



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Taylor Leadership Academy

## Contents

School Plan for Student Achievement (SPSA) Template .....	3
Purpose and Description .....	3
Stakeholder Involvement.....	5
Resource Inequities.....	6
Goals, Strategies, Expenditures, & Annual Review.....	7
LCAP/SPSA Goal 1 – Student Achievement .....	7
Identified Need .....	8
Annual Measurable Outcomes .....	16
Strategy/Activity 1.....	17
Strategy/Activity 2.....	19
Strategy/Activity 3.....	21
Strategy/Activity 4.....	23
Strategy/Activity 5.....	25
Annual Review – Goal 1 .....	27
Analysis.....	27
Analysis.....	31
Goal 2 – School Climate .....	34
Annual Measurable Outcomes .....	38
Strategy/Activity 1.....	39
Strategy/Activity 2.....	41
Annual Review – Goal 2 .....	43
Analysis.....	43
Analysis.....	45
Goal 3 – Meaningful Partnerships.....	47
Annual Measurable Outcomes .....	49
Strategy/Activity 1.....	50
Strategy/Activity 2.....	52
Annual Review – Goal 3 .....	54
Analysis.....	54
Analysis.....	56
Budget Summary.....	58
Budget Summary .....	58
Other Federal, State, and Local Funds .....	58
Budget Spreadsheet Overview – Title I .....	59

Budget Spreadsheet Overview – LCFF .....60

School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Leadership Academy	39686766042774	Ver 1 – 05/13/2020	Ver 1 – 05/13/2020	Ver 1 – 07/28/2020 Correction – 08/25/2020

## Purpose and Description

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

Taylor Leadership Academy is implementing a Schoolwide Program.

In March 2020, Taylor Leadership Academy 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 Leadership Academy's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies)/activity (ies)) can be referenced to the LCAP's intent.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Taylor Elementary developed a one-year (2020-2021) 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 February 11, 2020 and obtained board approval on May 13, 2020. Throughout the 2019-2020 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 2019-2020 culminating the document 2019-2020 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. In the school year 2019-2020 Taylor Leadership Academy initiated a needs assessment process that included a review of the school's vision and mission statements, educational expectations, student data, state and district assessments, and achievement gaps. These meetings with stakeholders included the School Site Council, English Learner Advisory Committee, AVID Leadership Team, Comprehensive Support and Improvement Team, school staff, parents, students, and the learning community. As a result of the stakeholder involvements and data reviews, Taylor Leadership Academy has updated its Decision Making Model (a component of the CAN). The committee concluded that it is important for Taylor parents continue to receive resources, trainings, workshops, etc. to better support their children at home with daily routines and practices that lead to improve student academics and attendance. Staff will receive on-going professional development trainings in AVID, Ready and Benchmark curricula, pedagogy, etc. to enhance teaching practices and improve academic outcomes for students.

## Resource Inequities

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

As a Comprehensive Support and Improvement school, Taylor Leadership Academy will continue to provide ongoing services to decrease its highest student groups, Homeless and African Americans, chronic absenteeism rates. In addition, Taylor Leadership Academy will carry on with providing before, during, and after-school academic support for Tier 2 and Tier 3 students that need the extra academic support. Lastly, Taylor Leadership Academy will provide social emotional support utilizing Positive Behavioral Intervention and Support curriculum to support students with making proactive choices and decisions.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

### ELA SMART Goal:

By the end of June 2021, Taylor Leadership Academy will increase its 3<sup>rd</sup>-8<sup>th</sup> grade SBAC ELA proficiency score by another 10% from 17.61% to 27.61% as measured by the Smarter Balanced Assessments.

### ELD SMART Goal:

By the end of June 2021, Taylor Leadership Academy will increase its ELPAC Overall Performance Level 3 and 4 by 10% from 43.3% to 53.3%.

### Math SMART Goal:

By the end of June 2021, Taylor Leadership Academy will increase its 3<sup>rd</sup>-8<sup>th</sup> grade SBAC Mathematics proficiency score by another 10% from 9.44% to 19.44% as measured by the Smarter Balanced Assessments.



## Identified Need

- Be sure English Learner data is reviewed and included.

### ELA:

2019-2020 SBAC ELA goal is 27.61%, a 10% increase from the 2018-2019 academic school year.

### Percent Met Standards:

#### SUSD Continuous Progress Improvement for Taylor Leadership Academy:

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

#### ELA: All

2015-2016 academic school year – 16.00%

2016-2017 academic school year – 21.00%

2017-2018 academic school year – 16.28%

2018-2019 academic school year – 17.61%

2019-2020 academic school year – NA Suspension of State Testing

### ELD:

#### SUSD Continuous Progress Improvement for Taylor Leadership Academy:

2019 English Language Proficiency Assessment of California (ELPAC): English Learner Progress Overall

Level 1 – 20.62%

Level 2 – 36.08%

Level 3 – 37.11%

Level 4 – 6.19%

### CELDT/ELPAC

#### English Learner Reclassification Rate:

2015-2016 – 12.10%

2016-2017 – 13.80%

2017-2018 – 6.10%

2018-2019 – 20.90%

Mathematics:

2019-2020 SBAC Math goal is 19:44%, a 10% increase from the 2018-2019 academic school year

Percent Met Standards:

SUSD Continuous Progress Improvement for Taylor Leadership Academy:

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

Math: All

2015-2016 academic school year – 14.00%

2016-2017 academic school year – 15.46%

2017-2018 academic school year – 12.96 %

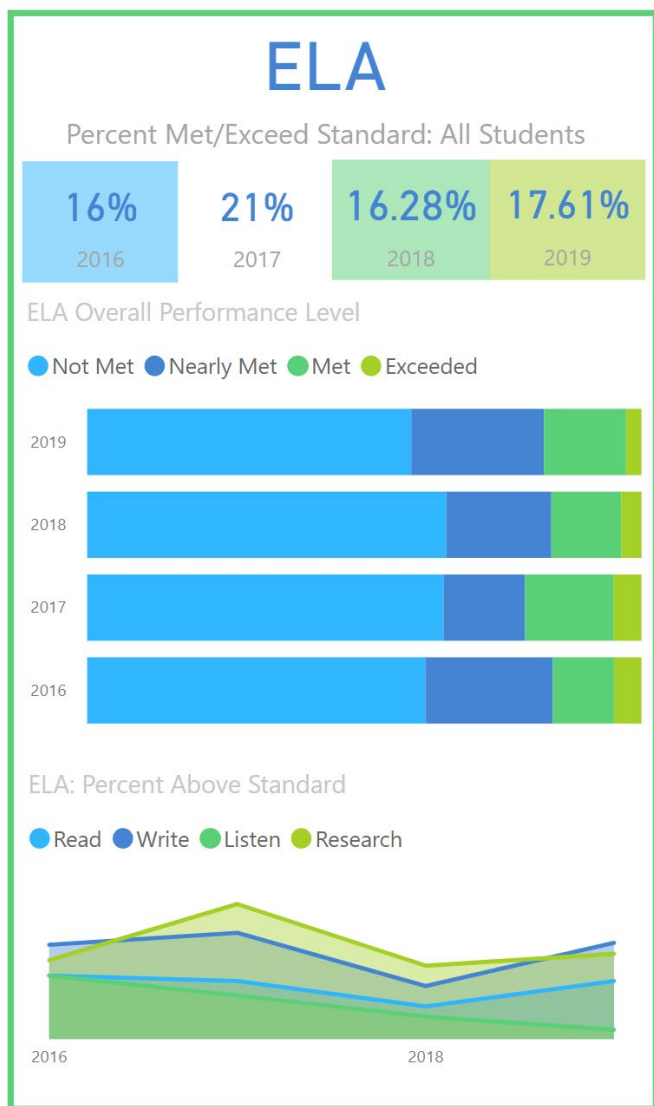
2018-2019 academic school year – 9.44%

2019-2020 academic school year – NA Suspension of State Testing

California School Dashboard:

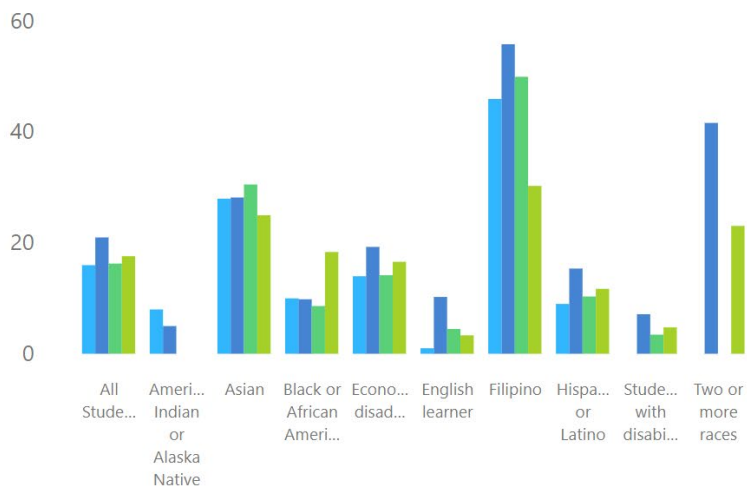
2018 Mathematics Goal: Status -114.3 points

2019 Mathematics Status -107.6 points an improvement of 6.7 points from the previous year



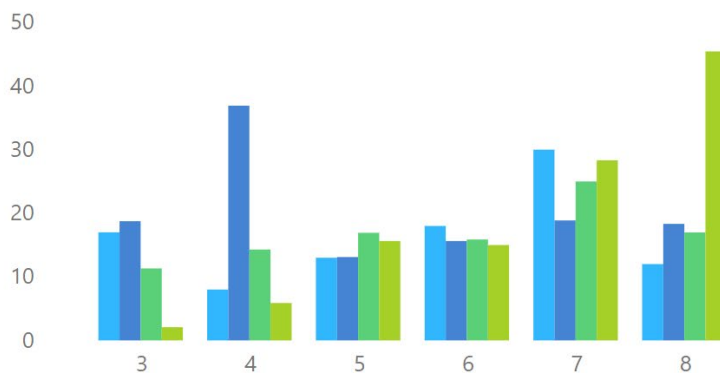
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



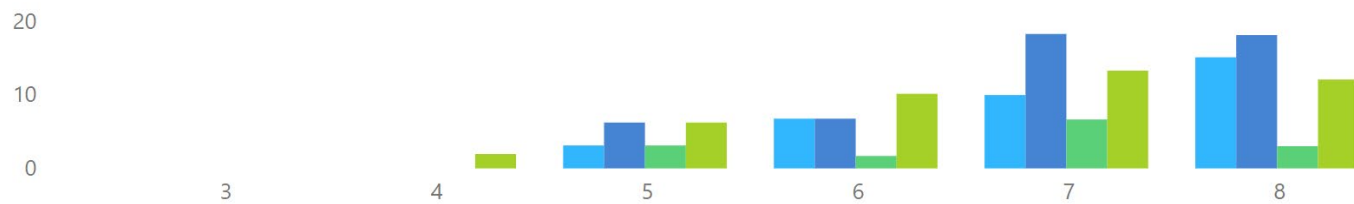
ELA CAASPP: Percent Met/Exceed Standard by Grade Level

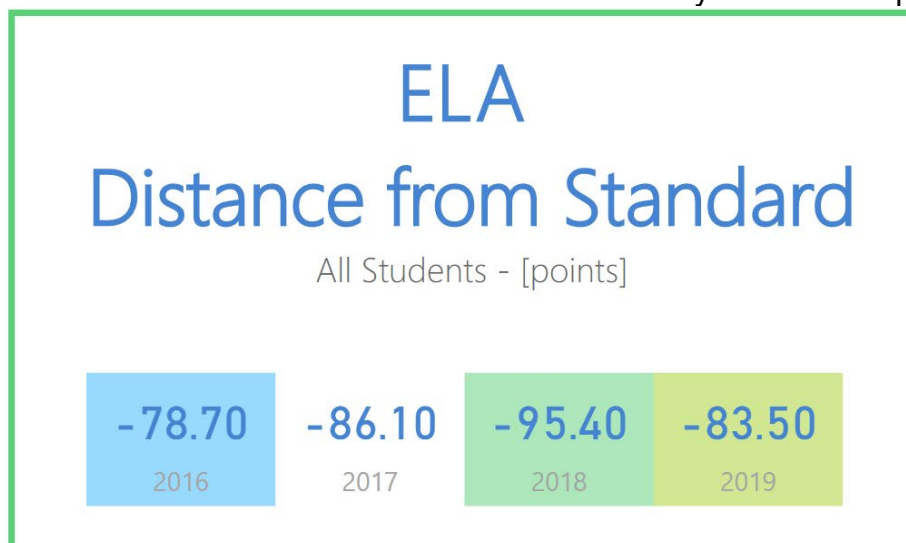
Year ● 2016 ● 2017 ● 2018 ● 2019



2019 Prelim ELA CAASPP: Area - Percent Above Standard

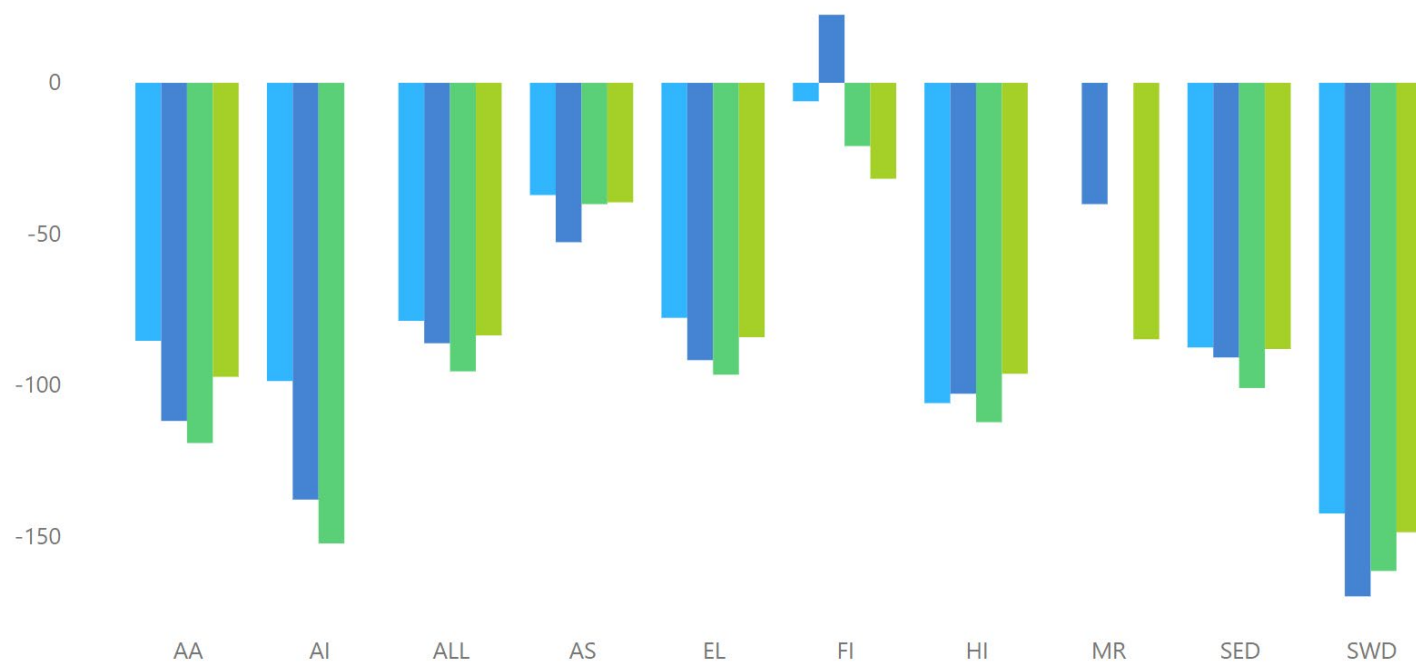
● Read ● Write ● Listen ● Research



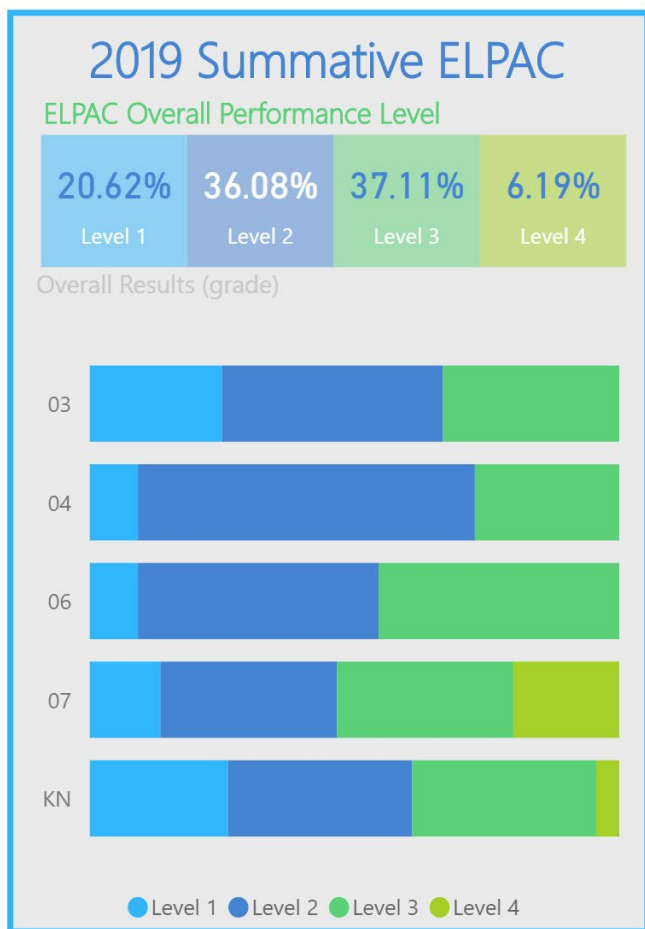


ELA Distance from Standard [points]

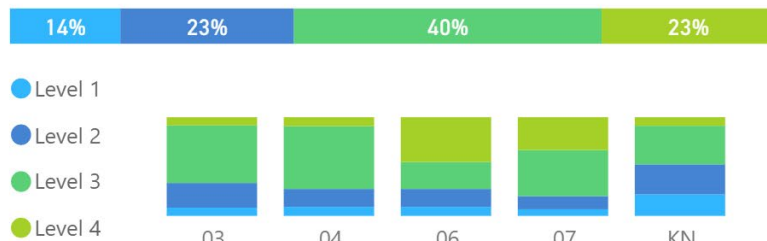
Year ● 2016 ● 2017 ● 2018 ● 2019



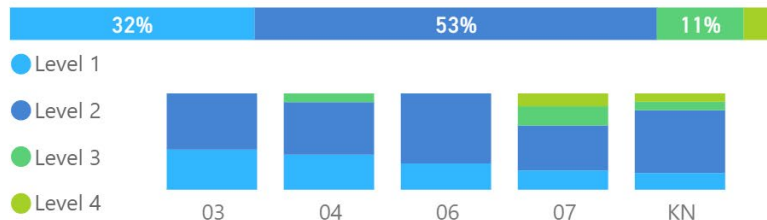
page 3 SUSD RA 12122019 v3r1



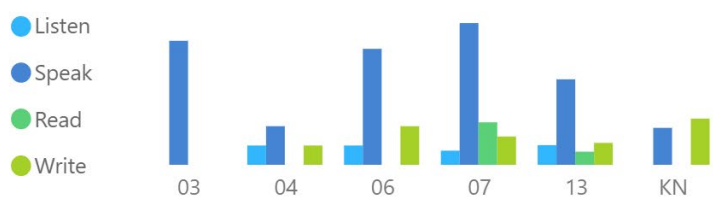
### Oral Language Overall Performance Level



### Written Language Overall Performance Level

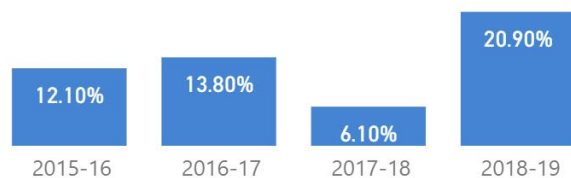


### Performance Area: Percent Well Developed



## English Learner Progress

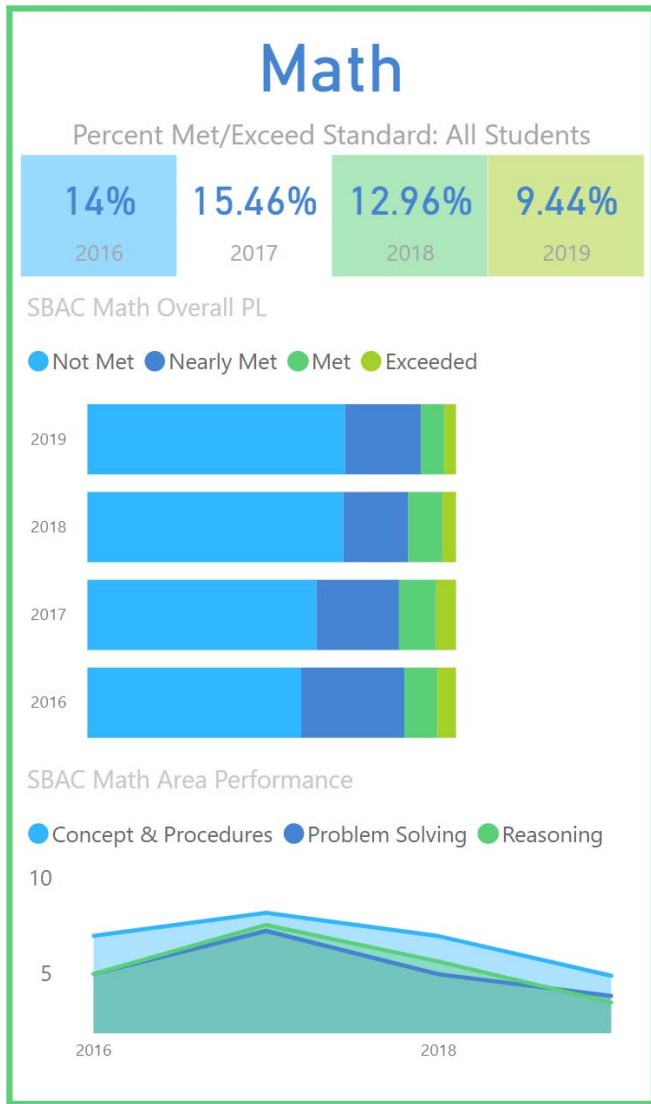
### Reclassification Rates



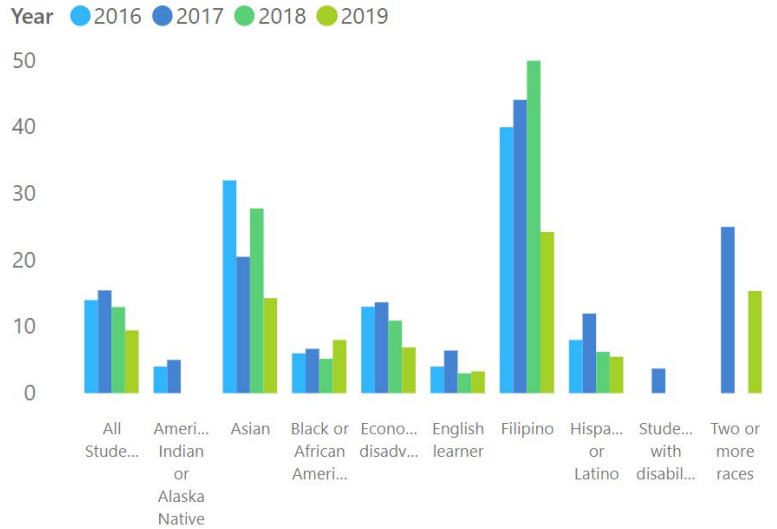
### English Learner Progress Indicator (ELPI)

28.2%

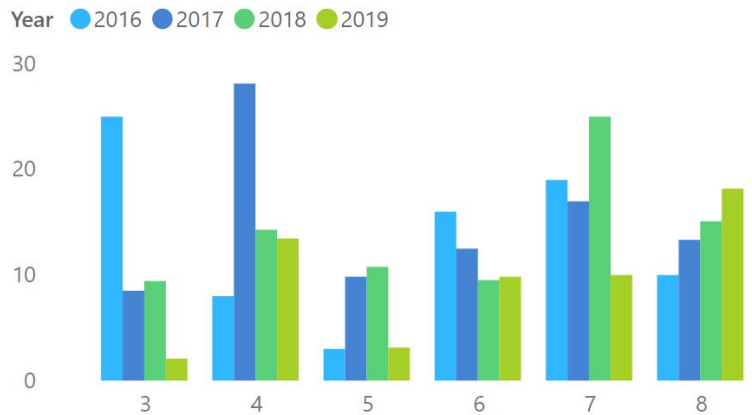
ELPI 2019



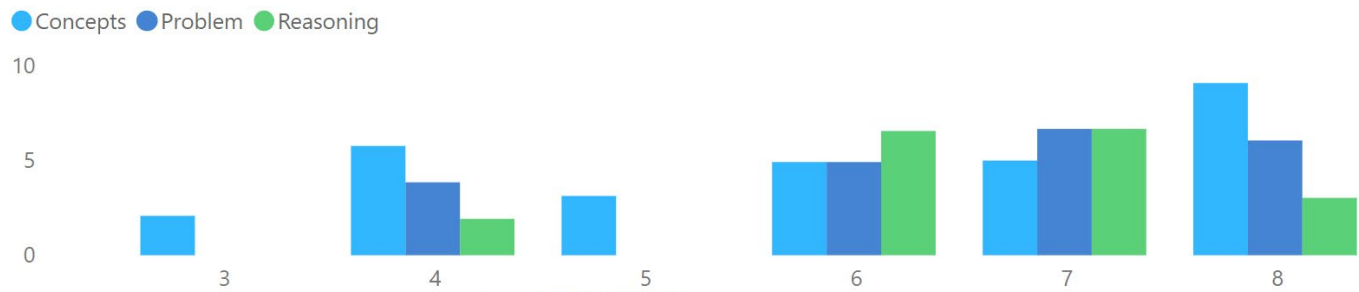
Math CAASPP: Percent Met/Exceed Standard

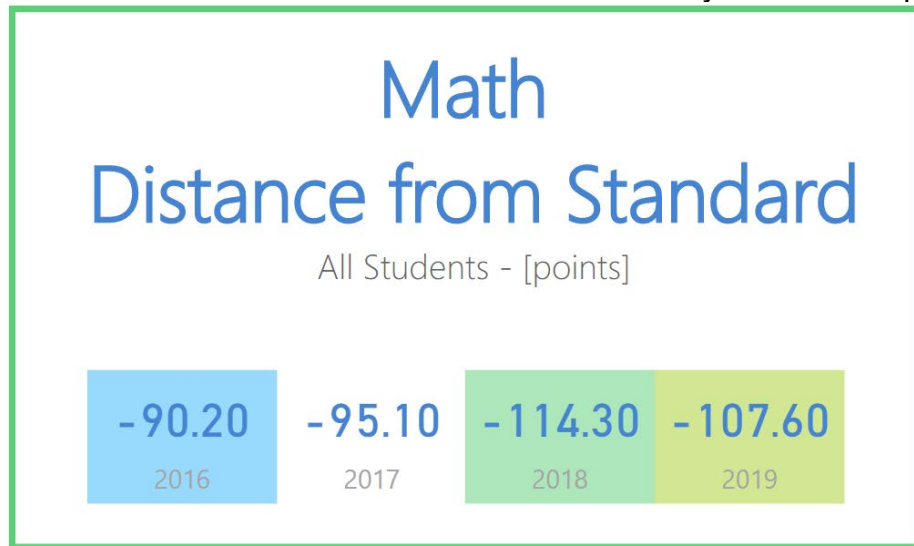


Math CAASPP: Percent Met/Exceed Standard by Grade Level



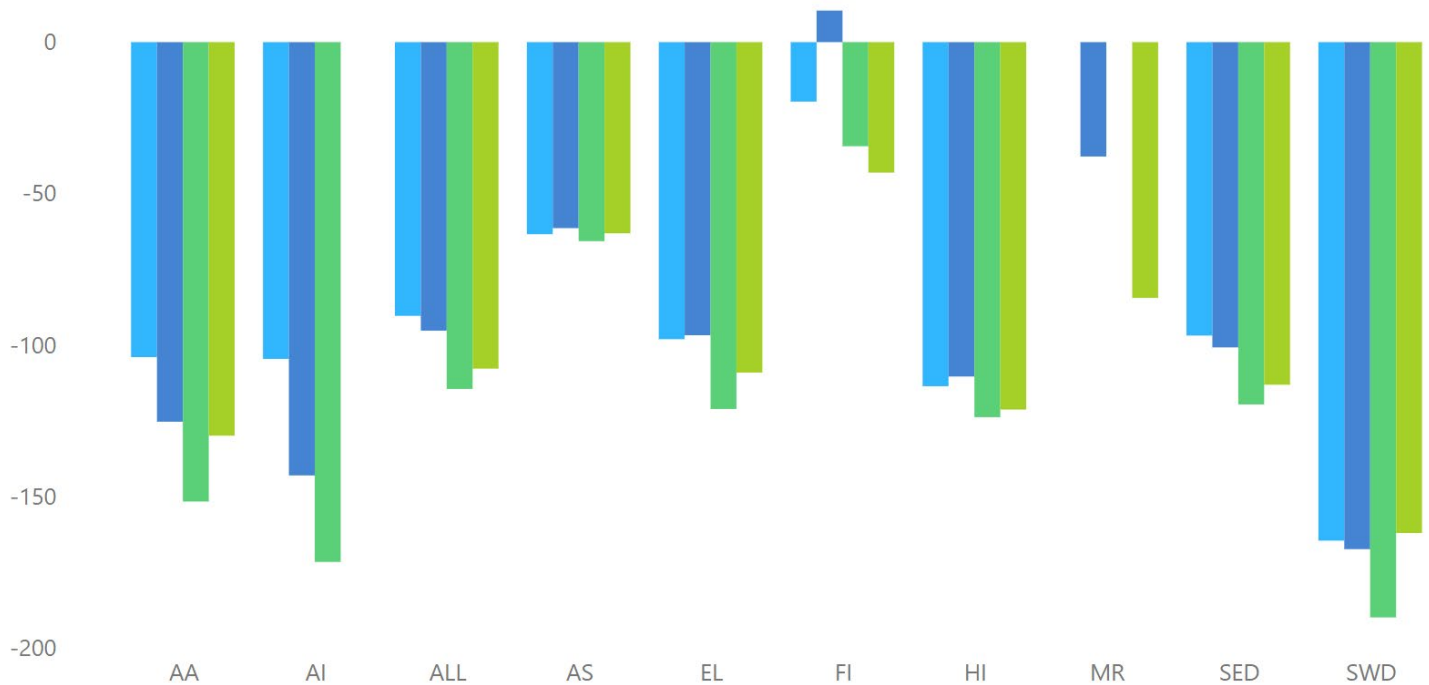
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

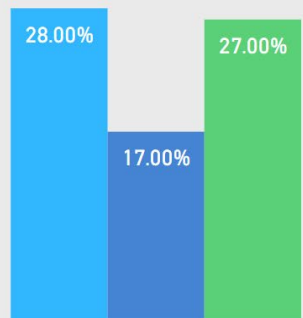
# PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

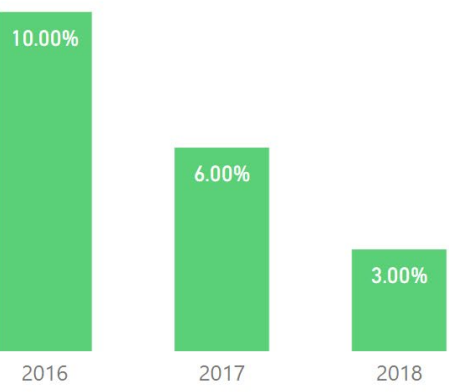
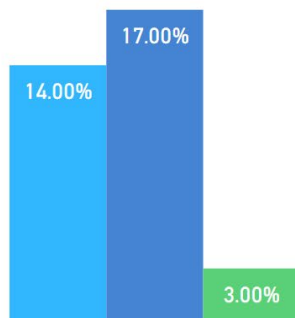
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018





**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-83.5 points below	-73.5 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-107.6 points below	-97.6 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

School-wide Implementation of AVID WICOR Strategies and Methodologies at elementary and middle school life levels

Students are taught specific grade level priority AVID WICOR strategies and methodologies. Students then 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.

Field Trips - \$5,000 Field Trip-Non-District Trans Title 1 Goal 1 – 50643:

1. [California State University Sacramento] - [1<sup>st</sup> Trimester] - [Middle School] - [learning objective focus-to increase awareness of higher education and foster familiarity with a university campus]
2. [Monterey Bay Aquarium] - [3<sup>rd</sup> Trimester] - [Primary] – [learning objective focus- to explore animals' ocean homes and learn about ocean habitats from the rocky shore to the deep sea]
3. [Sacramento Zoo] - [3<sup>rd</sup> Trimester] - [TK-Kinder] - [learning objective focus- to connect colors and patterns in the world around us: Colors of the Zoo, Warning Coloration, Spots and Stripes, Camouflage, and Animals in Disguises]
4. [Lawrence Hall of Science] - [3<sup>rd</sup> Trimester] - [Intermediate] - [learning objective focus-take on the role of ecologists to investigate and figure out what can be done to return the ecosystem to its original healthy state]

TK-8<sup>th</sup> grade teachers will enhance integrated/designated ELD, Benchmark, and Ready Math curricula through: Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, TextBased Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Test Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, Interactive Notebooks and Matamoscas! Applicable supplemental instructional materials include: novels/books, White boards , clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence

strips, pipe cleaners, and composition books. Instructional Materials/Supplies - \$11,878 Instructional Materials Title 1 Goal 1 – 50643 and \$7,880 Instructional Materials LCFF Goal 1 - 23030

Duplicating expenses for students materials in larger quantities such as plays and short stories to be used as additional resources and manipulatives for student learning. \$2000 Duplicating Title 1 Goal 1 50643

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement - \$3,000 - LCFF Goal 1 - 23030

### Proposed Expenditures for this Strategy/Activity 1

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$11,878	43110	Instructional Materials
\$5,000	58720	Field Trip-Non-District Transportation
\$2,000	58720	Duplicating

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	56590	Maintenance Agreement
\$7,880	43110	Instructional Materials

## Strategy/Activity 2

### 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

English Learners and RFEP students

### Strategy/Activity

#### Student Intervention:

Additional tutoring opportunities before, during and after school to provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g., Read Naturally, Mac & Tab Reading) that supports student collaboration (e.g., pair-share, philosophical chairs and carousel). \$5,000 Instructional Materials Title 1 Goal 1 – 50643

Extended Day tutoring with Springboard Collaborative- Tier 2 and Tier 3 students will be identified to participate in an afterschool reading program that targets key reading skills. There is a pre/post assessment to determine reading level and growth. The initial data is determined to provide students with individualized books and instruction designed for students to become more proficient readers. During the program students read together as a class, in small groups and independently. Teachers provide workshops to help teach parents strategies to teach reading at home. Students receive books to keep, read, and reread at home.

Extended day tutoring will be offered by teachers for students not enrolled in the Springboard Collaborative and/or STEP UP After School programs for additional time and support in mathematics and English Language Arts. Identified subgroups will attend the tutoring classes after school. Teacher will use the grade level resources for intervention strategies in Ready Math and Benchmark Universe to support students in the program. (4) teachers x (3) hours/week x \$60/hour x (20) weeks = \$14,000 Teacher – Add Comp Title 1 Goal 1 - 50643

After school enrichment tutoring opportunities for English learners to advance their language development in the areas of reading and writing, as well as speaking and listening. (1) teacher x (3) hours/week x \$60/hour x (20) weeks = \$3,600 Teacher – Add Comp LCFF Goal 1 – 23020

Extended School Year Program in June 2021 (4) teachers x (4) hours/day x (10) days x \$60/hour = \$9,600 Teacher – Add Comp Title 1 Goal 1 – 50643

ESGI license agreement to assess K-2 students focusing on foundational literacy skills. License Agreement - \$2,000 - LCFF Goal 1- 23030

**Proposed Expenditures for this Strategy/Activity 2**

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

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$23,600	11500	Teacher – Add Comp
\$5,000	43110	Instructional Materials

**Fund Source – site LCFF:**

\$ Amount(s)	Object Code	Description
\$3,600	11500	Teacher – Add Comp
\$2,000	58450	License Agreement

### 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

Release time for teachers to receive ongoing professional development and coaching individually as a grade levels to improve teaching and learning. Instructional Coaches, Administrators, and Consultants will also support teachers with implementation of the new ELA/ELD and mathematics curricula. Taylor Leadership has Probationary 01 and 02 teachers at the site who will need additional support to refine instructional practices and establish an effective learning environment. \$5,000 Teacher Substitute LCFF Goal 1 - 23030

Teachers-Teach-Teachers professional learning opportunities (2) times a month on Thursday focusing on AVID strategies, Professional Learning Community, student assessment data, quality instructions, district adopted curriculum, parent engagement, and topics that need further development. \$8,400 Teacher – Add Comp LCFF Goal 1 - 23030

AVID Leadership Retreat in July to refocus on the WHY, strategize and solidify the school vision and mission forward, plan and calendar teacher professional development, school functions, parent workshops, etc. \$6,000 Teacher – Add Comp LCFF Goal 1 - 23030

Three rounds of Academic Teacher Conferences hosted throughout the academic school year focusing on AVID Smart goals, iReady and Benchmark data, instructional strategies and interventions, Science, Technology, Engineering, and mathematics (STEM), and identifying individual needs and resources. \$4,000 Teacher – Add Comp LCFF Goal 1 - 23030

#### Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$18,400	11500	Teacher – Add Comp
\$5,000	11700	Teacher Substitute

## Strategy/Activity 4

### 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

Teaching staff participate in professional learning opportunities, supports, workshops, and conferences that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process. Professional learning opportunities include but are not limited to AVID Summer Institute, Professional Learning Communities, California Association for Bilingual Education, Good Teaching Conference, and Solution Tree Conferences.

Conferences/Trainings/Workshops, Consultants, License Agreements - \$30,000 Conferences Title 1 Goal 1 – 50643

AVID Summer Institute – June 2021 – Administrator(s), Instructional Coach(es)/Program Specialist, and Teachers

Professional Learning Communities Conference – June 2021 – Administrator(s), Instructional Coach(es)/Program Specialist, School Counselor(s), and Teachers

California Association for Bilingual Teaching Conference – 2<sup>nd</sup> Trimester – Instructional Coach(es) and Teachers

Solution Tree Conferences – 2<sup>nd</sup>/3<sup>rd</sup> trimester – Administrator(s), Instructional Coach(es) and Teachers

Educational Consultants collaborate with teachers and instructional team in a cycle of inquiry focused on improving student achievement in mathematics and English Language Arts. Educational Consultant's process includes focusing on standards, analyzing data, analyzing district and school and/or classroom practices, agreeing on strategies and actions for improving student achievement, and monitoring the implementation of those strategies and actions. Through Educational Consultants, teachers will be provided with training targeting support and lesson studies in mathematics that will enhance their teaching practices and improve math outcomes for students. \$10,000 Consultants-instructional Title 1 Goal 1 – 50643

0.5 FTE 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 Academic Parent



Teacher Team conferences four times a year with all grade levels. \$66,000 0.5 FTE Program Specialist LCFF Goal 1 - 23030

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. 2 Substitute Teachers X \$200 per day X 37 weeks= \$48,600

\$25,200 Teacher Substitute Title 1 Goal 1 – 50643 and \$23,400 Teacher Substitute LCFF Goal 1 - 23030

#### Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$34,200	11700	Teacher Substitute Title 1 Goal 1 - 50643
\$21,000	52150	Conference Title 1 Goal 1 - 50643
\$10,000	58100	Consultants-instructional Goal 1 - 50643

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$75,000	19101	.5 FTE Program Specialist (salary & benefits)
\$14,400	11700	Teacher Substitute

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

Subgroup: Preschool and 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 5**

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2)

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

## Analysis

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

### Implementation

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 afterschool 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. Taylor Elementary – Goal 1 School Plan for Student Achievement| Page 19 of 39

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. Taylor Elementary – Goal 1 School Plan for Student Achievement| Page 20 of 39 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

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, differentiated instructions and scaffolding, are needed to boost students to grade level or above grade level proficiency. Taylor Elementary – Goal 1 School Plan for Student Achievement| Page 21 of 39

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

No significant material changes was identified for student achievement.

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

None.

### SPSA Year Reviewed: 2019-2020 (Year 3)

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

### Analysis

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

#### 2019-2020 (Year 3):

##### Implementation

1.1 To fully implement AVID WICOR strategies across content areas from Transitional Kindergarten to 8<sup>th</sup> Grade, teachers received strategic teacher trained teacher paid professional development through the course of the academic school year. Each classroom was expected to maintain an AVID WICOR wall in the classrooms with posted student work samples, teacher created anchor charts, student/teacher created posters to assist students with access to writing, inquiry, collaboration, organization and reading skills. Classroom projectors and sensors were purchased



for the classrooms to help teachers reinforce teaching with visual representations and provide opportunities for all students to actively interact with instruction.

- 1.2 95% of the teachers at Taylor Leadership Academy have attended at least one AVID workshop, training, or conference. Weekly trainings for teachers focused on differentiation of instruction was offered with a quarter of the staff participation. Two of the first three Data Summits took place at Taylor Leadership Academy. The last Data Summit did not take place because of the suspension of school during the COVID-19 implications. The pandemic had also implicated staff from attending the Professional Development opportunities, workshops, and conferences that were scheduled to take place in March, April, May, and June of 2020. A2Z Educational Consultants services provided teachers with training targeting support and lesson studies in mathematics that had enhanced teaching practices and improvement of math outcomes for students.
- 1.3 Before and after school tutoring was offered for Tier 2 and Tier 3 students. Student who attended the Extended Day tutoring with Springboard Collaborative received targeted support in English Language Arts. Tier 2 and Tier 3 students who were not a part of the Extended Day program, received math support three hours a week from four teachers.
- 1.4 Two of the three rounds of the scheduled Academic Teacher Conferences took place. The focus of the Academic Teacher Conferences were AVID Smart goals, iReady data, instructional strategies, and interventions.
- 1.5 Intervention teachers provided students support addressing Tier 2 and Tier 3 identified students in need of support in the area of reading, writing, and mathematics. Classroom diagnostic assessments from Benchmark, Ready Math, common formative assessments, summative assessment data, and ESGI were used to monitor student academic progress.

#### Effectiveness

- 1.1 All classroom maintained and updated their AVID WICOR strategies wall through the course of the year to support student learning. Evidence of students utilizing the WICOR strategies were evident during the school AVID STEM showcases.
- 1.2 Almost all teachers at Taylor Leadership Academy have attended at least one AVID workshop, training, or conference. The teacher who have not been AVID trained will be joining the Digital Summer XP Institute.
- 1.3 A high percentage of students had consistently attended the Extended Day and Math Tutoring Program before Spring Break/Closure of School due to COVID 19.
- 1.4 The instructional coach, assistant principal, and principal were a part of the Academic Teacher Conferences. Each teacher brought his or her student Benchmark and Ready data, student folder and work samples, AVID Smart goals for students, etc.
- 1.5 Only one of the intervention teachers was a constant variable at Taylor Leadership Academy to provide Tier 2 and Tier 3 students support in the area of reading, writing, and mathematics.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

#### **2019-2020 (Year 3):**

##### Material Changes

- 1.1 None

- 1.2 Conference funds were not used due to the inability to attend during the COVID-19 implications.
- 1.3 None
- 1.4 Taylor Leadership Academy was unable to secure a Program Specialist for the 2019-2020 academic school year.

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.

**2019-2020 (Year 3):**

Future Changes

- 1.1 License agreement to include Transitional Kindergarten and 2<sup>nd</sup> grade teachers to use ESGI to assess students with letters, sounds, sight words, math concepts, etc.
- 1.2 Addition of consultant services in English Language Arts to support student learning, improve student achievement, and provide teachers with training targeting support and lesson studies in ELA as well as mathematics.
- 1.3 None
- 1.4 None
- 1.5 0.5 FTE program specialist to; support instructional coaches with providing professional development, assist in co-teaching opportunities to individual/grade level teachers, oversee state and district testing, etc.

## Goal 2 – School Climate

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

By the end of May 2021, Taylor Leadership Academy will decrease its in- and out-of-school suspension days by 0.3% or more as compared to the 2018-2019 academic school year as measured by the CA Dashboard: Year-Over-Year Progress.

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

By the end of May 2021, Taylor Leadership Academy will decrease its chronic absenteeism by 0.5% or more as compared to the 2018-2019 academic school year as measured by the CA Dashboard: Year-Over-Year Progress.

## Identified Need

## SUSPENSION:

SUSD Continuous Progress Improvement for Taylor Leadership Academy

Suspension: All Students

2015-2016 academic school year- 12.30%

2016-2017 academic school year – 8.00%

2017-2018 academic school year – 9.10%

2018-2019 academic school year – 8.84%

2019-2020 academic school year – In progress

California School Dashboard:

2017-2018: Overall Status 9.1%

2018-2019: Overall Status 9.2% Progress 0.1% Maintained

2019-2020: In progress

## ATTENDANCE/CHRONIC TRUANCY:

SUSD Continuous Progress Improvement for Taylor Leadership Academy

Chronic Absenteeism: All Students

2016-2017 academic school year – 26.70%

2017-2018 academic school year – 25.50%

2018-2019 academic school year – 23.83%

2019-2020 academic school year – In progress

California School Dashboard:

2017-2018: Overall Status 25.5%

2018-2019: Overall Status 25.6% Progress 0.2% Maintained

2019-2020: In progress

# Suspension Rate

All Students  
percent of unduplicated suspension

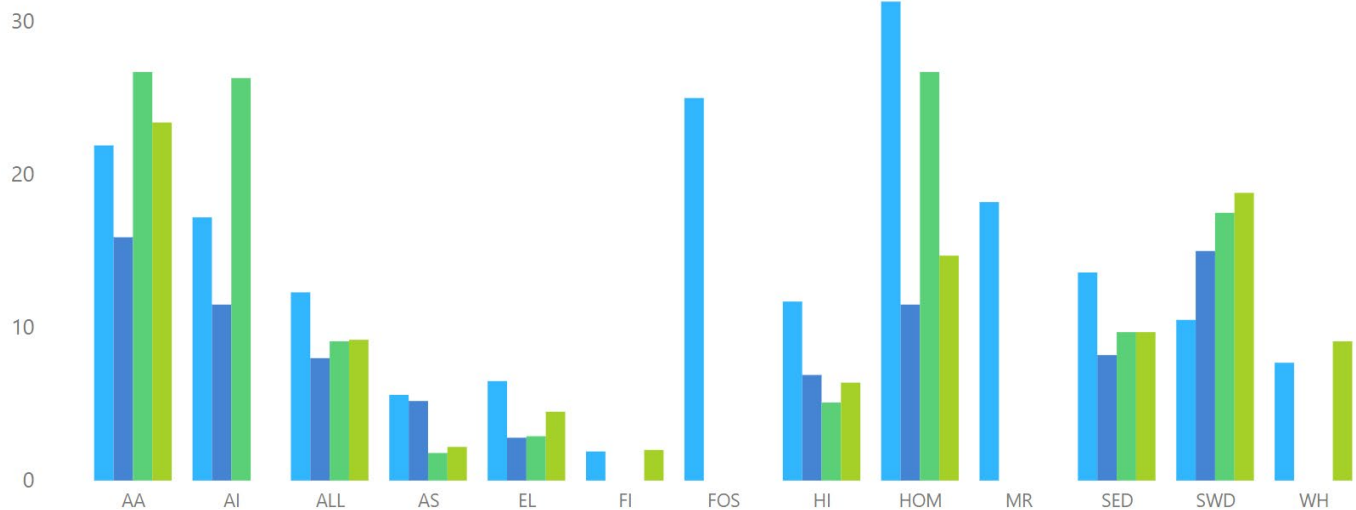


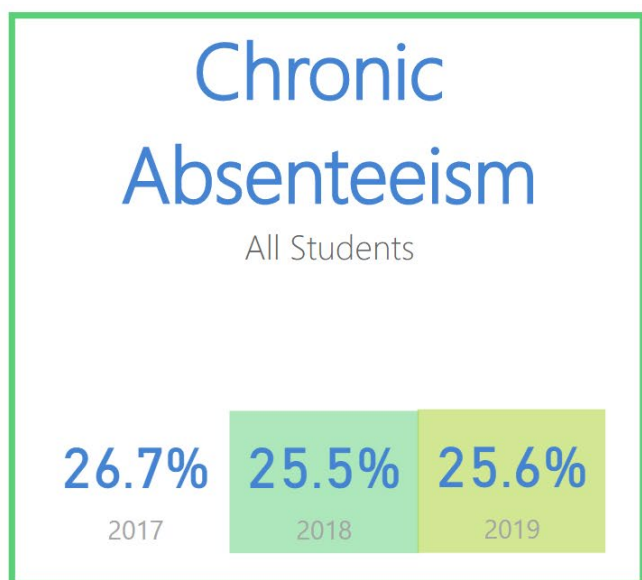
# Expulsion

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

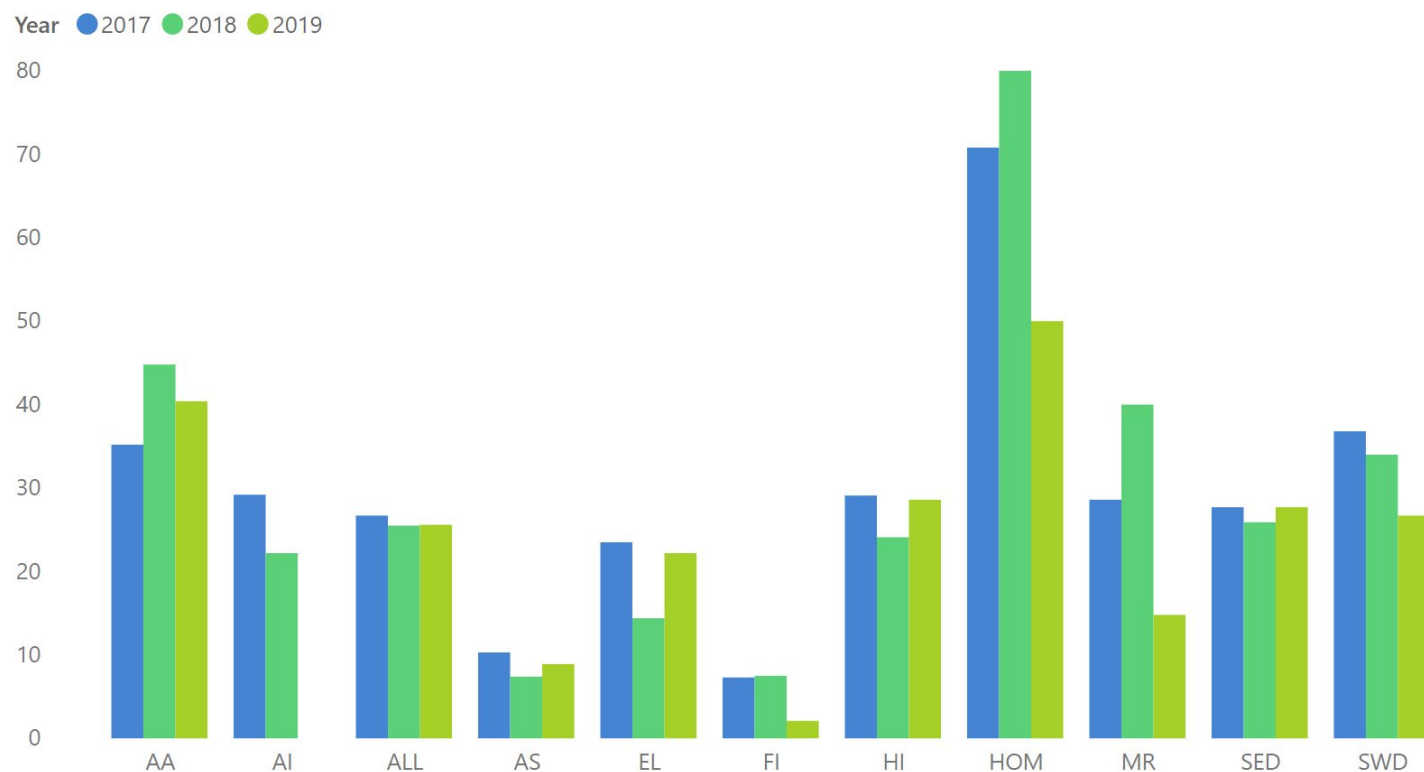
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	9.2%	8.2%
Chronic Absenteeism (All Students)	25.6%	22.6%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

Tier 2 and Tier 3 students

### Strategy/Activity

#### Social-emotional Learning

School counselors and classroom teachers will implement social-emotional learning curriculum 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.

Students will have access to social and emotional supportive resources such as 52 Essential Conversations: The Life Skills Card Game for Children, Social Emotional Learning Games Match Master CBT Toolbox for Children and Adolescents, etc that positively impacts their learning through the implementation programs such as PBIS, Restorative Justice, PLUS Program, counseling, structured student engagement activities that will decrease student discipline and improve attendance. \$3,000 LCFF Instructional Materials Goal 2 - 23034

As an alternative to suspension, a restorative practice approach will be implemented to support non/low aggressive offenses. This approach will help to decrease the number of suspensions and increase attendance for all students. During this afterschool time, teachers or counselors will guide students through the restorative practice questioning/reflection and then transition to completing community service. (1 teacher x 1 hour/week x 37 weeks x \$60/hour = \$2,220) Teacher Add Comp \$2,400 Title 1 Goal 2 - 50671

#### Afterschool Sports

Sports Participation with City of Stockton and SUSD intramural sports afterschool- extracurricular sports participation afterschool helps to build strong staff to student and student to student relationships. Through competitive sports, students are taught discipline and team building and there is a sense of school pride and ownership. The sports carry over to unstructured time such as recess and students engage and influence others in a structured sports activity such as volleyball, soccer, and basketball.

Consultant: Sports for Learning will provide structure to the playground while keeping students active and having fun. College athlete coaches have multiple games designed to keep students engaged both mentally and physically. Students play a different game each week, focusing on a specific STEM topic and soccer technique. Sports for Learning will provide lunch recess organized sports for Huerta students. Sports for Learning will assist with improved student attendance and a decrease in the number of disciplines on the playground at lunch recess. \$5,000 LCFF Consultants-instructional LCFF Goal 2 - 23034

#### Mental Health Clinician Services

A mental health clinician was provided by the district and will service Taylor students one day a week. The health clinician will be referred to students identified under Tier 2 and 3 with moderate or severe problems impacting their education. Some target area/ behaviors that the MHC will address and provide interventions and supports for are: Aggression, Low Confidence/Self Esteem, Elopement, Empathy, Impulse Control, Mood, Self-Regulation, Social Engagement and Task Avoidance/Transition Avoidance. The MHC will also organize and/or facilitate groups such as student anger control training, and parenting classes such as Empowering



Parents in Influencing Children (EPIC) where parenting interventions are taught. Services provided by the MHC for referred students are sometimes provided with the aid of multi-media: visual art, expressive art, a video clip, game, or electronic App (CALM).

### Proposed Expenditures for this Strategy/Activity 1

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,400	11500	Teacher – Add Comp

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	58100	Consultants-instructional
\$3,000	43110	Instructional Materials

## 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

#### Counseling Services

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

Counselors establish a PBIS/Safety Committee and lead collaborate meetings with staff members to create a set of values and systems to promote social-emotional skills such as resilience, self-awareness, and positive mindset. Continue to reward, incentive system, students for improved behavior and attendance via Caught Being a Leader Ticket, Taylor Leadership Viking Bucks, Super Recess, intermediate/middle school dances, Mission Possible at the end of the year, and being recognized at the end of the trimester academic awards assembly.

Continue implementation of Peer Leaders Uniting Students (PLUS) to create structures and opportunities for students to teach other students and serve as role models/peer mediators. Continue grade level forums allowing student to student modeling/teaching social responsibility skills to other students and “no child eats alone”, and initiative conflict mediation skills. Continue PLUS class as elective in Master Schedule.

Monthly positive attendance events, three 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.

Instructional materials and contents such as Mindful Classrooms: Daily 5- Minute Practices to Support Social-Emotional Learning, Newmark Learning Myself Theme: I Am in Control of Myself, 50 Social and Emotional Learning Mini Lesson Student Packets, etc. will be presented to the students by school counselors and classroom teachers and then integrated into the school culture that support student positive development in the area of academics and social-emotional well-being through daily check-ins, SEL literature, and positive school culture events before, during, and after school. \$2,000 Instructional Materials Title 1 Goal 2 - 50671

Support with Individual Parent Teacher Conferences, Parenting Classes in the Family Center, CARE/SST meetings, and making referrals targeting student academic performance as well as social-emotional development and growth.

**Proposed Expenditures for this Strategy/Activity 2**

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	43110	Instructional Materials

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 (Year 3)

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

### Analysis

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

#### 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, and 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

No significant materials change was identified for school culture.

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

None.

### SPSA Year Reviewed: 2019-2020 (Year 3)

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

## Analysis

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

### 2019-2020 (Year 3):

#### Implementation

- 1.1 Students with social-emotional needs were pulled out during non-instructional time by school counselors who had explicitly introduced and modeled conversations addressing life skills and communication strategies aligned with being a civically respectful and responsible citizen/student. Programs such as PBIS, Restorative Justice, PLUS Program, Kelso's Choice, etc were used to decrease student disruptive behaviors and to increase student daily attendance.
- 1.2 School counselors and classroom teachers co-taught social-emotional lessons to the students in the classroom as well as on the playground during unstructured time. Parents were involved in individual parent teacher conferences, CARE and SST meetings, and workshops that were scheduled in the Family Center.
- 1.3 Students who had 98% or higher attendance rate participated in Taylor Leadership Academy's monthly attendance celebration and were recognized for their attendance at the Trimester Academic Awards Assemblies.
- 1.4 1.5 FTE school counselors counseled students on their social-emotional needs, facilitated CARE and SST meetings, and support with 504 plans.

#### Effectiveness

- 1.1 Students received direct and indirect social-emotional support from school counselors, teachers and support staff. Student participated in daily mindfulness activities and partaken in restorative justice activities that led to fewer student conflicts inside and outside the classroom.
- 1.2 Several CARE/Student Study Team meetings were scheduled throughout the academic school year. Students, parents, teachers, support staff, and school counselors were all involved in the development of an academic and/or behavior support plan. Less than 10% of the scheduled CARE/Student Study Team meetings were rescheduled or did not take place.
- 1.3 Students who had maintained their monthly 95% or high attendance rate were excited to be a part of the Monthly Attendance Super Recess. Attendance rate per classrooms has increased, however, student attendance did not change for students who were chronically tardy or absent.
- 1.4 Community building activities led by school counselors in the classrooms received positive feedback from teachers, parents, and students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

### 2019-2020 (Year 3):

#### Material Changes

No significant materials change was identified for school culture.

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.

**2019-2020 (Year 3):**

## Future Changes

1.1 Implementation of Restorative Justice after school as an alternative to non/low aggressive student conduct. Structure sport curriculum with consultant to support students during unstructured time. Afterschool sports with the City of Stockton to teach students discipline, team building, and a sense of school pride and ownership.

1.2 None.

1.3 None.

1.4 None.

## Goal 3 – Meaningful Partnerships

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

By June 2021 Taylor Leadership Academy will create new avenues to promote effective measures of and maintain existing practices that lead to a positive school culture by increasing parent, family, and community engagement opportunities within the learning community.



Identified Need

Research indicates that student achievement has a direct correlation with the investments of its stakeholders. Currently, Taylor Leadership Academy has less than 10% of its parent population cleared by Stockton Unified School District to be permitted to interact with its student demographic. Parent volunteers are low in the classroom, and teacher parent conferences (formerly known as Academic Teacher Team Conferences) and other school functions have seen a gradual decline.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of events held on school campus	Back to School Night/Title 1 Math, Science, and Literacy Night Kinder & 8 <sup>th</sup> Grade Promotion AVID STEM Showcases Triannual Parent Teacher Conferences SSC, CSI, and ELAC Meetings Parent Workshops, Coffee Hours	Increase in the number of parent and community participations

## 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 Community Engagement and Empowerment

Parent Liaison and Service Integration Coordinator for Community Partnership for Families continue to:

provide outreach services to community members and work in collaboration with agencies to ensure stakeholders are supported in areas that increase student attendance, academic achievement, and social-emotional well-being,

assist parents with support, resources, and multiple opportunities that empower them to be engaged in their child's learning,

offer weekly trainings 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,

organize events such as Parent Coffee Hours, Community clothes closet, oversee/assist parents with the process for parent volunteering via Be a Mentor and participation, coordinates and supports parent outreach activities such as AVID Parent Academies, academic parent meetings,

offer parent information and training opportunities at Parent Coffee Hour presentations, English Language Advisory Committee meetings, School Site Council & Comprehensive Support and Improvement meetings, field trips to local high schools, college and career readiness activities, materials and refreshments, before and after school, etc.

Parent Meetings: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. \$1,500 Parent Meeting Title 1 Goal 3 - 50647

Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. \$500 Books Title 1 Goal 3 - 50647

Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. \$334 Non-Instructional Materials Title 1 Goal 3 - 50647

### Proposed Expenditures for this Strategy/Activity 1

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,500	43400	Parent Meeting
\$334	43200	Non-Instructional Materials
\$500	58720	Books

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## 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

Continuation of the following partnerships:

#### Community Partnership for Families of San Joaquin

To promote child success through increased parental engagement, educational enrichment, access to adult guidance and reduce chronic absenteeism at Taylor by 10% for 20 students.

Help an additional 30 students with case management and/or resource and referral services. The services include home visitations, tax preparation and referrals for housing assistance, health care, food assistance, and childcare.

#### Edible Schoolyard Project Partnership

To provide an outdoor garden classroom that engages students in experiential learning opportunities across all subjects, increase meaningful parent communication and engagement through our Food Family Nights, and garden experiences, provide garden enhance curriculum and training support for teachers, and to improve all stakeholders understanding of nutrition and its effect on health.

#### Stockton Close the Achievement-gap Now (CAN) and Young Scientist Program

Continued meaningful partnership with CAN and The Young Scientist Program to empower interested students to pursue higher education and careers in STEM fields regardless of their background, promote diversity in science by challenging stereotypes about what it means to be a scientist, and develop undergraduate and graduate students' leadership, teaching, and communication skills through participation in outreach events. At the end of the year, Taylor Leadership Students will participate in the Science Olympiad hosted at McNair High School.

### Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 (Year 3)

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

### Analysis

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

#### 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. Taylor Elementary – Goal 3 School Plan for Student Achievement| Page 38 of 39

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

No significant material change was identified for meaningful partnership.

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 Continue partnerships with Community Partnership for Families of San Joaquin, Edible Schoolyard Project Partnership, and Stockton Close the Achievement-gap NOW (CAN) and Young Scientist Program



**SPSA Year Reviewed: 2019-2020 (Year 3)**

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

**Analysis**

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

**2019-2020 (Year 3):****Implementation**

- 1.1 Several parent workshops, trainings, and services were offered to parents in the Family Center where support, resources, and multiple opportunities that empower them to be engaged in their child's learning were offered. Parents were invited to attend Academic Parent Teacher Conferences throughout the academic school year as a whole class and individually.
- 1.2 Monthly Implementation Team meetings took place on the 1<sup>st</sup> Tuesday of the month. Every six weeks, data cycles are analyzed by the Implementation Team. From the collaborations, teachers used the data during their academic teacher conferences to write AVID Smart Goals for their students.
- 1.3 AVID writing strategies were implemented across the content area to help students answered formulated questions. The school participated in the Edible Schoolyard Project Partnership and has been distinguished as a piloting school for Stockton Unified School District.
- 1.4 Parent Liaison and Service Integration Coordinator continued to provide outreach services to the learning community by offering members workshops, trainings, office hours, and assistance to outside agencies and social services. Several parents were able to volunteer in the classroom through Be a Mentor process and support the teachers with non-instructional support.

**Effectiveness**

- 1.1 The workshops, trainings, and services that were offered provided parents with a deeper understanding on how to support their students at home with the academics and social-emotional needs.
- 1.2 A PBIS team was erected this year to support Taylor Leadership Academy with refining its needs in the area of school culture. The PBIS team had scheduled several events to help Taylor Leadership Academy build a strong bond with its students, parents, and the learning community.
- 1.3 Several parents were happy to hear that Taylor Leadership Academy was chosen to be a pilot school for the Edible Schoolyard Project Partnership. Parents have received several boxes of healthy fruits and vegetables from the Edible Schoolyard Program to take to their families.
- 1.4 Multiple workshops, trainings, assistance to outside agencies and social services, etc were acknowledge by parents as successful partnerships that had led to a better understanding on how to support their students and families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

**2019-2020 (Year 3):**

Material Changes

No significant material change was identified for meaningful partnership.

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.

**2019-2020 (Year 3):**

Future Changes

- 1.1 Increase community engagement and empowerment to provide outreach services to community members to work in collaboration with other agencies to ensure support in the areas that increase student attendance, academic achievement, and social-emotional well-being.

# 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	\$119,412
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	\$256,692

## 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	\$119,412

Subtotal of additional federal funds included for this school: \$119,412

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	\$137,280

Subtotal of state or local funds included for this school: \$137,280

Total of federal, state, and/or local funds for this school: \$256,692

## Budget Spreadsheet Overview – Title I

**TAYLOR****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 117,078
TOTAL BUDGET DISTRIBUTED BELOW	\$ 117,078
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 2,334
TOTAL BUDGET DISTRIBUTED BELOW	\$ 2,334
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT T LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT T ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 26,000					\$ 26,000
11700	Teacher Substitute		\$ 34,200					\$ 34,200
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 60,200	\$ -	\$ -	\$ -	\$ -	\$ 60,200
Books & Supplies								
42000	Books						\$ 500	\$ 500
43110	Instructional Materials		\$ 16,878		\$ 2,000			\$ 18,878
43200	Non-Instructional Materials						\$ 334	\$ 334
43400	Parent Meeting						\$ 1,500	\$ 1,500
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 16,878	\$ -	\$ 2,000	\$ -	\$ 2,334	\$ 21,212
Services								
57150	Duplicating		\$ 2,000					\$ 2,000
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 21,000					\$ 21,000
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans		\$ 5,000					\$ 5,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional		\$ 10,000					\$ 10,000
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 38,000	\$ -	\$ -	\$ -	\$ -	\$ 38,000
GRAND TOTAL			\$ 115,078	\$ -	\$ 2,000	\$ -	\$ 2,334	

## Budget Spreadsheet Overview – LCFF

TAYLOR

Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 137,280
TOTAL BUDGET DISTRIBUTED BELOW	\$ 137,280
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 18,400	\$ 3,600			\$ 22,000
11700	Teacher Substitute		\$ 19,400				\$ 19,400
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist		\$ 75,000				\$ 75,000
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 112,800	\$ 3,600	\$ -	\$ -	\$ 116,400
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 7,880	\$ 3,000			\$ 10,880
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 7,880	\$ 3,000	\$ -	\$ -	\$ 10,880
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 3,000				\$ 3,000
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement		\$ 2,000				\$ 2,000
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional			\$ 5,000			\$ 5,000
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 5,000	\$ 5,000	\$ -	\$ -	\$ 10,000
GRAND TOTAL			\$ 125,680	\$ 11,600	\$ -	\$ -	\$ 137,280