proficient in reading and work with parents and administrators to develop interventions and strategies in the Student Success Team.
- Teachers will provide differentiated instruction. Based on Dibbles and MAPS results. Teachers will progress monitor 1st, 2nd, and 3rd graders using DIBELS.

Teachers will utilize data to inform instruction

- Assessment will take place for all kinder, 1st, 2nd, 3rd grade students three times a year using DIBELS and MAP. Using this data and other measures including teacher observation students not making progress will be progress monitored. Small group instruction during workshop time will provide the time for intervention based on need.
- Struggling 4th and 5th grade students will receive either Strategic SIPPS and/or Lexia instruction based on their needs. Fluency measures and AR will be used to monitor student progress.
- Provide additional academic support to students who are at risk, through supplementary programs: Smarty Ants and Lexia. Purchase/update Headphones, Ipads, Chrome books, and printer which will be utilized to support these supplementary programs and enrich and enhance core instruction.
- Teachers will provide Tutoring for students in need of reading intervention, This will support low-income and EL pupils close the achievement gap.,Engage 360, TOSA, & Intervention teacher will support student intervention.
- McKinney-Vento, Federal mandate for homeless students will support students with 30 hours of tutoring
- Special Education Teachers and instructional assistants will provide individualized or small group reading instruction based on IEP goals.
- Engage 360 provides after-school support for students in completing homework and academic enrichment.
- Instructional Assistant Computer Technician to support Students with supplementary local assessments and instructional programs to support all students and enrich and enhance core instruction.

Students will utilize technology to enhance classroom curriculum, learning and provide individualized instruction in multiple curriculum areas.

- Students will utilize Chrome Books in the classrooms equipped with Internet access to aide student learning of the content standards. This will support 1 student to 1 device 2nd to 6th grade.
- Mobile computer labs will be used to enhance classroom curriculum especially in grades 5 and 6.

- Enrich and enhance the core program through the use of the supplementary Lexia/Reading Plus program in all grades

Taft will promote collaboration between teachers, provide multiple opportunities for professional growth in the area

- In bi-monthly grade-level collaboration meetings, teachers will analyze on-going student performance on GRI Assessments (kinder) and develop lessons and instructional strategies for the upcoming Open Court Unit.
- Based on school and teacher needs, staff will attend additional staff development trainings such as Open Court, GLAD, Thinking Maps, Strategic Schooling and Standards Based Writing
- Teachers will be trained in Data/Reports Training.

Taft will increase and improve communication between the school community and parents.

- Ensure open communication through a variety of means to support attendance at monthly parent meetings including the Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC) and the School Site Council (SSC).
- Providing a monthly bilingual parent newsletter sent home to inform parents of school activities and other school news.
- Community business partnership with Rubio's to provide monetary support and supplies.
- Cross age tutors will visit classrooms as guest readers and work with students in small groups to practice reading.
- A formal kinder parent volunteer system will be set up to promote participation in the classroom and school meetings.

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Taft School will ensure that a minimum of 25% of the students will achieve proficiency in grade level writing standards by Spring 2016 through implementation of Making Meaning Through Writing, AVID, and (WICOR) (Writing to Learn, Inquiry, Collaboration, Organization, Reading to Learn). Teachers will use Common Core Standards based Writing Lessons- incorporating Thinking Maps, AVID, and GLAD Strategies. In addition, teachers work collaboratively to analyze student work samples and discuss teaching effectiveness based on grade level Common Core State Standards. Teachers also provide multiple opportunities for students to write across the curriculum and throughout the day.

A school wide writing campaign will be implemented promoting grade level specific writing across the genres and enabling students to become proficient writers.

- Provide supplementary materials to support teachers in implementing Making Meaning Through Writing, WICOR- AVID strategies and the district developed Common Core Units of study and ensure that all students are taught writing skills and content, aligned to the grade-level.
- Teachers will ensure students write daily for a variety of purposes across the curriculum and provide a balance between independent, collaborative, teacher-directed, and student centered work.
- Every six to eight weeks, elementary teachers will administer writing assessments. Teachers will monitor writing progress based on the writing domain focus at every collaboration meeting. Teachers and administrators will analyze assessment results and implement instructional strategies and interventions designed to increase students' writing skills and ability.
- Teachers will integrate strategies and materials from GLAD, Thinking Maps, and AVID into Common Core Units of Study, Open Court and Holt Writing programs to provide students with the strong base they will need in both content and skills, to become successful writers.
- Teachers will implement Common Core State Standards for Writing; kindergarten through sixth grade.
- Supplementary materials will be provided to support journal writing in all content areas and all grade levels.
- Teachers will use district rubrics to analyze student writing to provide next steps of instruction and feedback.

Taft will support the school wide writing campaign by recognizing and celebrating writing.

- Students will be recognized through Author of the Month Scholar Awards to enrich and enhance core instruction.
- Engage 360 will support writing in the after school program.
- Teachers will have students present their published work.

Technology will be used to enhance and support writing instruction.

- K- 6 grade general and special education students will attend the school computer lab on a weekly basis complete a minimum of one writing project per trimester, aligned to their grade-level specific content standards. Chrome Books will be used to enhance written projects produced by First to Sixth grade students.
- All classrooms are equipped with one computer per student in grades Second to Sixth grade. Teachers will utilize classroom devices; Chrome Books, laptops, White Board, document cameras and LCD projectors and other equipment when appropriate to enhance and support writing instruction.
- Typing Club software in grades Kinder to Sixth grade will be used to support Key Board Knowledge and computer literacy.

Teachers will be provided with a yearly plan and writing prompts for the various writing domains.

- Throughout the school year, each grade level will use grade-level specific student rubrics and use district-provided anchor papers aligned to the grade-level writing expectations.
- At monthly grade-level planning meetings, elementary teachers will analyze ongoing students' performance in writing assessments and develop lesson plans and instructional strategies for the following Open Court Unit.
- Teachers will attend District sponsored writing trainings.

- A translated Monthly parent newsletter will be sent home to inform parents of school activities and other school news.
- At PTA & ELAC meetings, Staff will provide parents with activity suggestions to improve writing.

Goal IIc: English Language Development

LCAP Goal I: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Students will have access to high quality English Language Development instruction. All students through daily explicit ELD instruction at the students proficiency level will make growth as measured by the District (ADEPT) and State (CELDT) assessments. Through the systematic instruction of GLAD and SDAIE strategies as well as fluid small group instructions will support Taft's goal of having all English Learners reclassify with in 5 years of entering the English Learner program.

Taft will provide access to professional development opportunities in the area of ELD instruction.

- K-6 teachers will set a predetermined ELD block where all students will receive Systematic ELD instruction at their designated ELD level.
 - K-6 teachers will assess students' ELD progress using ADEPT and Carousel of Ideas. once students reach proficiency at their current performance level, they will advance to the next performance level. Teachers will ensure groupings will remain flexible and fluid in order to accommodate the linguistic needs of each English Learner.
 - K-5 teachers will utilize strategies from the Focused Approach handbook, "English Learner Support Guide" from the Open Court reading, Thinking Maps And/or GLAD to frontload vocabulary, linguistic patterns and differentiate instruction making the Open Court language arts program more accessible to English Learners.
 - K-5 teachers will utilize the systematic ELD booklet, GLAD strategies, and Carasel of Ideas to differentiate instruction for English Learners.
 - 6th grade teachers will use SDAIE strategies to enhance and support content learning.
- Taft will support EL's who need additional academic support through the use of Instructional Assistants, cross age tutors, student teachers and community volunteers.**
- Additional support and supplementary materials will be provided to English Learners who are below proficient and require additional language support by site staff and TOSA.
 - Staff will utilize GLAD strategies, Carrasle of Ideas, field trips, holidays, special events and other special school programs to provide rich language,experience for students and help meed California State Standards.

Students will use computers in the classroom and in the computer lab as a tool to expand their English Language skills

- Students will use Chrome Books in the classroom and in the computer lab as a tool to expand their English Language skills and enrich and enhance core instruction. This will be accomplished by the use of a supplementary word processing program, Lexia and Reading Plus. Students will have access to the computer lab two times a week for 30 minute sessions. In class computer usage will be dictated

by teacher schedules.

- English Learners will be supported by the use of Smarty Ants.
- Students will have access to Chrome Books in Grades 2nd to 6th grade in their classroom as well as opportunity in the Computer Lab. Computer Lab Technician will provide support to students and staff.
- Additional materials and technology hardware and software needed to support EL students' objectives will be purchased. As well as additional SmartBoards, computers, and other hardware will be purchased to support students acquisition of oral and written English Language Arts.

Taft will provide teachers with multiple opportunities for professional development and data analysis

- Staff will be trained with the implementation of Smarty Ants.
- Staff will continue to receive support with scientific, research based strategies which are effective for working with English learners by the TOSA.
- Teachers will meet monthly in grade-level meetings to analyze student ELD performance data and plan lessons, strategies, and interventions based on student needs.
- Based on school and teacher needs, staff will attend additional professional development trainings.

Taft will improve communication between the school, home and community by providing information via phone, print and internet.

- A monthly bilingual parent newsletter will be sent home to inform parents of school activities and other school news.
- Monthly SSC/ELAC meetings will include information and time for discussion of English Learners and District Programs.
- At select PTA meetings, Staff will provide parents with activities to increase English Language proficiency at home. Annual Title I meetings will serve as a means of communicating English Learners progress and data results.

Goal II: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: In an effort to support the district goals of college and career readiness in Mathematics, Taft students will achieve at least one year of growth this school year as measured through their performance on the MAP (Measures of Academic Performance) test which will be taken 3 times this year. (MAP). through the implementation of the District adopted Houghton Mifflin Math Program and the additional software program provided through the Mind Institute. District Benchmarks will be used to guide instruction and monitor student progress. A baseline for monitoring progress will begin with the administration of the first MAP and Extended Response Assessment. Instructionally, the continuing implementation of Common Core District units of study will also aide in our goal toward mathematics academic achievement.

Taft School will strictly adhere to the District adopted Houghton Mifflin and California Mathematics Math programs and ensure that all students are taught the mathematics skills and concepts, aligned to the grade level standards.

- Supplementary materials to will be provided to support teachers in adhering to the grade-level curriculum maps for math to enrich and enhance instruction and ensure that all required mathematics Common Core State Standards are being met.
- Teachers will administer end of unit math assessments as well as Mathematics Extended Response Assessments. In grade level meetings and on grade level planning days, teachers will analyze test results and plan instructional strategies and interventions based on student academic needs
- Teachers will develop an Academic Improvement Plan to set learning goals and monitor progress, for students who are performing below proficient in math.
- Chrome Books will enhance and enrich the teaching of Common Core State Standards and skills in the classroom. Each 2nd to 6h grade students will have a device. Using these devices, students will have access to ST (Jiji) Mind Institute math.
- Mind Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math.
- Materials and supplies needed for instructions.
- Instructional Computer Assistant will support students with SBAC.

Teachers will analyze student data and develop Personalized Learning lessons that support student learning.

- Teachers and staff will analyze student progress in the MAP and ongoing chapter and unit assessments. Students who are performing below proficient will receive additional small group and one-on-one instruction from the classroom teacher, instructional assistants,

and/or classroom volunteers.

- Engage 360 (afterschool program) will provide additional student support.
- TOSA with the collaboration of teachers will develop and use chants, songs to develop Mathematical Language and comprehension
- Teachers will analyze MAP and Extended Response data to plan for classroom instruction.

By the end of 2015-2016 school year, 59% of students will demonstrate competency in MAP

- Every class will attend the computer lab every week and/or utilize mobile computer lab to engage in instructional computer activities designed to enhance and support the classroom curriculum.
- Students will utilize computers in the classrooms equipped with Internet access to aide student learning of the content standards.
- K-5th grade students will use the MIND Institute program to further develop math calculations and higher order thinking skills.

Administrative team will provide teaching staff information about professional development opportunities.

- Based on school and teacher needs, staff will be encouraged to attend additional professional development training offered through the district.

Foster greater Home-to-school connection with our parents in order to support our students' educational growth in mathematics. Jiji is accessible at home. Families are provided with a how to use at home training.

- A monthly parent newsletter is sent home to inform parents of school activities and other school news.
In-touch phone messages will be sent out to inform parents of upcoming assessments or math related- community activities/opportunities.

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Taft will actively seek the participation and involvement of parents and the community as partners with the school in the positive and productive way in order to support the cognitive, social and emotional development of all of our students. This will be made possible through the support of our PTA, monthly ELAC meetings, LCAP meetings, and grade level parent meetings addressing strategies and procedures used at school and how parents can support their students at home.

Building on parenting strengths

Increase and enhance communication with parents.

- To increase parent participation, conduct a variety of monthly parent meetings such as SSC, ELAC, and PTA.
- Send home a monthly parent newsletter written in English and Spanish to inform parents and keep them up to date with school news and events. Correspondences will be sent in English and Spanish.
- Telephone (Parent Link) will be used to communicate important dates and information to parents.
- Teachers will be available before school or after school to talk with parents on an appointment basis or parent/teacher agreement.
- Use bilingual TOSA and paraprofessionals to communicate with parents and community.
- Review and revise Taft School's Plan to help develop a Home-School Compact and parent involvement policy with all stakeholders.
- Taft School will hold an annual Title 1 meeting.
- We will hold an annual LCAP meeting
- Purchase a marquee for the front of the school to keep parents informed of daily, weekly and monthly activities and dates.

Communicating effectively

Taft School will involve parents in the education of their children and in the decision making process of the school.

- Teachers and staff will strive for increased participation in Back to School Night, Open House Night, and parent/teacher conferences and parent meetings.
- Trimester reports and teacher/parent conferences will inform parents of their child's' academic progress.
- Parents will be informed if their child is at risk of retention and be involved in the Board of Review process.
- Parents will be involved in the Student Success Team process and IEP process.

- Parents of under performing students will be involved in the development of their child’s Academic Improvement Plan.
- School Site Council/ELAC will be involved in the development of the Comprehensive School Plan.
- School Site Council, ELAC and PTA meetings will be held monthly.
- Literacy materials will be available for check-out at monthly ELAC/PTA meetings.

Organizing opportunities for volunteering

Taft will offer American Sign Language classes to the community and parents of DHH students.

- Deaf/Hard of Hearing (DHH) preschool teachers will hold monthly meeting-workshops and provide supplementary materials to parents to teach signing and share ideas for supporting the children at home.
- Weekly signing classes are offered to the parents and family of DHH students.
- Continue to collaborate with school partners to offer student incentives and teacher training.

Learning at home

Taft will foster relationships with community and business partners.

- Business partners, such as Rubio’s and Pat and Oscar’s will participate in school activities designed to recognize and motivate teachers, staff and students.
- Orange County Performing Arts Center of Orange County will offer family performances through the ArtsConnect program.
- Taft School will implement the Too Good For Drugs Program to comply with Title IV, Categorical Program Monitoring and ESEA.
- Big Smiles Dental -Tooth Fairy will provide information on how to care for your teeth.

Involving in decision making

Taft will assist parent in Adult English Classes on site.

Collaborating with the community

- Performing Arts Center
- Bank of America

Building relationships

- Fall and Winter Festival supported by the Taft PTA
- Deaf and Hard of Hearing Fair to be held in the Spring. Bringing greater awareness to the community about the program's history at Taft as well as the availability of resources across the spectrum of education for those with hearing loss.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Substitutes for teacher collaboration data chats	1000-1999: Certificated Personnel Salaries	Title I, Part A	10,500.00
Interpreters for Deaf and Hard of hearing parents, as well as translators for Parent Conferences	2000-2999: Classified Personnel Salaries	Title I, Part A	8,000.00
Required to pay a percentage of Employee Benefits	3000-3999: Employee Benefits	Title I, Part A	2,740.06
Chrome Books for 3rd grade to have 1 to 1 ratio Smart Boards for Bungalows, and School Marque	4000-4999: Books And Supplies	Title I, Part A	68,853.09
paper, office supplies, print shop - common core materials, Student Awards	5000-5999: Services And Other Operating Expenditures	Title I, Part A	17,300.00
AVID training, Typing Club license	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	7,566.00
Materials for parents, flyers	5900: Communications	Title I, Part A	3,160.00

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
		Total	118,119.15