

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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	05/19/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Taylor Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities (SWD) student groups.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The following committees- the Implementation and Data Teams, Advancement Via Individual Determination (AVID) Leadership Team, School Site Council (SSC), Comprehensive Support and Improvement (CSI), and English Language Advisory Committee (ELAC) were put in place to assist, develop, and/or make recommendations in the development of the Taylor Leadership Academy's School Plan for Student Achievement (SPSA). The committees met several times throughout the school year to identify the school's strengths and weaknesses in the following domains - Student Achievement, Safe and Healthy Learning Environments, and Meaningful Partnerships. The committees then collaboratively together and contributed to the development of the Comprehensive Needs Assessment Process and its problem statements, root causes, strengths, and solutions to its problem statements.

Meeting Dates:

- Staff Collaboration Meeting: July 2022, January 2023, and April 2023
- AVID Leadership: September 2022, November 2023, and April 2023
- School Site Council/Comprehensive Support and Intervention: August 2022, September 2022, October 2022, November 2022, January 2023, February 2023, March 2023, and April 2023
- ELAC: October 2022, February 2023, and April 2023

Staffing and Professional Development

Staffing and Professional Development Summary

The composition of Taylor Leadership Academy is as follows: (1) Principal, (1) Assistant Principal, (1) Instructional Coach (was with the site for ½ of the academic school year), (2) School Counselors, (17) General Education Teachers, (1) Resource Specialist Teacher, (1) Speech and Language Pathologist, (1) Psychologist, (1) Mental Health Clinician, (1) Physical Education Teacher, (2) Visual and Performing Arts Teachers, (2) School Counselors.

All General Education Teachers have at least a bachelor's degree and hold a preliminary or clear credential. They are evaluated at least once each school year for probationary personnel, every other year for personnel with permanent status, or every five years for personnel with permanent status who have been employed for at least 10 years with the school district and are highly qualified.

Taylor Leadership Academy is an AVID-certified school both in TK-6th Elementary and 7th-8th grade middle school program that continues to be recognized by AVID as a site of distinction: all domains are rated "AVID Schoolwide" or higher. Additionally, all five Schoolwide Metrics must be rated "AVID Schoolwide" or higher, and all Schoolwide Site of Distinction Metrics and at least two Impact Metrics are rated "Sustaining AVID Schoolwide." Taylor Leadership Academy offers a middle school AVID elective class Monday through Friday and made several attempts to partner with local universities and college students to come in to assist with running AVID tutorials. All (17) General Education Teachers and (2) Administrators are AVID trained and have participated in at least one AVID Pathways and/or Summer Institute strand.

Taylor Leadership Academy offers weekly teachers-trained-teachers professional development opportunities build into its schedule every Thursday. Taylor Leadership Academy conducts triannual Academic Teacher Data Summits with General Education Teachers who provide ELA and Math core instruction, so they can share academic strategies, students' academic progress, and student supports used in the classrooms with administrators and the instructional coach.

The staff is provided with multiple opportunities to participate in professional learning opportunities throughout the year, through built-in training at our Implementation and Collaborative Data Teams meetings, teachers-trained-teachers professional development after school, and by attending several webinars and conferences relative to content standards, social-emotional learning, best teaching practices, professional learning communities, etc. The staff has full access to all professional development provided by the curriculum department through in-service days as well as instructional assistance provided by the Instructional Coach, Support Staff, and Administrators. Kindergarten through 3rd-Grade General Education Teachers received instructional support from Instructional Consultant Pivot and CORE in Benchmark Universe and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS).

Staffing and Professional Development Strengths

- All General Education Teachers hold a valid Multiple Subject Teaching Credential which authorizes them to teach all subjects in a self-contained learning environment. In addition, designated and integrated English Language Development (ELD) instruction is delivered daily during its protected time and throughout the regular school day focusing on state-adopted ELD standards.
- Full-time primary and intermediate School Counselors provide services to support the learning community and meet the needs of students physically, socially, emotionally, and mentally. Moreover, School Counselors provide individual and/or group counseling services, facilitate classroom presentations on topics such as bullying, kindness, etc., and communicate and connect with parents, staff, and the Admin Team to update them.
- Support Staff such as the Mental Health Technician, Resource Specialist Personnel, Psychologist, and Speech and Language Pathologist collaborate with School Counselors and Admin Team to ensure education equity and to meet the needs of students at various levels of mental, physical, emotional, and social needs. In addition, Support Staff provide data results at meetings to help CARE, SST, and IEP Teams make impactful decisions affecting students and families
- The staff turnover rate is minimal when comparing trends several years ago. When new staff arrives, depending on their level of experience, they are assigned site mentors. All academic expectations are in accordance with District-wide goals and initiatives. Except for (1) General Education Teacher, all have been at Taylor Leadership Academy for a minimum of 5+ years.
- The willingness of the staff to shuffle their daily instructional schedule around to receive academic support from Instructional Consultants is another strength. Through the Professional Learning Community process, the majority of the General Education Teachers and Support Staff take ownership and responsibility for different aspects of the school's Healthy Culture, Quality Instruction, Targeted Assessment, Parent Engagement, and Positive Behavioral Intervention Supports Teams.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Taylor Leadership Academy has identified the need for more Professional Learning Communities (PLC) time to harness an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results and planning opportunities for vertical alignment across all grade- and/or life-levels. **Root Cause/Why:** Challenges of filling the classroom absences with teacher substitutes to release grade- and/or life-level teachers on a consistent basis to join Administrators, the Instructional Coach, and/or Instructional Consultant(s) for professional

Teaching and Learning

Teaching and Learning Summary

Taylor Leadership Academy is fortunate to maintain a consistent group of staff that has worked together for several years building a camaraderie that enables the site to build on a culture of trust, collaboration, and commitment. One of Taylor Leadership Academy's strengths lies in the skill and expertise the Staff brings to the learning community. The Principal and Assistant Principal visit the classrooms regularly to observe, support, and provide verbal and written feedback to teachers regarding teaching and learning in the classrooms outlined in the California Standards for the Teaching Profession (CSTP). On each visit, the Principal and Assistant Principal look for the following practices and collective norms: the posting of agenda, instructional minutes and California State Standards, current student work samples and artifacts on the walls, maintenance of the class AVID WICOR wall, effective delivery of high-quality first instruction that included student engagement and assessment, implementation of the adopted core curricula, and implementation of small-group targeted instruction to meet the instructional and social-emotional needs of students at all levels of learning. Moreover, the administrators visit each Teacher's Grade-level Collaboration meeting to provide support regarding SPSA goals and initiatives, curricula and instruction, intervention and small group support, data analysis, etc. Based on the feedback from the AVID Leadership Team, site professional development is identified and scheduled to provide staff with the knowledge and skills to improve and enhance instructional practices. With the support of Administrators, the Instructional Coach, the Instructional Consultant(s), and Mentor Teachers, teachers feel confident collaborating and supporting one another and are able to utilize district-adopted curricula and other site-specific learning programs such as Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Project Lead the Way (PLTW). Categorical funds for staff development have been allocated to provide teachers with the opportunities to attend workshops and training outside of the District. Several teachers and Administrators will be attending the Professional Learning Communities at Work Institute in Las Vegas as well as the AVID Summer Institute in San Francisco, in June 2023.

Student academic achievement at Taylor Leadership Academy is measured using multiple instruments. The district i-Ready Fall, Winter, and Spring Diagnostics along with the California Assessment of Student Performance and Progress (CAASPP) are two of the metrics that Taylor Leadership Academy has used to decipher its students' academic performance.

2021-2022 i-Ready Final Diagnostic Results

- Schoolwide in Reading using the Enhanced 5-Level Placement Matrix 370 students were assessed out of 371 total: 15% scored Mid or Above Grade Level (57 students), 11% scored Early on Grade Level (39 students), 35% One Grade Level Below (130 students), 20% Two Grade Levels Below (73 students), and 19% Three or More Grade Levels Below (71 students)
- Schoolwide in Reading using the Enhanced 5-Level Placement Matrix 368 students were assessed out of 371 total: 12% scored Mid or Above Grade Level (45 students), 11% scored Early on Grade Level (41 students), 45% One Grade Level Below (165 students), 16% Two Grade Levels Below (59 students), and 16% Three or More Grade Levels Below (58 students)

Reading (Final Diagnostic) (3-Level Placement)	2019-2020	2020-2021	2021-2022	2022-2023
Kindergarten (Tier 1/Tier 2/At Risk for Tier 3)	49%/49%/0%	65%/35%/0%	65%/35%/0%	In Progress
Grade 1 (Tier 1/Tier 2/At Risk for Tier 3)	16%/72%/11%	32%/51%/16%	19%/64%/17%	In Progress
Grade 2 (Tier 1/Tier 2/At Risk for Tier 3)	10%/52%/38%	13%/42%/44%	25%/40%/36%	In Progress
Grade 3 (Tier 1/Tier 2/At Risk for Tier 3)	23%/20%/57%	15%/26%/59%	17%/21%/62%	In Progress
Grade 4 (Tier 1/Tier 2/At Risk for Tier 3)	8%/56%/37%	17%/47%/36%	9%/43%/48%	In Progress
Grade 5 (Tier 1/Tier 2/At Risk for Tier 3)	4%/22%/73%	11%/26%/63%	24%/38%/38%	In Progress
Grade 6 (Tier 1/Tier 2/At Risk for Tier 3)	19%/23%/58%	24%/12%/63%	22%/34%/25%	In Progress
Grade 7 (Tier 1/Tier 2/At Risk for Tier 3)	15%/17%/68%	16%/28%/56%	22%/19%/58%	In Progress
Grade 8 (Tier 1/Tier 2/At Risk for Tier 3)	18%/10%/72%	21%/12%/67%	34%/4%/63%	In Progress

Mathematics (Final Diagnostic) (3-Level Placement)	2019-2020	2020-2021	2021-2022	2022-2023
Kindergarten (Tier 1/Tier 2/At Risk for Tier 3)	33%/65%/0%	56%/44%/0%	64%/36%/0%	In Progress
Grade 1 (Tier 1/Tier 2/At Risk for Tier 3)	7%/79%/15%	19%/68%/13%	12%/76%/12%	In Progress
Grade 2 (Tier 1/Tier 2/At Risk for Tier 3)	2%/63%/35%	17%/32%/51%	22%/47%/21%	In Progress
Grade 3 (Tier 1/Tier 2/At Risk for Tier 3)	16%/44%/40%	7%/28%/51%	2%/51%/47%	In Progress
Grade 4 (Tier 1/Tier 2/At Risk for Tier 3)	4%/58%/38%	17%/24%/49%	11%/48%/41%	In Progress
Grade 5 (Tier 1/Tier 2/At Risk for Tier 3)	18%/24%/58%	9%/35%/56%	35%/34%/31%	In Progress
Grade 6 (Tier 1/Tier 2/At Risk for Tier 3)	11%/19%/70%	12%/24%/63%	15%/48%/37%	In Progress
Grade 7 (Tier 1/Tier 2/At Risk for Tier 3)	18%/29%/54%	20%/12%/68%	16%/19%/64%	In Progress

Grade 8 (Tier 1/Tier 2/At Risk for Tier 3)	8%/18%/74%	14%/22%/64%	21%/25%/55%	In Progress

The overall final diagnostic results in Reading and Mathematics indicated that growth was made from 2020-2021 to 2021-2022 and there is room for academic improvement. Gains or losses in Tier 1 for Reading that were observed: 0% for Kinder, -13% for 1st, +12% for 2nd, +2 for 3rd, -8% for 4th, +13% for 5th, -2% for 6th, +6% for 7th, and +13% for 8th. Gains or losses in Tier 1 for Mathematics that were observed: +8% for Kinder, -72% for 1st, +5% for 2nd, -5% for 3rd, -6% for 4th, +26% for 4th, +3% for 6th, -4% for 7th, and +7% for 8th. Teachers met with Administrators and the Instructional Coach at their triannual Teacher Data Summit and shared their academic strategies, students' academic progress, and student supports used in the classrooms. Teachers were asked to identify their students' overall status in i-Ready ELA and Mathematics where stretch and typical growth scores, tested-out domain(s), and Can Do or Next Steps resources for instruction were articulated.

Taylor Leadership Academy implements Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies across the content area. All classrooms have a WICOR wall up in their classroom where student work and anchor examples are posted and the Targeted Assessment/CFA Implementation Team put together a presentation for the staff and Google File with writing rubrics of different genres for teachers to utilize aligned with Common Core State Standard CCSS and the writing process being used within instruction. 100% of the staff has been AVID trained either attending a virtual Pathway and/or Summer Institute training.

The Early Literacy Support Block (ELSB) Grant Literacy Action Plan is put in place to implement literacy instruction and support programs, particularly focused on literacy in early grades (TK-3rd), ultimately resulting in improved student outcomes. Taylor Leadership Academy indicates that by August 2023 (Year 3), the school will: 1) initiate training and ongoing support for all K-3 and support staff in LETRS and SIPPS, 2) provide monthly follow-up sessions, and 3) form student groups based on placement data. SIPPS Beginning and Plus, Extension and Plus, and Challenge curricula have been purchased. All TK-3rd grade teachers, the instructional coach, the intervention teacher, and administrators received training on SIPPS. And based on the Fall CORE Data, students were placed in their ability level and platooned every day for 30 minutes during their designated SIPPS non-negotiable allocation.

Teaching and Learning Strengths

- Teachers use adopted curricula to deliver instruction aligned to Common Core State Standards. AVID WICOR strategies are embedded in the learning.
- K through 3rd-grade teachers, the Instructional Coach, the Intervention Teacher, and Administrators received training in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and continue to receive support and feedback from Instructional Consultant Pivot and CORE.
- Teachers embrace a growth mindset through their willingness to continue their learning and professional growth by meeting twice a month, 2nd and 4th Tuesdays, at their Collaborative Grade-level meetings; to collaborate with their colleagues, to analyze student academic, attendance, and behavioral data, to develop and refine previously taught lessons, etc.
- Teachers participate in District's professional development days throughout the academic school year to enhance their knowledge and skills to improve their practices in the classroom
- AVID Leadership Team monitors the implementation of the SPSA and collects and analyzes data such as i-Ready diagnostics, Benchmark and Ready Math data, and fluency and comprehension assessments to comprehend where students are in their performance in meeting grade-level standards. Information is used to develop goals for improvement.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Teachers on the AVID Leadership Team need to be released from their assigned at least triannually to conduct walkthroughs and provide input which will help create our professional development calendar. **Root Cause/Why:** Release of teachers is difficult due to the substitute shortage. There needs to be a dedicated group of substitutes who can come in throughout the year to release the AVID Leadership Team teachers.

Needs Statement 2 (Prioritized): According to the 2023 Spring Diagnostic 3, 27% of students in grades K-8 scored in Tier 1, and math 37% of students in grades K-8 scored Tier 1 in Reading. **Root Cause/Why:** Limited and inconsistent Tier 2 and 3 interventions in ELA and Math in all grades as Intervention Teachers were pulled to cover for (2) long-term teacher absences for more than 1/2 of the academic school year.

Parental Engagement

Parental Engagement Summary

Taylor Leadership Academy makes every effort to provide ample opportunities for parents, guardians, and the learning community to participate in their children's education. Inputs from students, parents, and the learning community are used to Improve Student Achievement, Safe and Healthy Learning Environments, and Meaningful Partnerships objectives. Communication tools such as the School Website, Facebook, Class Dojo, Blackboard Mass Communication, Newsletters, Surveys, etc are utilized to notify parents in advance about school events such as Back to School Night/Title 1 meetings, Parent-Teacher-Student conferences, Trimester Academic awards assemblies, Fall Festivities, Paint Night, VIP Dance, Camp Read-A-Lot, Talent Show, Kinder, and 8th-grade Promotion, etc. Parent participation is high as captured by the sign-in sheet documents. Events such as the School Site Council, Comprehensive Support and Improvement, English Language Advisory, Coffee Hour, Parenting Classes, DEEP Diabetes Education Series, and Clothes Closet have yielded minimal parent participation is minimal.

Taylor Leadership Academy has a full-time Parent Liaison and a Family Center offering resources to students, parents, and the community. Stakeholders are encouraged to go through the volunteer process www.beamentor.org/stockton to provide non-instructional support on campus. The Parent Liaison is available daily to assist parents as well as community members with the logistical process. In addition, the Parent Liaison works closely with the AVID Leadership Team and Administrators to plan and choreograph parent engagement activities and events as mentioned in the previous paragraph. Based on the survey that was conducted, the top 3 areas of focus are to; offer parent-teacher-student conferences for each trimester, provide enrichment opportunities for students after school and/or on Saturdays, and offer workshops for parents to learn how to support their child/ren at home with academics support and resources. Parents also ask for better communication from the staff about their child/ren's academic progress, student citizenship inside and outside the classroom, and more means or portals of conveying information to the learning community.

Parental Engagement Strengths

- Through Blackboard Mass Notification, Class Dojo, FaceBook, Flyers, etc., parents are notified using multiple means of communication.
- Around half of the parents participated in their child/ren's parent-teacher-student academic conference.
- Parents are involved in their child/ren's Student Study Team and Individualized Education Program meetings.
- A high percentage of parent participation in school-initiated events as identified in the Parent Engagement Summary.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Taylor Leadership Academy's parent and stakeholder participation rate is stagnant for School Site Council, Comprehensive Support and Improvement, and English Language Advisory Committee meetings. **Root Cause/Why:** Most of the meetings take place before the start of school. Transitioning from hybrid meetings to only in-person meetings in the Family Center.

School Culture and Climate

School Culture and Climate Summary

Taylor Leadership Academy is a public Title 1 community school that is located in the south side of Stockton, California on 1101 Lever Boulevard and has been in operation since July 1980. Its current student enrollment for the 2022-2023 academic school year is around 402 students in TK through 8th-grade. Taylor Leadership Academy also offers AM/PM Pre-school and Head Start programs to provide a program where students can develop socially, emotionally, physically, and intellectually while gaining self-control, independence, and respect for others. Surveys have been administered throughout the academic school year to collect data from students, parents, staff, and the learning community to improve the school culture and climate. Every day the students, teachers, support staff, and administrators meet on the primary blacktop for the morning gathering where the school vision and mission statements are recited and important information are conveyed. Our School Vision is “We are leaders, We are learners, We are thinkers preparing for our future!”

Taylor Leadership Academy ensures that the learning community receives outstanding customer service on a daily basis by reviewing, synthesizing, and revising its systems and policies. Furthermore, the learning community, who has expressed their feelings feel safe at Taylor Leadership Academy and is proud to be involved in the planning process through the School Site Council, Comprehensive Support and Improvement, and English Language Advisory Committee meetings. First Day of School packets containing school-wide norms, expectations, and student conducts are sent to the families over the summer. Parent Rights Under Title 1, Parent Involvement, School Achievement Data, and AVID, Single Plan for Student Achievement, Title 1 Funding, Title 1 Parental Involvement Policy, and School Parent and Family Engagement Compact were topics that are shared with students, parents, staff, and the learning community back in August 2022 during Back to School Night and Title 1 meeting.

School Culture and Climate Strengths

The school culture and climate at Taylor Leadership Academy are mostly positive among all stakeholders where respect is honored. The CARE Team, PBIS Committee, and AVID Leadership Team have worked diligently all year long to implement the three LCAP goals: Student Achievement, Safe and Healthy Learning Environments, and Meaningful Partnerships with their parents, stakeholders, and the learning community. Process and protocols for improvement have been refined to drive the work that must be done here at Taylor Leadership Academy. Students are recognized for their academic achievements, character traits, behaviors, and attendance. School-wide incentives such as Viking Bucks, Caught-Being-A-Leader, etc are awarded to students for making good choices and following through with school norms, expectations, and conduits. The PBIS Committee meets monthly to review attendance, chronic absenteeism, and discipline data and then develops a plan of action to address the concerns.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Lack of continuous professional development opportunities to increase knowledge on how to decrease student chronic absenteeism and discipline that triggers a severe loss of instructional minutes in the classroom. **Root Cause/Why:** Parents do not always consider the negative effects that missing school can have on their child(ren). Sometimes, students are sometimes absent because of COVID symptoms when in reality parents report that their child has allergies. Students miss out on school due to their actions and behaviors.

Needs Statement 2 (Prioritized): Students are losing a significant amount of instructional minutes throughout the school and lack constructive connection to school and academics. **Root Cause/Why:** Inability to self-manage emotional and behavioral issues, lack of development and collaboration in school PBIS initiatives, inadequate access to SEL resources and materials, adverse outlook on school climate, and incapacity to execute PBIS strategy one to design a classroom environment visual supports and assistive technology promoting learning for students of all needs.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA SMART Goal:

By the End-of-the-Year 2024, per the i-Ready Final Diagnostic Result Report, the total percentage of students performing at mid or above grade level and early on grade level will increase by 10% as compared to the previous year.

ELD SMART Goal:

By the End-of-the-Year 2024, per ELPAC, Taylor Leadership Academy will increase its number of students who reclassified by 20% from the previous year.

Math SMART Goal:

By the End-of-the-Year 2024, per the i-Ready Final Diagnostic Result Report, the total percentage of students performing at mid or above grade level and early on grade level will increase by 10% as compared to the previous year.

Identified Need

Taylor Leadership Academy has identified the need for more Professional Learning Communities (PLC) time to harness an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results and planning opportunities for vertical alignment across all grade- and/or life-levels.

Teachers on the AVID Leadership Team need to be released from their assigned at least triannually to conduct walkthroughs and provide input which will help create our professional development calendar.

According to the 2023 Spring Diagnostic 3, 27% of students in grades K-8 scored in Tier 1, and math 37% of students in grades K-8 scored Tier 1 in Reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Assessment	ELPAC Summative	20% increase from 2022-2023 academic school year or an increase of 5 students
i-Ready Reading and Mathematics Final Diagnostic Result Report	37% (Reading) 27% (Mathematics)	47% (+10% in Reading) 38% (+10% in Mathematics)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Activity/Strategy 1.1
Taylor Leadership Academy, an Advancement Via Individual Determination (AVID) school, will continue to implement a school-wide TK through 8th-grade program by offering an AVID Elementary learning environment and an elective course for middle students who meet the AVID student profile or through the interview and selection process. All classrooms will maintain their AVID WICOR wall where student artifacts are anchored and A-G requirements will be integrated into the lessons that will be taught by the teachers or counselors. In addition, Taylor Leadership Academy will carry on with providing Project Lead the Way (PLTW) for middle school students who want to take part in Robotics, Design and Modeling, and/or Medical Detectives pathways.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. An indoor science lab, as well as an

outdoor school garden-based science lab, would provide space for students to explore and interact with PLTW, NGSS, and STEM curriculum and projects for which our teachers have been trained and continue to receive training. With our indoor and outdoor garden science labs completely equipped, teachers will enhance the NGSS curriculum, PLTW curriculum, and STEM curriculum through hands-on science experiments to integrate PLTW and STEM with NGSS while also promoting literacy and writing skills. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools whiteboards/chart paper, STEM-specific materials including Little Bits, Ozobots, Sphere-O-bots, robotic kits, Lego Education robotic kits, etc. project materials, science-specific project materials, 3D printers, outdoor garden learning lab materials/supplies, and Project Lead the Way specific project materials, technology and applications to program robots and enhance the PLTW/STEM curriculum, and garden-related materials for use of creating an outdoor garden lab, growing, experimenting, data collection, recording observations and analyses of student experiments. A living laboratory such as our outdoor garden will offer a rich context for exploring NGSS, nutrition, social studies, math, art, language arts, and as an environment to teach social-emotional learning.

Instructional Materials/Supplies - \$19,400 Title 1 50643 Goal 1 Object Code 43110

Equipment - \$5,170 Title 1 50643 Goal 1 Object Code 44000

Students will be provided with hands-on experiential learning opportunities to supplement core instruction through science and social studies field trips and STEM activities. All students will participate in a hands-on experiential learning opportunity, outside of school grounds. Students will have one pre-assessment and one post-assessment that allows them to demonstrate their understanding of real-life experiences connected with core instruction.

Field trip opportunities are noted below but are not limited to:

1. [California State University Sacramento] - [1st Trimester] - [Middle School] - [learning objective focus-to increase awareness of higher education and foster familiarity with a university campus]
2. [Fog Willow Farm] - [2nd Trimester] - [Primary] - [learning objective focus-I learn about the life cycle of various plants and animals]
3. [Monterey Bay Aquarium] - [3rd Trimester] - [Primary] - [learning objective focus- to explore animals' ocean homes and learn about ocean habitats from the rocky shore to the deep sea]
4. [Sacramento Zoo] - [3rd 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]
5. [Lawrence Hall of Science] - [3rd 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]
6. [Sutter's Fort] - [3rd Trimester] - [Intermediate] - [learning objective focus- experience life during the gold rush]

Field Trip-District/Non-District Transportation - \$15,000 Title 1 50643 Goal 1 Object Code 57250

Pupil Fees - \$5,000 Title 1 50643 Goal 1 Object Code 58920

Duplicating expenses for student materials in larger quantities such as plays and short stories to be used as additional resources and manipulatives for student learning.

Duplicating - \$5,000 Title 1 50643 Goal 1 Object Code 57150

Teachers will use various equipment such as the laminator, copier, Duplo, and poster maker. Maintenance agreements ensure the equipment are available and usable to provide a print-rich environment.

Maintenance Agreement - \$5,000 - Title 1 50643 Goal 1 Object Code 56590

Educational Consultants collaborate with teachers, instructional coaches, program specialists, school counselors, and/or administrators in a cycle of inquiry focused on improving student achievement in mathematics, English Language Arts, social-emotional skills, and trauma-informed practices. Processes include 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, etc. Through Educational Consultants, teachers will be provided with training targeting support and lesson studies in core subjects that will enhance their teaching practices and improve math, literacy, and social-emotional outcomes for students.

Consultants-Instructional - \$30,000 CSI 2022/23 SY 50345 Goal 1 Object Code 58100

The Program Specialist, Instructional Coach(es), Administrators, School Counselors, and/or Instructional Consultant provide teachers with professional learning opportunities and support in CORE instruction such as site-based coaching (e.g. co-teach, demo lessons in the classroom, debriefing, etc.), Professional Learning Community collaboration process, conferences/training (e.g. Advancement Via Individual Determination (AVID), Project Lead the Way (PLTW), Multi-Tiered Systems of Support (MTSS), i-Ready Diagnostic results, Common Core State Standards, adopted curriculum (e.g. Benchmark, MyPerspectives, Ready Math, etc.), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), integrated ELD strategies, etc.

Assistant Principal - Additional Compensation - \$5,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 13500

Program Specialist- Additional Compensation - \$1,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 19500

Instructional Coach - Additional Compensation - \$1,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 19500

Counselor -(Elementary) Additional Compensation - \$1,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 12500

Teacher - Additional Compensation - \$5,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 11500

Teacher Substitute - \$5,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 11700

Students will be provided with materials, resources, and supports to increase ELA, EL, and Math proficiency through AVID, PLTW, SIPPS, and CORE instructional strategies to meet grade-level proficiency in all subject areas. In addition, they will receive targeted re-teaching of high-priority standards in mathematics and language arts to address learning gaps and/or skill/concept deficits as measured by state, district, and teacher-created assessments.

Books, supplies, and supplemental materials needed for AVID, PLTW, integrated/designated ELD, Benchmark, myPerspectives, Ready Math,

SIPPS, and other subject areas to support CORE instruction - 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, STEM specific materials including Little Bits project materials, PLTW, and science-specific project materials, reading manuals/directions and Matamoscas! Applicable supplemental instructional materials include: binders, calculators, TI-108: handhelds, chart papers, chart pocket, compasses, composition books, dry erase boards, earbuds, headphones, in-ear, easel pads, google-splash-proofs, google-worn over glasses, graph paper, highlighters, index cards, play money, planners, poster boards, protractors, rulers, science materials (tweezers, thermometer, specimens, goggles, etc.), tag board, sentence strips, yard/meter sticks, novels/books, whiteboards, whiteboard erasers, whiteouts, clipboards, dry erase markers, flashcards, learning games, TPR, copy papers, construction paper, printers, printer paper, printer paper, Post It Chart Paper, theatrical supplies and props, glue sticks, envelopes, scissors, markers index cards, erasers, post it notes (sticky notes), binder tab inserts, 1", 2", and 3" binders, draft stamps 10"x 13" & 5" x 7" envelopes, blue masking tapes, butcher (fadeless) papers, glitters, pencil sharpeners, chalks, fasteners (brads), tissue papers, clear tapes, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, journals, pipe cleaners, etc

Books/Reference Materials - \$5,000 CSI 2022/23 SY 50345 Goal 1 Object Code 42000
Instructional Materials/Supplies - \$25,000 CSI 2022/23 SY 50345 Goal 1 Object Code 43110

Support closing the achievement gap and professional development through the purchase of licenses and fees for software and/or online reading and math resources. Teachers will explore programs, with no commitment, to A-Z Reading and Math, Flocabulary, Social Studies Weekly, and Nearpod; grade-level appropriate instructional materials that enhance necessary skills for effective reading and mathematics instruction. iPads and/or other instructional technology will be acquired to assist with the delivery of the programs.
Equipment - \$10,000 CSI 2022/23 SY 50345 Goal 1 Object Code 44000
License Agreement - \$10,000 CSI 2022/23 SY 50345 Goal 1 Object Code 58450

Purchase or replacement of classroom equipment and technology such as laptops, document cameras, sound systems, printers, projectors, smartboards, toners, etc.
Equipment - \$31,213 CSI 2022/23 SY 50345 Goal 1 Object Code 44000

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)
\$30,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$1,000	50345 - CSI 2021/22
\$1,000	50345 - CSI 2021/22
\$1,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$25,000	50345 - CSI 2021/22
\$41,213	50345 - CSI 2021/22
\$10,000	50345 - CSI 2021/22
\$19,400	50643 - Title I
\$5,170	50643 - Title I

\$15,000	50643 - Title I
\$5,000	50643 - Title I
\$5,000	50643 - Title I
\$5,000	50643 - Title I
\$8,636	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Activity/Strategy 1.2

Administrator(s), Instructional Coach(es), Program Specialist, School Counselors, Teachers, and/or Support 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 identify 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, Solution Tree Conferences, etc. Examples are listed below but are not limited to:

AVID Summer Institute - July 23/June 2024,

Professional Learning Communities Conference - June 2024,

California Association for Bilingual Teaching Conference - 2nd Trimester - Instructional Coach(es),

Solution Tree Conferences - 2nd/3rd trimester Conferences/Trainings/Workshops,

Conference Workshop - \$30,000 Title 1 50643 Goal 1 Object Code 52150

Administration additional compensation pay calculation (Object Code 12350) to be used to provide the administration with professional learning opportunities and to support core instruction, AVID, PLC, PLTW, SIPPS, MTSS, Illuminate, etc. To be provided by coaching with Instructional Coaches, Program Specialists, and Administrators, or with district-based professional development - 2 Administrators x 48 hours x \$80/hour (Rate of Pay = \$7680)

Administrators Additional Compensation - \$7,944 Title 1 50643 Goal 1 Object Code 13500

AVID Leadership and/or Teacher Retreat at the start of the school year, during the school year, and at the end of the school year 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.

Teacher Additional Compensation - 4,000 LCFF 23030 Goal 1 Object Code 11500

Program Specialist Additional Compensation - \$1,000 Title 1 50643 Goal 1 Object Code 19500

Instructional Coach Additional Compensation - \$1,000 Title 1 50643 Goal 1 Object Code 19500

Teachers-Train-Teachers professional learning opportunities focusing on AVID strategies, Professional Learning Community activities, student assessment data (e.g. i-Ready, SIPPS, CORE, etc), quality instructions, the district-adopted curricula (e.g. Benchmark Universe, Ready Math, MyPerspectives, Study Weekly, etc), parent engagement (e.g. Back to School Night/Title 1 Meeting, triannual teacher-parent conferences, AVID Parent Academy, etc), and other topics that need to be further developed.

Teacher Additional Compensation - \$5,000 Title 1 50643 Goal 1 Object Code 11500

Three rounds of Academic Teacher Data Summit hosted throughout the academic school year focused on AVID SMART goals, i-Ready, Benchmark, and SIPPS data, instructional strategies and interventions, student support, Science, Technology, Engineering, and mathematics (STEM), and identifying individual needs and resources.

Teacher Additional Compensation - \$2,000 Title 1 50643 Goal 1 Object Code 11500

Teacher Substitute - \$2,000 Title 1 50643 Goal 1 Object Code 11700

Release time for teachers to receive ongoing professional development and individual coaching at a grade- or life-level to improve teaching and learning. Instructional Coaches, the Program Specialist, Administrators, and Instructional Consultants will support teachers with the implementation of new ELA/ELD, SIPPS, PLTW, mathematics, etc curricula. Taylor Leadership has or will have Probationary 01 and 02 teachers at the site who will need additional support to refine instructional practices and establish an effective learning environment.

Teacher Substitute - \$5,000 Title 1 50643 Goal 1 Object Code 11700

Student Intervention:

Taylor Leadership Academy will offer extended day tutoring before, during, and after school, on Saturdays, and during the summer by teachers, Instructional Coaches, and/or Program Specialist for students who are not enrolled in the STEP-UP After School Program for additional time and support in mathematics, English Language Arts, SIPPS, PLTW, etc. Teachers, Instructional Coaches, and/or the Program Specialist will utilize grade-level resources for intervention strategies targeting Ready Math, Benchmark Universe, MyPerspectives, SIPPS, Science, etc to further support student academic growth in the program.

Before, During, and After School

(1) lead teacher/Instructional Coach/Program Specialist + (4) teachers x (3) hours/week x \$60/hour x (10) weeks
Program Specialist - Additional Compensation - \$1,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 19500
Instructional Coach - Additional Compensation - \$1,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 19500
Teacher - Additional Compensation - \$9,000 - CSI 2022/23 SY 50345 Goal 1 Object Code 19500

Saturday School

(1) lead teacher/Instructional Coach/Program Specialist + (4) teachers x (5) hours/day x \$60/hour x (10) days
Program Specialist - Additional Compensation - \$1,800 - CSI 2022/23 SY 50345 Goal 1 Object Code 19500
Instructional Coach - Additional Compensation - \$1,800 - CSI 2022/23 SY 50345 Goal 1 Object Code 19500
Teacher - Additional Compensation - \$15,000- CSI 2022/23 SY 50345 Goal 1 Object Code 11500
Custodial Additional Compensation - \$3,000 - CSI 2022/23 SY 50345 Goal 1 Object Code []

Extended Year (Summer)

(1) lead teacher/Instructional Coach/Program Specialist + (1) Counselor + (6) teachers x (5) hours/day x \$60/hour x (22) days
Program Specialist - Additional Compensation - \$ - CSI 2022/23 SY 50345 Goal 1 Object Code 19500
Instructional Coach - Additional Compensation - \$ - CSI 2022/23 SY 50345 Goal 1 Object Code 19500
Counselor (Elementary) - Additional Compensation - \$ - CSI 2022/23 SY 50345 Goal 1 Object Code 12500
Teacher - Additional Compensation - \$ - CSI 2022/23 SY 50345 Goal 1 Object Code 11500

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)
\$3,800	50345 - CSI 2021/22
\$3,800	50345 - CSI 2021/22
\$24,000	50345 - CSI 2021/22
\$30,000	50643 - Title I
\$7,944	50643 - Title I
\$4,000	23030 - LCFF (Site)
\$1,000	50643 - Title I
\$1,000	50643 - Title I
\$7,000	50643 - Title I
\$2,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Activity/Strategy 1.3

0.5 FTE Program Specialist

The Program Specialist's duties and responsibilities include but are not limited to the following assisting Instructional Coaches, School Counselors, Administrators, and/or Instructional Consultants 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 ELA, ELD, SIPPS, PLTW, and mathematics curricula by accessing resources such as AVID and the Danielson Framework to support all components of the programs with fidelity. In addition, the Program Specialist will also work with teachers during and/or after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist will assist, organize, and facilitate Teacher Family conferences (3) times a year with all grade levels and provide support to English learners during the instructional day. The Program Specialist will ensure timely monitoring of EL and RFEP students and coordinate all state and district assessments such as i-Ready, ELPAC, CAASPP, and PSAT. The Program Specialist will assist with ensuring that teachers and students have their needed core materials and manage instructional materials/inventories through Destiny. The Program Specialist will provide technical support for instructional technology and software. The Program Specialist will assist with site leadership meetings, collect AVID evidence, assist with certification documents, assist in the AVID recruitment process, and provide site-based training in AVID strategies.

0.5 FTE Program Specialist - \$79,577 LCFF 23030 Goal 1 Object Code 19101

Teacher substitutes 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. Teacher substitutes will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, and 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.

Teacher Substitute - \$10,000 LCFF 23030 Goal 1 Object Code 11700

Teacher Substitute - \$32,600 Title 1 50643 Goal 1 Object Code 11700

Library Media Assistant will support Taylor Leadership Academy ELSP grant efforts, support the improvement of reading comprehension skills, and help to foster a love for reading for students and staff. Duties of the Library Media Assistant will be but are not limited to the following: organize the library so students can easily find books at their level and interest; make sure books are properly labeled, order books, schedule times for each class to visit the library, work directly with teachers and students to support literacy, read to classes using elements from common core standards, run and organize book and literacy events, participate in literacy family night, assist students in selecting books appropriate for their reading level, provide students with knowledge in locating and using library services, and model reading through the read-aloud strategy and highlight new authors weekly, create weekly book challenges and student goals to help motivate students, support grade levels with small group media support daily, and assist with media and curricular management on Destiny. Additional compensation for duties completed outside normal working hours such as preparing the library for the new year, extending the library hours, checking out textbooks to students, participating in family nights, and managing book events for our school and families. Library Media Assistant hours extended 3 days a week by 3 hours daily.

0.4375 FTE Library Media Assistant - \$18,207 LCFF 23030 Goal 1 Object Code 22601

Library Media Assistant - Additional Compensation - \$2,460 LCFF 23030 Goal 1 Object Code 21500

Bilingual Assistant implements the push-in model to reinforce daily classroom activities, focus EL language support in CORE curricula such as Benchmark, Ready Math, etc, and support specific teacher needs that would help foster positive English conversations with students. In addition, Bilingual Assistant focuses on supporting TK through 2nd-grade students focusing on ELs that speak very little or limited English and helping newcomers in adapting to a classroom with a diverse group of students who need additional support. Moreover, the Bilingual Assistant works in small groups setting with English learners specifically for reading instruction in Benchmark Advance, assisting in translating, making phone calls home, and assist in testing both Initials and Summative ELPAC

0.4375 FTE Bilingual Assistant -

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

After-school enrichment tutoring opportunities for English learners to advance their language development in the domains of reading, writing, speaking, and listening.

(2) teacher x (3) hours/week x \$60/hour x (30) weeks

Teacher Additional Compensation - \$5,400 - Title 1 50643 Goal 1 Object Code 21500

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)
\$79,577	23030 - LCFF (Site)

\$10,000	23030 - LCFF (Site)
\$32,600	50643 - Title I
\$18,207	23030 - LCFF (Site)
\$2,460	23030 - LCFF (Site)
\$5,400	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Activity/Strategy 1.4

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, 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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Overall Implementation 1.1 Teachers received strategic teachers-trained-teachers' professional development and support focusing on AVID strategies and implementations. AVID WICOR strategies and methodologies were implemented, maintained, and updated in the classrooms to support student learning. Each classroom was expected to maintain and update its AVID WICOR walls with recently posted student work samples, teacher-created anchor charts and learning templates, and/or student-created posters to assist the class with access to writing, inquiry, collaboration, organization, and reading skills. Collaborations took place among the Implementation Team, Instructional Coach, and the AVID Leadership Team to create a bi-monthly forum for students to take ownership of what they were learning in the classrooms to provide opportunities for students to showcase what they have learned, to share what they know, and to present student work samples/artifacts of their learning as well. Evidence of students utilizing the WICOR strategies was evident during the school AVID STEM showcase. Project Lead the Way (PLTW) Medical Detective curriculum was offered to middle school students to experience hands-on science experiments. Students received hands-on experiential learning opportunities to supplement core instruction through science and social science field trips and STEM activities. Students participated in field trip opportunities where they left the school grounds for the purposes of curriculum-related study (part of the classroom experience). Books, supplies, and supplemental materials needed for AVID, PLTW, integrated/designated ELD, Benchmark, myPerspectives, Ready Math, etc... as well as classroom equipment and technology were requisitioned to assist teachers to reinforce teaching with visual representations and provide students with opportunities to actively engage with the learning. Taylor Leadership Academy partnered with CORE Learning to receive additional Benchmark and SIPPS instruction support. Kinder through 3rd-grade teachers received (8) days of support such as co-teach, demo lessons in the classrooms, debriefs, feedback and reflections, etc. Due to the shortage of teacher substitutes, instructional release time for classroom teachers to receive grade/life level planning, collaboration, support in CORE instruction, and more meetings was inconsistent. Overall Effectiveness 1.1 AVID WICOR strategies, methodologies, and research-based best practices were implemented, maintained, monitored, and updated in the classrooms to support student learning. The school AVID STEM showcases captured evidence of students utilizing the WICOR strategies. The majority of the school participated in field trip opportunities throughout the academic school year. Students visited local high schools, community colleagues, and UOP as well as participated in educational field trips visiting outside areas of the normal classroom to enhance the learning. Each class maintained and updated its AVID WICOR wall to capture strategies that are research-based practices in the teaching methodology. Evidence of students utilizing the WICOR strategies were

evident during the school's bi-monthly AVID STEM showcases and the monthly walkthroughs. Students had access to books, supplies, supplemental materials, etc to enhance learning and to increase productivity in the classrooms. Pivot and CORE provided (8) days of support in benchmark and SIPPS implementation. Classroom equipment and technologies were updated for better lesson delivery and to make the learning engaging for students. Overall Implementation 1.2 Teachers, support staff, and administrators participated in professional learning opportunities, supports, workshops, and conferences such as Solution Tree, AVID Path Offerings/Trainings and Virtual Workshops + Networking, etc to enhance instructional teaching strategies and methodology. In June 2023, teachers, support staff, and administrators will attend the Professional Learning Communities Conference in Las Vegas and AVID Summer Institute in San Francisco. The AVID Leadership Team met at the beginning of the school year, during the school year, and will meet at the end of the school year to strategize and solidify the school vision and mission, refocus on the WHY, calendar teacher professional development, school functions, parent workshops, etc. Teachers-Train-Teachers' professional learning opportunities were offered on Thursdays. Many participated and learned from their colleagues. 2 of the 3 rounds of the Academic Teacher Data Summit were conducted due to time constraints and teacher substitute availability. At the meetings, teachers presented and shared their AVID SMART goals, i-Ready Diagnostic data, SIPPS results, student instructional and intervention support strategies, etc with the instructional coach and administrators. In addition, teachers met with the Instructional Coach, Administrators, and Instructional Consultant and received ongoing professional development as a grade- or life-level to improve their teaching practices as well as professional learning. Taylor Leadership Academy offered extended day tutoring before, during, after school, and on Saturdays. CSI funds were used to provide support in mathematics, English Language Arts, SIPPS, PLTW, etc. With the CSI 2021/22 funds, Taylor Leadership Academy was able to continue to extend Saturday school until the end of the 2022-23 academic school year. CSI funds will not be utilized for the extended school year program. Taylor Leadership will be a part of the District's Summer Learning Academy program. Overall Effectiveness 1.2 Teachers participated in AVID Path Offerings/Trainings and Virtual Workshops + Networking and presented newly acquired strategies and methodologies to their colleagues at Implementation Team meetings as well as teachers-trained-teachers professional development workshops. Teachers completed their planning, collaboration, and more template and presented data to the instructional coach and administrators at the academic data summit meeting. CSI funds allowed the school to offer after-school tutoring to students at the beginning of the academic school year prior to the STEP UP program. In addition, the 2021/22 CSI funds allowed Taylor Leadership Academy to offer several more Saturday enrichment opportunities for students to be actively engaged in academics. Overall Implementation 1.3 Due to the hiring freeze, the lack of candidates in the pool, and a shortage of teacher substitutes to fill the classroom vacancy, Taylor Leadership Academy was unable to secure a Program Specialist. Funds were reduced to increase funding for books, supplies, and supplemental materials needed for AVID, PLTW, integrated/designated ELD, Benchmark, myPerspectives, etc to support CORE instruction. Likewise, funds were used to purchase or replace classroom equipment and technology for student and teacher usage. 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. However, students received inconsistent push-in support or pull-out support as the school was unable to secure stable teacher substitutes to provide the services. The Library Media Assistant was hired in January 2023 at the start of the 2nd semester and provided students services such as working directly with teachers and students to support literacy, reading to classes using elements from common core standards, modeling reading through the read-aloud strategy, etc. English learners met with their teachers after school (3) times a week and received academic support/enrichment tutoring opportunities to advance their language development in reading, writing, speaking, and listening that are aligned with the California English Language Development Standards. English learners received access to the embedded curriculum, one-on-one academic support, and several opportunities to socially and academically engage with their peers and the teacher. Overall Effectiveness 1.4 The Program Specialist position is put on hold until the hiring practices are amended to move forward with the interview and selection process. In addition, teacher substitutes services addressing Tier 2 and Tier 3 identified students in need of support in the areas of reading, writing, and mathematics were dependent on classroom coverage. The school Library Media Assistant scheduled times for each class to visit the library to work directly with the teachers to support student literacy. English learners received consistent services after school targeting the California English Language Development Standards. Overall Implementation 1.5 Has not been implemented yet; however, Taylor Leadership Academy will be hosting the District's one-week Summer Bridge Program in July 2023. Overall Effectiveness 1.5 Will be determined after Taylor Leadership Academy implements the District's one-week Summer Bridge Program in July 2023.

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

Reduction of Field Trip-Non-District Transportation fees to increase student admission cost to provide students with hands-on experiential learning opportunities to supplement CORE instruction through field trip/STEM activities as well as visiting higher education campuses. CSI 2021/22 funds allowed the site to continue to offer more Saturday school sessions after the September 2022 deadline. Taylor Leadership Academy was unable to secure a Program Specialist or maintained consistent Intervention Teacher Substitutes for the 2022-2023 academic school year. Funds were reallocated to books, supplies, materials, equipment, etc.

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 SPSSA.

Taylor Leadership Academy will continue to collaborate in grade/life level teams to identify the essential grade-level standards that every student needs to master by the end of the academic school year. The Instructional Coach, the Program Specialist, Administrators, and/or Consultants will continue to provide ongoing coaching support to all teachers. Staff will continue to work in our PLC Implementation teams focusing on CFA's, SMART goals, collective commitments, and instructional strategies. The need for a full-time Program Specialist and/or Instructional Coach to support teachers in collaboration and to lead the Early Literacy Support Block Grant.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal)
By the End-of-the-Year 2024, Taylor Leadership Academy will decrease its student in- and out-of-school suspension days by 10% or more as compared to the 2022-2023 academic school year as measured by the Monthly District Discipline and Chronic Absenteeism Reports.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)
By the End-of-the-Year 2024, Taylor Leadership Academy will decrease its student chronic absenteeism by 10% or more as compared to the 2022-2023 academic school year as measured by the Monthly District Discipline and Chronic Absenteeism Reports.

Identified Need

Lack of continuous professional development opportunities to increase knowledge on how to decrease student chronic absenteeism and discipline that triggers a severe loss of instructional minutes in the classroom.

Students are losing a significant amount of instructional minutes throughout the school and lack constructive connection to school and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly District Discipline and Chronic Absenteeism Reports	Total # Days of Suspension (May Report) Chronic Absenteeism % (Overall)	10% decrease in the # of suspension days 10% decrease in chronic absenteeism percentage

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Strategy/Activity 2.1

Social-emotional Learning School Counselors and classroom teachers will implement a 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. To minimize lost instructional time, foster positive student relationships, and improve school climate, attendance, and discipline the classroom environment will be outfitted with flexible seating and learning center options to accommodate all learning styles and to create a learning environment conducive to student emotional self-monitoring and choice, calm down corners, small group SEL lessons, collaboration and community, and physical health.

Instructional Materials/Supplies - \$10,000 CSI 2022/23 SY 50345 Goal 2 Object Code 43110

Non-Instructional Materials/Supplies - \$10,000 CSI 2022/23 SY 50345 Goal 2 Object Code 43400

Students will have access to social and emotional support 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 and collaborative games that will decrease student discipline and improve attendance.

Instructional Materials/Supplies - \$2,096 Title 1 50643 Goal 2 Object Code 43110

Mental Health Clinician provides interventions and support for Aggression, Low Confidence/Self Esteem, Elopement, Empathy, Impulse Control, Mood, Self-Regulation, Social Engagement, and Task Avoidance/Transition Avoidance. In addition, Mental Health Clinician organizes and facilitates 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 for referred students are sometimes furnished with the aid of multimedia: visual art, expressive art, video clip, game, or electronic App (CALM).

A positive school climate is essential for students and their families to feel welcomed, encouraged, and valued. Evidence of a positive school

climate can be demonstrated through the physical environment of a school. Taylor will provide a physical environment that is filled with student photos/work (e.g. AVID one-pagers, artwork, etc.) represented in the form of banners/posters and as means to engage our students, and for them to identify their voice and express their ideas. There will also be motivational posters with positive/inspirational messages, a growth mindset, and PBIS messaging. To support our school culture of AVID/college and career, we will provide college banners/signage for the adopted classrooms colleges.

Instructional Materials/Supplies - \$1,600 Title 1 50643 Goal 2 Object Code 43110

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 after-school time, teachers or counselors will guide students through the restorative practice of questioning/reflection and then transition to completing community service. (1 teacher x 1 hour/week x 37 weeks x \$60/hour ~ \$2,000)

Teacher Additional Compensation - \$2,000 Title 1 50643 Goal 2 Object Code 11500

After-school Sports
Sports participation with the City of Stockton and SUSD intramural sports program where extracurricular engagement 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. School jerseys will be purchased to further create unity, motivation, and school spirit. The sports carry over to unstructured time such as recess and students engage and influence others in structured sports activities such as volleyball, soccer, and basketball.

Social-emotional Learning Consultants, School Counselors, and/or the Mental Health Clinician provide students with social and emotional support resources that positively impact student learning through programs such as PBIS, PLUS program, counseling, and structured student engagement. Social-emotional Learning Consultant provides structure to the playground while keeping students active and having fun (e.g. sports programs that focus on primary/intermediate/middle school grades where sportsman conducts and citizenship responsibilities will be emphasized, reinforced, and monitored). Social-emotional Learning Consultant will assist with improving student attendance and decrease in the number of disciplines on the playground during unstructured time/recess.

Consultant Agreement - \$5,000 Title 1 50643 Goal 2 Object Code 58100

PBIS/Social-Emotional Support: Along with providing students with social and emotional support resources that positively impact student learning through programs such as PLUS, PBIS, and Counseling, a PBIS/SEL Playroom will be created and utilized to reward and incentivize positive behavior for students that have been through SAP process, need support with SEL and self-regulation, and/or meet goals for behavior. We will have PBIS tiers of support for key students, including access to a PBIS/SEL Playroom which will provide a structured playtime for students to experience and practice positive peer and adult interactions as well as incentivize attendance and positive behavior. We will provide students with a variety of tools to utilize in the classroom as well as in our designated PBIS/SEL Playroom to assist and incentivize student self-monitoring. These are tools such as alternative seating, furniture, games, materials, and supplies to create "cool-down stations" to support students with self-regulation, squeeze balls, calming sand/furniture/tools, etc. to help with student de-escalation. Perfect Attendance Flags/banners/posters: Classrooms with perfect attendance for the day will hang perfect attendance flags/banners/posters outside their classroom to be positively recognized for 100% attendance. We will create an AVID college and career-going environment through the visual displays of college flags/banners/posters outside each classroom.

Non-Instructional Materials/Supplies - \$5,000 CSI 2022/23 SY 50345 Goal 2 Object Code 43200

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	50345 - CSI 2021/22
\$15,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$2,096	50643 - Title I
\$1,600	50643 - Title I
\$2,000	50643 - Title I
\$5,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

Strategy/Activity

Activity/Strategy 2.2

Counseling Services

Full-time counselors on-site to facilitate meditations 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, organize 504 plans, and support classroom teachers in implementing class community-building activities (e.g. mindfulness, CHAMPs, SEL curriculum, class meetings, etc), Counselors establish a PBIS/Safety Committee and lead collaborative meetings with staff members to create a set of values and systems to promote social-emotional skills such as resilience, self-awareness, and a positive mindset.

Continue to reward students for improved behavior and attendance via Caught Being a Leader Ticket, Taylor Leadership Academy Viking Bucks, Super Recess, intermediate/middle school dances, Mission Possible at the end of the year, being recognized at the end of the trimester academic awards assembly, etc.

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. Monthly positive attendance events, three times a year perfect attendance assemblies/activities, 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.

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.

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 supports 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.

Books/Reference Materials - \$3,000 Title 1 50643 Goal 2 Object Code 42000

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	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Overall Implementation and Effectiveness 2.1 Each day at Taylor Leadership Academy starts on the primary playground where the learning community comes together for 5 minutes to participate in morning announcements, mindfulness activities, school vision, pledge of allegiance, etc. Both School Counselors visited the classrooms Transitional Kindergarten through 8th-Grade to deliver social-emotional learning curriculum and mini lessons to address life skills and communication strategies to support students learning, self-regulation, healthy expression of their emotions, etc. Classroom teachers then took on the responsibilities and continued delivery of the Second Step Digital Programs to provide opportunities for student-to-teacher to engage in open dialogs that are safe, nurturing, and supportive environments. Check-in with students took place multiple times during the instructional day providing students access to social and emotional support resources such as 52 Essential Conversations to promote student digital citizenship, participation, interaction, and engagement. School counselors met with staff during Tuesdays' Implementation Team and Collaborative PLC Data Team meetings and provided professional development on social-emotional learning curriculum. During non-structured time (e.g. morning recess, lunch recess, Physical Education period, etc) students with social-emotional learning needs were pulled out by School Counselors and Mental Health Clinician who had explicitly introduced and modeled conversations addressing life skills and communication strategies aligned with being a civically respectful and responsible citizen. Second Step, CHAMPs, PBIS, Restorative Justice, PLUS, Kelso's Choice, etc were implemented to reduce student misbehaviors and to increase student academic achievement and daily attendance. The PBIS/Safety Committee along with the Attendance Committee met regularly to create a set of values and systems to promote social-emotional skills and decrease student chronic absenteeism. Referrals to the Mental Health Clinician were made to support students with Tier 2 and 3 needs. Intermediate and middle school teams were organized to host sports for students to practice and play against other schools. Students participated in co-ed soccer and volleyball. Non-instructional consultant services were not implemented. Overall Implementation and Effectiveness 2.2 Counseling services were provided to all classrooms where School Counselors visited classrooms to

provide teachers with support with implementing a healthy learning atmosphere assisting students to build health relationships with their peers and addressing the social-emotional learning needs through the modeling of mindfulness activities, restorative conversations, and SEL curriculum. School Counselors facilitated numbers of CARE, Student Study Team, Attendance, etc meetings and led mediations between students through the use of Restorative Justice, Kelso's Choice, etc. Instructional resources that address the social-emotional needs of the students were purchased and used by the School Counselors to 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. Students were recognized for their attendance three times a year at the Academic Trimester Awards Assemblies.

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 2.1 None 2.2 None

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal)
By June 2024 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

Taylor Leadership Academy's parent and stakeholder participation rate is stagnant for School Site Council, Comprehensive Support and Improvement, and English Language Advisory Committee meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent surveys parent sign-in sheets	2023-2024 parent surveys and parent sign-in sheets	10% increase in parent responses, participation, and feedback

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Title 1 Parent Strategy/Activity 3.1
Increase Community Engagement and Empowerment Parent Liaison continues 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, whiteboard, toner, paper, books, etc. to support parent engagement activities while using various strategies such as gallery walks.
Parent Meeting - \$1,500 Title 1 Parent 50647 Goal 3 Object Code 43400
Books/Reference Materials - \$300 Title 1 Parent 50647 Goal 3 Object Code 42000

Purchase a digital platform (ex. Canva, Planoly, Elf Sight) to create and share announcements, posters, flyers, invitations, and social media post templates to advertise school events.
License Agreement - \$256 Title 1 Parent 50647 Goal 3 Object Code 58450

Acquisition of books to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents utilize books to gain understanding and develop positive parenting skills that transfer parents' ability to help their children at home and provide a positive environment that is conducive to learning. Classified staff provides supervision coverage for students while parents are engaged in parent meetings, conferences, and functions. Purchase of tablets for parents to join school meetings online or hybrid
Instructional Materials/Supplies - \$547 Title 1 50647 Goal 3 Object Code 43110

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)
\$1,500	50647 - Title I - Parent
\$300	50647 - Title I - Parent
\$256	50647 - Title I - Parent
\$547	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Parents had access to resources around positive parenting, instructional strategies, and books to gain a deeper understanding of positive parenting skills. Books were purchased and made available for parents and the learning community. Overall Implementation and Effectiveness 3.1 Parent Liaison maintained a meaningful school partnership with various organizations and agencies to provide outreach services to the learning community through digital and in-person workshops/trainings such as Tis The Seasons of Giving Love Thy Neighbor, Parent Coffee Hours, DEEP Diabetes Education Series, Lead Poisoning Awareness, etc., In addition, the Parent Liaison offered monthly community clothes closet events, gave high school/college tours to Taylor Leadership Academy's parents, assisted guardians to become school volunteers through www.beamentor.org/stockton, empowered families to be agents of their child's education, and connected with the local Sangre Lowrider Car Club to participate in the Trunk or Treat event in October. Parents had access to resources around positive parenting, instructional strategies, and books to gain a deeper understanding of positive parenting skills. Books were purchased and made available for parents and the learning community.

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

No major differences to note. The strategies and/or activities were implemented and supported Goal 3 - 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.

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 3.1 The Parent Liaison will continue to be a member of PBIS, Attendance, and School Site Council committees to strategically strategize with the teams to identify new outreach services to offer outreach services to the learning community and its stakeholders. If needed, Taylor Leadership Academy will transition back to the hybrid model as an alternative to be more inclusive with its support and services.

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	\$157,813.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$471,506.00

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 (\$)
50643 - Title I	\$155,210.00
50647 - Title I - Parent	\$2,603.00

Subtotal of additional federal funds included for this school: **\$157,813.00**

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 (\$)
23030 - LCFF (Site)	\$114,244.00
50345 - CSI 2021/22	\$190,813.00
23030 - LCFF Salary Contingency	\$8,636.00

Subtotal of state or local funds included for this school: **\$313,693.00**

Total of federal, state, and/or local funds for this school: **\$471,506.00**

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov