



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

TAYLOR ELEMENTARY

Contents

School Plan for Student Achievement (SPSA) Template	3
Purpose and Description	3
Stakeholder Involvement	3
Resource Inequities	4
Goals, Strategies, Expenditures, & Annual Review	5
Goal 1 – Student Achievement	5
Identified Need	6
Annual Measurable Outcomes	8
Strategy/Activity 1	9
Strategy/Activity 2	10
Strategy/Activity 3	11
Strategy/Activity 4	12
Strategy/Activity 5	13
Strategy/Activity 6	14
Annual Review – Goal 1	15
Analysis	15
Goal 2 – School Climate	21
Identified Need	21
Annual Measurable Outcomes	22
Strategy/Activity 1	23
Strategy/Activity 2	24
Strategy/Activity 3	25
Strategy/Activity 4	26
Annual Review – Goal 2	27
Analysis	27
Goal 3 – Meaningful Partnerships	30
Identified Need	30
Annual Measurable Outcomes	30
Strategy/Activity 1	31
Strategy/Activity 2	32
Strategy/Activity 3	33
Strategy/Activity 4	34
Annual Review – Goal 3	35
Analysis	35
Budget Summary	37

Budget Summary37
Other Federal, State, and Local Funds37

School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Elementary	39686766042774	Original – 01/19/2018 Revision – 05/24/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

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

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

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Taylor Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 19, 2018 and obtained board approval on April 10, 2018.

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

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

1 and 2. Discussion and review of the evaluation has been notated in the December 08, 2017 School Site Council meeting.

In school year 2018-2019, also Year 2, Taylor Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on April 12, 2019, May 02, 2019 and May 24, 2019.

In summary, the meetings were focused on the data gathered from California School Dashboard: Continuous Progress around student academic performance, academic engagement, and conditions and climate. Furthermore, student data from the SUSD Continuous Improvement report were also utilized to identify possible root causes that could have triggered concerns in SBAC ELA and math performance scores, high chronic absenteeism, and high percentage of in- and out-of-school suspensions. After confirming the why and then the how

As a result of the CSI planning team involvement and data analysis, Taylor Leadership Academy completed the Decision Making Model (a component of the Comprehensive Needs Assessment) in April and May 2019 by responding to the following questions: "Do I know where I am," "Do I know the gap between where I am where I want to be," "Do I know what's causing me to be where I am," "Do I know what I need to do to get where I want to be," "Do I know what I need to assure the work I do works," and "Do I know what I need to do confirm what I do works?" The Decision Making Model was used to complete the analysis of students' academic performance in ELA and mathematics, chronic absenteeism, and in- and out-of-school suspension data collection process. Needs, assurances, and monitoring systems were identified by the CSI planning team.

Resource Inequities

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

Based on feedback through the CNA process, parent members of the CSI team as well as community members felt that there is a need toward the development of parent involvement and training for themselves as well as others to better provide their children with academic and social emotional support at home. Parents also felt that communication between Taylor Leadership Academy and its families could improve as other means of communication is put in place and that a partnership with SUSD and the city of Stockton can produce a safe route for students to travel to and from school.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA SMART Goal:

By the end of June 2020, Taylor Leadership Academy will increase its 3rd-8th grade SBAC ELA proficiency scores by 10% as compared to the 2018-2019 academic school year results.

ELD SMART Goal:

By the end of June 2020, Taylor Leadership Academy will increase its Level 3 and Level 4 overall English learner progress data by 10% as compared to the 2018-2019 academic school year results.

Math SMART Goal:

By the end of June 2020, Taylor Leadership Academy will increase its 3rd-8th grade SBAC math proficiency scores by 10% as compared to the 2018-2019 academic school year results.

Identified Need

ELA:

2018-2019 SBAC ELA goal is 26%, a 10% increase from the 2017-2018 academic school year. Based on the 2018-2019 Winter MAP: Quick Reference for Taylor Leadership Academy, performance indicators are as follows:

Percent Met Standards;

All Students 26% (+4% growth from 2017-2018 Winter MAP)

SBAC 3-8 Grade 27%

SUSD Continuous Progress Improvement for Taylor Leadership Academy:

3rd – 8th grade SBAC academic performance for the last three consecutive school years:

ELA: All

2015-2016 academic school year - 16%

2016-2017 academic school year- 21%

2017-2018 academic school year- 16%

Projected 2018-2019 - 26%

California School Dashboard:

2018-2019 Goal 1: Status -92.4/Change +3 (Orange)

2018-2019 Goal 2: Status -80.4/Change +15 (Orange)

ELD:

SUSD Continuous Progress Improvement for Taylor Leadership Academy:

2018 English Language Proficiency Assessment of California (ELPAC): English Learner Progress Overall

Level 1 - 11%

Level 2 - 23%

Level 3 - 34%

Level 4 - 33%

CELDT and ELPAC

English Learner Reclassification Rate:

2015-2016 - 8% (CELDT)

2016-2017 - 12% (CELDT)

2017-2018 - 14% (CELDT/ELPAC)

2018-2019 - 6% (ELPAC)

Math:

2018-2019 SBAC Math goal is 23%, a 10% increase from the 2017-2018 academic school year. Based on the 2018-2019 Winter MAP: Quick Reference for Taylor Leadership Academy, performance indicators are as follows:

Percent Met Standards;

All Students 21% (+5% growth from 2017-2018 Winter MAP)

SBAC 3-8 Grade 13%

SUSD Continuous Progress Improvement for Taylor Leadership Academy:

3rd – 8th grade SBAC results for the last three consecutive academic school years:

Math: All

2015-2016 academic school year- 14%

2016-2017 academic school year- 15%

2017-2018 academic school year- 13%

Projected 2018-2019 - 23%

California School Dashboard:

2018-2019 Goal 1: Status -111.3/Change +3 (Orange)

2018-2019 Goal 2: Status -99.3/Change +15 (Orange)

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	95.4 points below	80.4 points below
3 rd -8 th SBAC Assessment	16% of 3 rd - 8 th grade students met or exceeded grade level standards as measured by the 2018 SBAC scores in ELA.	26% of 3 rd - 8 th grade students will meet or exceed grade level standards as measured by the 2019 SBAC scores in ELA.
ELPAC	67% of English learners functioned at a Level 3 or Level 4 as measured by 2018 ELPAC.	77% of English learners will functioned at a Level 3 or Level 4 as measured by 2019 ELPAC.

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	114.3 points below	99.3 points below
3 rd -8 th SBAC Assessment	13% of 3 rd - 8 th grade students met or exceeded grade level standards as measured by the 2018 SBAC scores in mathematics.	23% of 3 rd -8 th grade students will meet or exceed grade level standards as measured by the 2019 SBAC scores in mathematics.

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

Preschool Transition, 8th grade Transition and College and Career Preparatory Opportunities

PK-8th grade focus on college and career readiness skills:

- lessons on computer coding 5th-8th grades
- focus on informative and technical writing skills
- WICORizing of lessons school wide
- A-G requirement lessons and information school wide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,925 - 43110 (Instructional Materials)	LCFF - 23030
\$15,000 - 44000 (Equipment)	LCFF - 23030
\$2,000 - 58450 (License Agreement	LCFF - 23030
\$500 - 58450 (License Agreement)	Title I - 50643
\$600 - 42000 (Books)	Title I - 50643

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

Academic Student Achievement

80% of students will meet their PGT in Reading & Math & measured by MAP, 10% increase in number of students meeting or exceeding standards in ELA & Math as measured by SBAC, and 96% school wide positive attendance:

- Data recording organizers for all students
- Monthly Data Summits
- All teachers AVID trained
- Weekly trainings for teachers focused on differentiation of instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$8,000 - 52150 (Conferences)	LCFF - 23030
\$3,000 - 52150 (Conferences)	Title I - 50646
\$1,000 - 56590 (Maintenance Agreements)	LCFF - 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 Students

Strategy/Activity

Student Intervention

Strategic and focused in class supports and Tier 2 and Tier 3 interventions addressing both academic and social-emotional needs of students to ensure equity and access to learning for all students:

- Daily UA time for Reading & Math support
- Before & After School Tutoring
- Restorative justice circles to address mediation needs between students
- Supplemental reading material to support UOS instruction and leveled reading access
- Math manipulatives provided to all classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000 - 11500 (Teacher Additional Comp)

Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Academic Student Achievement

Teachers continue to receive ongoing professional development and coaching individually and as grade levels to improve teaching and learning. Program Specialist, Instructional Coaches, Administrators, and consultants will also support teachers with implementation of the new curricula for ELA/ELD and mathematics. For the 2019-2020 academic school year, Taylor Leadership Academy will have four new teachers to the site who will need additional support to refine instructional practices and establish effective learning environments.

Program Specialist will assist Instructional Coaches with providing professional development and co-teaching opportunities to individual and grade level teachers. Furthermore, the Program Specialist will support all teachers with full implementation of the new ELA, ELD, and mathematics curricula by accessing resources such as AVID and the Danielson Framework to support all components of the new programs with fidelity. In addition, the Program Specialist will also work with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. And, the Program Specialist will assist, organize, and facilitate of Academic Parent Teacher Team conferences four times a year with all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$66,000 - 19101 (.5 FTE Program Specialist)	Title I - 50643
\$66,000 - 19101 (.5 FTE Program Specialist)	Title I - 23030
\$8,000 - 11500 (Teacher Additional Comp)	LCFF - 23030
\$3,000 - 11700 (Teacher Substitute)	LCFF - 23030

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 Students

Strategy/Activity

Student Interventions

Substitute teachers provide student support and interventions during the day addressing Tier 2 and Tier 3 identified students in need of support in the areas of reading, writing, and mathematics. Substitute teachers will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills. Classroom diagnostic assessments from Benchmark Program, Common Formative Assessments, and summative assessment data will be used to identify student needs and monitor student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$20,000 - 11700 (Teacher Substitute)

LCFF - 23030

\$22,434 - 11700 (Teacher Substitute)

Title I - 50643

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- interact with their peers who will attend their kindergarten class promoting social skills,
- establish a connection between the kindergarten teacher and preschooler,
- practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

- 1.1 Taylor Leadership Academy has a school wide expectation that all classrooms TK-8th Grade have a WICOR wall in the classroom with posted resources, current student work samples, and teacher created AVID posters that help guide student access to writing, inquiry, collaboration, organization, and reading strategies. To fully implement the strategies across the content areas, strategic teacher trained teacher paid professional development were implemented after school focusing on areas of needs. The implementation teams created writing rubrics that are aligned to the California Common Core State Standards and provided trainings around expository, informative writing as well as response to literature writing. A school wide academic writing contest was organized by the implementation teams providing students with writing prompts that the students had to respond in the forms of an essay, paragraphs, or sentence depending on the grade level of the students. The implementation teams then analyzed the writing samples and provided students with writing incentives and awards for the exemplary work.
- 1.2 Kinder through 2nd graders were provided with an ongoing assessment process where the teachers had used ESGI an online program to assess their student's recognition of site words, phonemic and phonological awareness development, and the ability to have fluent reading skills. Practice resources were sent home for students to have and to be able at home practice the skills that they need to improve upon. In addition, level readers at the student's level of reading were given to students to practice at home with their parents/siblings. At school, the teachers had provided students with more challenging grade level readers and practices and pulled small groups of students to provide additional support and reinforcement. 3rd through 8th graders were provided with supplemental grade texts, poetries, biographies, autobiographies, expository readers, fictional readers, and short novels and plays exposing them to multicultural forms of literature, story lines and narratives. In the classrooms, students engaged in collaborative literature exercises around reader's theaters as well as small group novel circles.
- 1.3 Before and after school tutoring were offered almost every day of the week. English learners attended before school tutoring and were given access to Rosetta Stone. Through the after-school tutoring program and also supplemented by teachers who were not affiliated with Step Up, students were provided services in math, ELA, and STEM projects that were align to current themes, topics, or concepts that were taught in the classrooms.
- 1.4 Ongoing collaborative approach among the implementation teams, instructional coach, and the site Leadership Team creating a monthly forum for students to take ownership of what they were learning in the classrooms and to provide opportunities for students to showcase what they have learned, to share what they know, and to present artifacts of their learning as well. Each area of the WICOR was targeted at the AVID/STEM showcases that took place in the school and in the classrooms where primary classes were paired up with intermediate/middle school teachers and their students.

- 1.5 A combined effort between the Quality Instruction/Collaborative Learning Team, instructional coach, and school Leadership Team, teacher trained teacher professional developments were put together to provide professional learning opportunities to support teachers with the writing process and teaching writing. The sessions provided ongoing and professional development trainings for teachers that are aligned with the implementation of learning projects, instructional planning, lesson design and then meeting the diverse needs of English learners as well as students with special needs.
- 1.6 Built into the Tuesday's Collaborative PLC Grade Level Team Meetings, teachers were asked to focus on developing strategic lesson plans that targeted learning to read (Kinder - 3rd Grade) and reading to learn (4th - 8th Grade). With the assistance from the coach and administrators, teachers identified what they wanted from the lessons and then identified strategies to support the learning activities. Students then would be assessed based on the rubrics that the grade level team had developed. To help reinforce learning to read and reading to learn, small groups of students received 4 on 1 or 3 on 1 student-to-teacher academic support.
- 1.7 Staff wide training focused on social-emotional development and mindfulness activities were discussed at the Implementation Teams Meetings that were conducted by the Healthy Culture, Inspirational Environment, and PBIS Teams. In collaboration, the team implemented school wide norms, established life skills incentives for students, and put in place school pride events connecting a college bound culture to every Friday's morning gatherings on the primary playground for students, parents, and the learning community. In addition, events such as the Staff vs Student Athletic Challenges, No Bullying, Spirit Week and so on were brought about to build a learning community and student connectedness to the culture of Taylor Leadership Academy.
- 1.8 Four Academic Parent Teacher Team Meetings took place last year providing teachers and parents the opportunity to meet and have a face to face conversation. Three of the Academic Parent Teacher Meetings were conducted as whole class and one of them was individual conferences. Teachers were given the ability to choose (1) language arts and (1) standard in math to build foundational skills sets that the learning activities/games connected with the two identified standards as well as a common formative assessment to have pre and post data. At the meetings, parents participated in ice breaker activities, so every participant was comfortable getting to know each other. Student pre and post data were presented anonymously so each parent knew where his/her child's data was. Likewise, academic learning games were shared with parents, so they can go home reinforcing those skills games strategies and game-based learning approach.
- 1.9 Several teachers attended the AVID Summer Institutes, participated in the Teacher Trained Teacher professional developments after school, and created a road map that aligns California Common Core State Standards to the (8) mathematical teaching practices. Teachers received trainings on; how to help their students to use math manipulatives to build a conceptual understanding of the problems, how to look at students breaking down their conceptual understanding of the problems and how to engage students quizzing each other not just on how they got the correct response. (AVID tutorial and the TRF)
- 1.10 School wide norm set in place by the Healthy Culture/AVID College Awareness Team and Leadership Team, every classroom was expected to adopt a university at the beginning of school and then to take turns presenting their colleges during College Pep Rallies which took place on Fridays. A-G lessons, career day, and mock college admission events were embedded into the learning where students were provided with several opportunities to take part in academic field trips to UOP, UC Davis, Delta College, and California State University Sacramento. Furthermore, specialty high schools visited Taylor Leadership Academy and provided students with resources and information.

- 1.11 Teachers received ongoing support from the Implementation Teams, their PLC team, and instructional coach. The trainings provided teachers with insights on; focusing on the quality and diversity of the questions that students are being asked, observing the levels of inquiries through student engagement, helping students to move beyond gathering information, and looking at the process that requires students to provide evidence and reasoning.
- 1.12 During Collaborative PLC Grade Level meetings, teachers were provided with planning time to put in place SMART goals for ELA, ELD, STEM, and mathematics. Doing STEM students had made cross curricular connections integration of the learning to look at actual projects that could be applied to the real-world skill-based learning. To develop that real-world application, students were brought to the school community garden, took observation of the data that they had collected, and applied information to their math, ELA, or science learning activities. On the primary playground, students drew a map of the continental United States of America using the coordinate plane as a mean to scale up the image.
- 1.13 Trainings focused on RTI/MTSS, AVID & PLC were provided to teachers and support staff several times at the Implementation Team meetings, Teacher Trained Teacher professional developments, PBIS Team meetings, and AVID Leadership Team meetings. One of the Implementation Teams, the Healthy Culture/AVID College Awareness took on the initiative and assisted Taylor Leadership Academy with sustaining a college bound and beyond school culture that support the success of all students. The Danielson's Framework for educators was implemented to support the diverse needs of the students as well as the needs of the school and its culture.
- 1.14 Tier 2 and Tier 3 students in need of support in the areas of reading, writing, and mathematics were identified by the team - teachers, support staff, and administrators, and push in support or pull out support were offered by the substitute teacher. Same curriculum or grade level content that met the needs of a small group of students were utilized in the classroom at the pace that the students can feel like they were getting the support needed to feel successful at grade level content.
- 1.15 The instructional coach oversaw organizing all of the interventions and the area of trainings and professional workshops that were embedded in the daily practice. Furthermore, she had met with the teachers before, during, and after school, pushed into the classroom to provide academic and social emotional support, and connected with the planning and preparation needs of the teachers, students, and classrooms by the Danielson Frameworks for educators.

Effectiveness

- 1.1 As far as the common formative assessments, they showed that students were able to apply their knowledge and demonstrate their ability to display what they knew through the rigorous responses in math and ELA. When it came to the result on the SBAC and MAP assessments, they showed that across the grade levels there are still a great need of growth, deeper interventions and professional development, and more scaffold and differentiated instruction to meet the needs of the students.
- 1.2 Teachers in Grade K through Grade 2 were very efficient at using the ESGI program to provide their students with ongoing assessment process. Furthermore, they were comfortable with using the A-Z Readers to identify their students reading abilities and then to assign a level reader for the child to take home. Improvements in reading fluency, site word recognitions, and phonemic and phonological awareness was evident; however, deeper interventions, differenced instructions and scaffolding, are needed to boost students to grade level or above grade level proficiency.

- 1.3 Improvement in student academic achievements in the area of ELA, ELD and mathematics were evident in student learning and the post assessments that were administered at the end of the program. The strategy was effective but did not bring all students to grade level performance. Gains were made in many subject areas; however, students at Taylor Leadership need a more rigorous intervention plan targeting their individual needs of the individual.
- 1.4 Every class participated in the monthly AVID/STEM showcases that were held in the school cafeteria or the classroom that they were paired with. Students were able to successfully articulate on their learning and demonstrate an understanding of the WICOR strategy that was being implemented.
- 1.5 The professional developments were meaningful providing teachers with a foundational understanding on the writing process and how to teach writing to their students. More strategic professional developments are needed to recalibrate current practices that are put in place.
- 1.6 More work is needed with the calibration of the collaboration and planning time to optimize student learning and academic achievement. The Collaborative PLC Grade Level Team Meeting template needs to be revised to make it more meaningful for all stakeholders. The strategy is sufficient but has areas of improvements.
- 1.7 Student attendance has improved, and students feel more comfortable coming to school as measured by the School Climate Survey. In addition, student suspension has gone down from the previous year, and more students are taking ownership of their actions, choices, and decisions in the classroom as well as on the yard. The strategy is efficient.
- 1.8 Parents who had participated in the Academic Parent Teacher Team meetings had expressed that they are grateful and were able to support their child at home using the skill game-based strategies learning approach. Taylor did not meet its projected percentage of parent participation. Hosting the whole group and individual Academic Parent Teacher Team conferences after school is one of the variables that could have led to a decrease in parent participation.
- 1.9 Teaching conceptual understanding of mathematics and linking the skills with problem solving strategies are areas that half of the teachers at Taylor Leadership Academy struggles with. Overall the strategy had boosted the confidence level of some teachers; however, Taylor Leadership Academy needs more direct, explicit, and deeper support in this area.
- 1.10 The strategy was effective as all classrooms had adopted a university and participated at the college pep rallies. Most of the middle school students participated in Career Cruising, were made aware of A-G high school requirements, engaged in college admission events, and attended at least one academic field trip.
- 1.11 The effectiveness of the strategy was apparent in the student work samples that were posted under the WICOR walls. Students at different grade levels were able demonstrate the problem-solving skills as well as critical thinking.
- 1.12 The bimonthly grade level collaborations provided teachers with a set schedule to collaborate on a monthly basis. The strategy was meaningful and had assisted teachers with making cross curricular connections with real world applications.
- 1.13 The trainings were effective providing the staff with the resources and tools necessary to create a safe, nurturing and college bound learning environment for all students.
- 1.14 Academic and social emotional gains were made inside and outside the classrooms with the support of the substitute teacher. The strategy was effective providing Tier 2 and Tier 3 students with small group or one on one support.
- 1.15 The instructional coach was very effective with the ongoing services that she had provided for teachers. The needs at Taylor Leadership Academy is great with many new teachers to the site or teaching profession. She excels in providing coaching support, offering professional development, and aligning teacher planning with the Danielson Frameworks for educators.

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

- 1.1 None.
- 1.2 None.
- 1.3 None.
- 1.4 None.
- 1.5 None.
- 1.6 None.
- 1.7 None.
- 1.8 None.
- 1.9 None.
- 1.10 None.
- 1.11 None.
- 1.12 None.
- 1.13 None.
- 1.14 None.
- 1.15 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 None.
- 1.2 None.
- 1.3 None.
- 1.4 None.
- 1.5 None.
- 1.6 None.
- 1.7 None.
- 1.8 None.
- 1.9 None.
- 1.10 None.
- 1.11 None.
- 1.12 None.
- 1.13 None.
- 1.14 None.

1.15 None.

Goal 2 – School Climate

SUSPENSION:

By the end of May 2020, Taylor Leadership Academy will decrease its in- and out-of-school suspension days by 20% as compared to the 2019 academic school year.

ATTENDANCE/CHRONIC TRUANCY:

By the end of May 2020, Taylor Leadership Academy will decrease its chronic absenteeism by 3% or more as compared to the 2019 academic school year.

Identified Need

SUSPENSION:

SUSD Continuous Progress Improvement for Taylor Leadership Academy

Suspension: All Students

2015-2016 academic school year- 12%

2016-2017 academic school year - 08%

2017-2018 academic school year - 09%

California School Dashboard:

2018-2019 Goal 1: Status 8.8/Change -0.3 (Orange)

2018-2019 Goal 2: Status 8.1/Change -1(Yellow)

ATTENDANCE/CHRONIC TRUANCY:

SUSD Continuous Progress Improvement for Taylor Leadership Academy

Chronic Absenteeism: All Students

2016-2017 academic school year - 27%

2017-2018 academic school year - 26%

2018-2019 academic school year - 21% as of January 2019

California School Dashboard:

2018-2019 Goal 1: Status 25/Change -0.5 (Orange)

2018-2019 Goal 2: Status 22.5/Change -3 (Orange)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	9.1%	7%
Chronic Absenteeism (All Students)	25.5%	23%
California School Dashboard: Conditions and Climate	26.3 points above	26 points above
California School Dashboard: Chronic Absent	22.2 points above	21.7 points above

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

Social-emotional Learning

Social-emotional learning curriculum utilized in all classrooms to explicitly teach and facilitate conversations addressing life skills and communication strategies aligned with being a civically respectful and responsible citizen, daily mindfulness activities, restorative justice strategies, books and materials that support student self-regulation and healthy expression of their emotions, and integration of classroom community building strategies that address social-emotional needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,000 - 43110 (Instructional Materials)

Title I - 50671

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

PBIS

School wide strategies and systems integrated into the school culture that support student positive development in the areas of academics and social-emotional well-being through positive academic and behavioral incentives, daily check-ins, SEL literature, and positive school culture events before, during, and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000 - 43110 (Instructional Materials)	Title I - 50671
\$200 - 43400 (Parent Meeting)	Title I - 50671

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Attendance

Monthly positive attendance events, four times a year perfect attendance assemblies, monthly recognition of classes with 98% or higher of perfect attendance, parent workshops focused on the importance of consistent attendance, and morning gatherings that provide daily reminders of the importance of attendance and that each student is valued at school and their daily attendance is celebrated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$372 - 43110 (Instructional Materials)

Title I - 50671

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counseling Services

Full time counselors on site that supports teachers implementing in class community building activities (mindfulness, CHAMPs, SEL curriculum, class meetings), facilitates mediations between students (restorative justice circles, counseling, anger management sessions, small group sessions) counsels students on their social-emotional needs, facilitates CARE team and SST meetings, and organizes 504 plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

- 1.1 Instructional resources that address the social emotional needs of the students were purchased and used by the school counselor and support staff to provide opportunities for students to have open dialogs, mediations around the conflict with a mentor, and breaks to build positive relationships with others. Each school day started off in a calm collective and focused manner centralizing everybody coming into a safe, caring, and nurturing environment. Mindfulness activities such as yoga, go noodle, classroom reads, and so on... were implemented to support students with self-regulation and healthy expression of their emotions. In crisis, the school counselor provided opportunities for students to build relationships with others through game building approaches, restorative conversations, team building strategies.
- 1.2 Staff receive and welcome all students to school by names, with a friendly smile, and telling students that they are so glad to see them coming to school on time. Check in with the students takes place multiple times during the instructional day, and students are strategically placed throughout the classroom to receive academic, social emotional and well-being supports. The main office and café provide students with health nourishments, so students can focus on their academic responsibilities in the classroom. Viking bucks are given to students for making good academic and social emotional choices. The currency provides students to have buying power at the student store which takes place after school during dismissal. Students are also acknowledged for their leadership skills and are issued “Caught Being a Leader Ticket” to really identify and acknowledge them from constructive choices that creates a safe environment for all students. Teachers sends homes positive postcards informing parents of their child’s academic and social emotional progress.
- 1.3 Students were recognized for their positive attendance four times a year during the Academic Assemblies that were hosted in the multipurpose room. Students who maintained a 95% or higher perfect attendance participated at the monthly Super Recess hosted by the school counselor. Information about the importance of consistent attendance was shared multiple times to the parents at the School Site council meetings, ELAC meetings, workshops organized by the Parent Liaison, and morning gatherings on the primary playground.
- 1.4 The school counselor made several classroom visitations and assisted the teachers with implementing a healthy classroom environment, helping students build a positive relationship with their peers, and addressing the social emotional needs of the class through the modeling of mindfulness activities, restorative conversations, and SEL curriculum. To address students with greater academic and social emotional needs, the school counselor had facilitated several CARE team, SST meetings, and 504 Plans.

Effectiveness

- 1.1 The school saw a decline in student conflicts during the first half hour of the instructional school day. Students were engaged in their daily mindfulness activities and successfully transitioned to their academic responsibility in the classroom. The number of student conflicts during unstructured time on the playground had declined; however, more services are need for students who continue to make poor choices due to their personality.
- 1.2 There was an improvement in chronic absenteeism as indicated by the attendance data and students felt safe coming to school because they can trust the staff at Taylor Leadership Academy. The Viking Bucks and Caught Being a Leaders worked well with the primary students; however, few intermediate and middle school students had utilized the currency or incentive. There is a need to develop an age level appropriate incentive targeting the older students.
- 1.3 Many parents consistently attended the primary Awards Assemblies; however, few had attended the intermediate and middle school Awards Assemblies that were in the afternoon. Taylor Leadership Academy saw a slight improvement in its chronic absenteeism and student tardies. Parents were thankful that the school had provided them with many opportunities to be informed about the importance of bringing their children to school regularly.
- 1.4 Students who needed the academic and social emotional modification received the support that they needed to be successful in the classroom. At the CARE team, SST meetings, and 504 Plans, academic and/or social emotional goals were written to specifically address the needs of the child. Taylor Leadership Academy saw a decrease in student referrals to the office for classroom disruption, disobedience, and defiance after the community building activities were introduced.

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

- 1.1 None.
- 1.2 None.
- 1.3 None.
- 1.4 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 None.
- 1.2 None.
- 1.3 None.
- 1.4 None.

Goal 3 – Meaningful Partnerships

MEANINGFUL PARTNERSHIP:

By the end of June 2020, Taylor Leadership Academy will increase its parent involvement and trainings and school wide focus on social-emotional development as measured by the agenda, minutes, and/or sign-in sheet.

Identified Need

Math and Literacy Nights

Academic Parent Teacher Team Meetings (four times a year)

Back to School Night & Title I

Community Resource Fair for students, parents, and the community (two times a year)

ELAC, SSC, and CSI meetings

Tri-annual Academic Assemblies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agenda, minutes, and/or sign-in sheet	2018-2019 data gathered from the functions	10% increase from the previous academic school year

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

Continue to grow the capacity of the PTSA focused on school culture events and field trips that bring the community together and are aligned with the school vision and mission statement. Hold APTT meetings four times a year and AVID Parent Academies Four Times a year while also holding individual parent/guardian conferences and academic assemblies that all families are invited to.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$500 - 42000 (Books)	Title I - 50672
\$600 - 43110 (Instructional Materials)	Title I - 50672
\$100 - 57150 (Duplicating)	LCFF - 50672

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

Professional Learning Community

Collaborative efforts are ongoing to address the learning needs of all students while collecting student data and facilitating data cycles every six weeks. School wide norms and Implementation Teams focused on Healthy Culture / AVID College Awareness, Quality Instruction / Collaborative Learning, Targeted Assessments / CFAs, and Parent Engagement / Inspirational Environment aligned with school vision and mission statements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$4,000 - 43110 (Instructional Materials)

Title I - 50672

\$1,470 - 44000 (Equipment)

Title I - 50647

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AVID Students

Students implement writing strategies across the content areas, answer and formulate leveled questions, utilize organizational methods, and learn to read and read to learn in all content areas. Students take part in a college bound and beyond school culture, take part in lesson activities focused on A-G requirements, and have opportunities to visit and/or correspond with colleges/universities as well as other academic aligned field trips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$3,000 - 43110 (Instructional Materials)

LCFF - 23034

\$5,000 - 58720 (Field Trip Non-District Trans)

Title I - 50672

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Community Engagement Events

Our Parent Liaison provides outreach to community members and works in collaboration with agencies to ensure stakeholders are supported in areas that increase student attendance, academic achievement, and social-emotional well-being. Weekly trainings are provided to community members to increase capacity for them to support the children of our school in positive and productive ways, weekly meetings are held to provide a safe and nurturing place to gather in order to promote community building activities, and school events are organized to both showcase student learning and provide community members access to outside agencies and social services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$872 - 43400 (Parent Meeting)

Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

- 1.1 (4) Academic Parent Teacher Team (APTT) meetings along with (4) Advancement Via Individual Determination (AVID) Parent Academics were scheduled at the start of the 2017-2018 academic school year to take place quarterly. (3) of the APTT meetings were whole group meetings, and (1) of the APTT meetings was individual parent/teacher/student conferences. Translation in Hmong and/or Spanish were made available upon the request of the parents as well as the teachers. The (4) AVID Parent Academics were conducted by the AVID elementary lead who had shared several college awareness/skills and strategies to help parents support their child(ren) at home.
- 1.2 To cultivate a Professional Learning Community (PLC) that aligns with the Vision and Mission Statements of Taylor Leadership Academy, school wide norms were shared, discussed, and acted on before the start of the instructional school calendar. To support the school Vision and Mission Statements the Implementation Teams were identified, and the teaching staff were prompted to join one of the following focused groups - Healthy Culture/AVID College, Quality Instruction/Collaborative Learning, Targeted Assessments/CFAs, and Parent Engagement/Inspirational Environment.
- 1.3 Every Friday, students at Taylor Leadership Academy takes part in a college bound and beyond school culture on the primary blacktop at morning gatherings. During the college pep rally the presiding class presents information about their university to the whole school. Several academic field trips were put in place where students visited local universities and community colleges. In the classroom, middle school students were exposed to A-G requirements and participated in Career Cruising. Across the content areas, students implement their AVID WICOR strategies to frame level questions, to utilize organizational skills, and to learn to read (K-2nd Grade) and read to learn (3rd -8th Grade).
- 1.4 In collaboration with outside agencies as well as social services, the Parent Liaison had provided services to all stakeholders – parents, school faculty, and community members through weekly trainings, workshops, and classes that were designed to ensure that they are supported in areas such as health and social emotional well-being, student academic performance, and student absenteeism. The meetings were held in a safe and nurturing environment to promote community partnerships among multiple stakeholders and to organize events that showcased student learning, engagement and growth.

Effectiveness

- 1.1 Taylor Leadership Academy did not meet it projected growth target – a 10% overall increase from the previous year. However, the strategy was meaningful as it continued to encourage parent, teacher, and admin engagements at the school site.

- 1.2 Having a Professional Learning Community at Taylor Leadership Academy is a great asset to the site. The led teachers from the Implementation Teams form the school AVID Leadership Team. The strategy is productive as it entices others to take on the lead or leadership responsibility.
- 1.3 Based on the result of the Common Formative Assessment, Measure of Academic Progress, Smarter Balanced Assessment Consortium and Needs Survey, academic growth was made in the core subjects; however, there is a deep need for strategic interventions, more teacher professional developments, and the academic support at school as well as home. The effectiveness of the strategy can be measured by the numbers of classes that participated at the Friday's College Pep Rallies as well as creating a college bound and beyond school culture for all students.
- 1.4 As measure by the school surveys, student attendance data, and the data from the Academic Parent Teacher Team Meetings as well as the number of parent/community participation, the strategies that were implemented had provided community members with access to school resources and outside agencies to ensure that all stakeholders are supported in areas that increase student attendance, academic achievement, and social-emotional well-being.

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

- 1.1 None.
- 1.2 None.
- 1.3 None.
- 1.4 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 None.
- 1.2 None.
- 1.3 None.
- 1.4 None.

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	\$120,648
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	\$249,573

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	\$120,648

Subtotal of additional federal funds included for this school: \$120,648

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	\$128,925

Subtotal of state or local funds included for this school: \$128,925

Total of federal, state, and/or local funds for this school: \$249,573