

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	05/20/2022	01/24/2023

Purpose

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

Taylor Leadership Academy is implementing a Schoolwide Program.

In March 2020, Taylor Leadership Academy was identified as a Comprehensive Support and Improvement (CSI) school.

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.

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

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

Taylor Leadership Academy has implemented the following committees in place to assist, develop, and/or make recommendations for its School Plan for Student Achievement (SPSA). The process includes the following committees: Staff Collaboration Meetings such as Implementation Team and Data Team, AVID Leadership Team, School Site Council (SSC), Comprehensive Support and Improvement (CSI), and English Language Advisory Committee (ELAC). All committees identified have been involved in the development and culmination of a detailed needs assessment for our school plan. The committees completed the needs assessment based on current school-wide academic data such as the i-Ready Fall and Winter diagnostic results, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) data, and District/State Data provided by the Research and Accountability Department. The committees met several times throughout the school year and identified the school's strengths and weaknesses in the following domains - student achievement, school culture, and parent engagement. Given the details, the committees collaboratively worked 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 2021, January 2022, and April 2022
- AVID Leadership: September 2021, December 2021, and March 2022
- School Site Council/Comprehensive Support and Intervention: September 2021, October 2021, November 2021, January 2022, February 2022, March 2022, and April 2022
- ELAC: October 2021, February 2022, and April 2022

Staffing and Professional Development

Staffing and Professional Development Summary

Taylor Leadership Academy is a Title 1 identified public school serving TK-8th grade students located in the Stockton Unified School District with a morning and afternoon Preschool and Head Start programs and continues to implement both strategies and systems that are research-based practices focused on increasing student achievement and attendance while addressing social-emotional development and family involvement. Our student population for the 2021-2022 academic school year is around 423 students in TK through 8th-grade according to the Illuminate report. Last year 2020-2021 i-Ready final diagnostic results indicated that 24% of the student population scored on grade level in Reading and 18% in Mathematics. Taylor Leadership Academy's demographic are made up of 14.5% African American, 0.5% American Indian, 11.2% Asian, 9.3% Filipino, 56.6% Hispanic, 5.8% Two or More Races, 0.7% Pacific Islander, and 1.4% White. According to the California Dashboard Student Group, Socioeconomically Disadvantaged account for 86.9%, English Learners account for 20.3%, Students with Disabilities account for 10%, Homeless account for 1.6%, and Foster Youth account for 1.2%.

Taylor Leadership Academy has a very dedicated staff that is composed of (1) principal, (1) assistant principal, (1) instructional coach, (17) general education teachers, (1) physical education teacher, (3) visual and performing arts teachers, (1) full time school counselor, (0.5) part-time counselor, and (1) mental health clinician. (16) of the general education teachers are fully credentialed and (1) teacher is working on obtaining her preliminary credential.

Taylor Leadership Academy is an AVID-certified school both in TK-6th Elementary and 7th-8th grade middle school program that was recognized by AVID as a site of distinction several years ago. Its middle school has an AVID elective class offered Monday through Friday and has partnered up with local universities and college students to come in to assist with running AVID tutorials. All teachers and administrators have participated in at least one AVID strand during the summer and/or courses offered during the school year. Through district LCFF funding Taylor Leadership Academy has offered weekly teacher collaboration times built into our schedules every Tuesday and/or Friday. Taylor Leadership Academy conducts tri-annual Academic Conferences/Data Summits with each teacher who provides ELA and Math core instruction, so they can share academic strategies, students' academic progress, and student supports used in the classrooms with administrators and instructional coach. Teachers continue to receive instructional support from the San Joaquin County Office of Education for mathematics and Pivot and Core for SIPPS, Benchmark, and MyPerspectives.

Staffing and Professional Development Strengths

- willingness of classroom teachers to shuffle their daily instructional schedule around to receive academic support from instructional consultants
- is not a teacher turnover site
- no longer a turnover site (teachers leave the site as an advancement in their educational career)
- majority of teachers are willing to attend and complete Professional Development opportunities outside of their contracted hours
- through Professional Learning Community groups, the majority of teachers take ownership and responsibility for different aspects of our school such as Healthy Culture, Quality Instruction, Targeted Assessment, Parent Engagement, and Positive Behavioral Intervention Supports (PBIS)
- opportunities for staff feedback and input have been given, reviewed, and documented
- teachers provide their own Professional Development opportunities for our own colleagues
- having an instructional coach and mentor teachers to provide teachers with support and guidance

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 classroom vacancies to release grade- and/or life-level teachers on a consistent basis to join administrators, instructional coaches, and/or instructional consultants for collaborations, planning, and data analysis increase in staff chronic absenteeism, being out for 10 consecutive days due to testing positive, triggering a loss of quality instructional time

Teaching and Learning

Teaching and Learning Summary

Taylor Leadership Academy teachers surveyed (17 teachers) shared that they felt teacher-and-parent collaboration was a process that was directly influencing student academic progress and directly supported an increase in parent participation and awareness of the educational goals that were developed school-wide. Teachers reported that the process of meeting with parents in one-on-one Zoom or Google Meet virtual conference had helped them to clearly share academic data on how students were progressing in the areas of ELA and Mathematics. With the support of administrators, the instructional coach, instructional consultants, 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).

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. CAASPP data for the 2019-2020 and 2020-2021 academic school years are not available due to the state test not being administered because of COVID-19.

2020-2021 i-Ready Final Diagnostic Results

- Schoolwide in Reading using the Enhanced 5-Level Placement Matrix 434 students were assessed out of 437 total: 12% scored Mid or Above Grade Level (53 students), 12% scored Early on Grade Level (51 students), 32% On Grade Level Below (139 students), 18% Two Grade Levels Below (80 students), and 26% Three or More Grade Levels Below (111 students)
- Schoolwide in Mathematics using the Enhanced 5-Level Placement Matrix 435 students were assessed out of 437: 10% scored Mid or Above Grade Level (44 students), 8% scored Early on Grade Level (36 students), 36% On Grade Level Below (156 students), 21% Two Grade Levels Below (93 Students), and 24% Three or More Grade Levels Below (106 students)

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

Mathematics (Final Diagnostic) (3-Level Placement)	2019-2020	2020-2021	2021-2022
Kindergarten (Tier 1/Tier 2/At Risk for Tier 3)	33%/65%/0%	56%/44%/0%	In progress

Grade 1 (Tier 1/Tier 2/At Risk for Tier 3)	7%/79%/15%	19%/68%/13%	In progress
Grade 2 (Tier 1/Tier 2/At Risk for Tier 3)	2%/63%/35%	17%/32%/51%	In progress
Grade 3 (Tier 1/Tier 2/At Risk for Tier 3)	16%/44%/40%	7%/28%/51%	In progress
Grade 4 (Tier 1/Tier 2/At Risk for Tier 3)	4%/58%/38%	17%/24%/49%	In progress
Grade 5 (Tier 1/Tier 2/At Risk for Tier 3)	18%/24%/58%	9%/35%/56%	In progress
Grade 6 (Tier 1/Tier 2/At Risk for Tier 3)	11%/19%/70%	12%/24%/63%	In progress
Grade 7 (Tier 1/Tier 2/At Risk for Tier 3)	18%/29%/54%	20%/12%/68%	In progress
Grade 8 (Tier 1/Tier 2/At Risk for Tier 3)	8%/18%/74%	14%/22%/64%	In progress

The overall final diagnostic results in Reading and Mathematics indicated that growth were made from the 2019-2020 to the 2020-2021 and there are rooms for academic improvement. Gains in Tier 1 for Reading that were observed: +16% for Kinder, 16% for 1st, 3% for 2nd, +9% for 4th, +7% for 5th, +5% for 6th, +1 for 7th, and +3% for 8th. Gains in Tier 1 for Mathematics that were observed: +23% for Kinder, +12% for 1st, +15% for 2nd, +13% for 4th, +1% for 6th, +2% for 7th, and +6% for 8th. Teachers met with administrators and instructional coach at their tri-annual 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 in 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 or Summer Institute training.

An Early Literacy Support Block (ELSB) Grant Literacy Action Plan was drafted and 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 indicated that by August 2021 (Year 2), the school will: 1) purchase Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for Year 2 implementation by October 2021, 2) initial training for all K-3 and support staff, 3) provide monthly follow up sessions, and 4) form student groups based on placement data. SIPPS Beginning and Plus, Extension and Plus, and Challenge curricula were purchased. All TK-3rd grade teachers, instructional coach, intervention teacher, and administrator 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

- All Kinder through 3rd-grade teachers plus intervention teacher have received training in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and continue to receive support from Pivot and CORE.
- The majority of teaching staff take ownership of all students and their successes in all aspects of their educational journey regardless of the assigned teacher.
- All classroom teachers have been trained on at least one strand of AVID.
- Teachers and their colleagues are willing to open their classrooms for observations to support one another with strategic instructional approaches.

- Teachers embrace a growth mindset through their willingness to continue their learning and professional growth.
- Implementation of SIPPS has limited learning loss for our students.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Taylor Leadership Academy did not receive consistent PDs in the subject areas of English Language Arts and Mathematics due to the COVID-19 safety guidelines and has learning loss due to distance learning. This caused a severe loss of instructional minutes and teacher professional growth. **Root Cause/Why:** lack of continuous PDs in the use of math manipulatives, i-Ready Pathways, Ready Math, Benchmark, and SIPPS curricula throughout the academic school year lack of ongoing common formative assessments across all grade levels and vertical alignment in identifying priority standards for all grade levels

Needs Statement 2 (Prioritized): According to 2022 CAASP data, 58% of Taylor students are performing two or more grade levels below proficient in ELA standards and 77% are two or more grade levels below in Math. Also, 70% of students are performing one grade level or more below proficient in NGSS standards. **Root Cause/Why:** Inconsistent implementation of small group instruction, classroom environments not conducive to targeted support and student collaboration/engagement, difficulties in differentiating instruction to utilize supplemental literacy supports such as SIPPS and Haggerty, incapacity to apply supplemental program components due to obsolete classroom doc cameras-printers-projectors-interactive monitors, etc

Parental Engagement

Parental Engagement Summary

A survey was conducted at this year's Back to School Night/Title 1 meeting which took place in August 2021 to collect input from students, parents, and the learning community on best days/times, focus topics, interests, and school safety and programs. Taylor Leadership Academy implemented and our students, parents, staff, and the learning community participated in the following activities Costco's Backpack Giveaway to Students, Mindfulness Workshop, School Site Council/Comprehensive Needs Assessment meetings, Family Cook Nights, Trunk or Treat, tri-annual Academic Awards Assemblies, Winter STEAM Family Night, Individual Teacher-Parent Conferences, Parent Coffee Hours, ELAC Meetings, Camp Read-A-Lot, Spring Family Festival, etc based on the data that had been collected.

Due to COVID-19 Health and Safety Guidelines, most of the events at Taylor Leadership Academy were hosted virtually and a couple was hybrid or in-person. Upon the request of the learning community, our Parent Liaison, School Council, Mental Health Clinician, and/or Child Welfare and Attendance person at Taylor Leadership Academy have or will provide community resources and professional development opportunities for our parents and guardians such as the Clothes Closet, Attendance Workshop, Mental Health Workshop, Parenting Classes, etc.... Moreover, parents connected with their child's teacher(s) tri-annually where the teacher(s) and parent(s) meet to discuss the child's i-Ready diagnostic results, develop and review ELA and Math learning goals, and 'I can support my child at home by' conversations.

Parental Engagement Strengths

- parents receive early notification of parent engagement opportunities through multiple communication means such as BlackBoard, Class Dojo, ClassTag, school marquee, flyers, etc
- parent or learning community initiated workshops, trainings, and/or professional development opportunities
- autonomy in the way how the assemblies, meetings, trainings, professional development opportunities, etc are hosted in-person, hybrid, virtual based on the current COVID-19 Health and Safety Guidelines at the time

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Taylor Leadership Academy struggles to increase its virtual, hybrid, and/or in-person parent engagement percentage as compared to the previous pre- COVID-19 numbers. **Root Cause/Why:** unfamiliarity with using video conference platforms such as Zoom or Google Meet, not having adequate internet connection or bandwidth, and/or computer fluency levels and abilities mass Blackboard notifications being pushed out by the district or site (s) where the messages are being ignored due to the high volume conflicts with work schedule, transportation, finding a babysitter, and/or time

School Culture and Climate

School Culture and Climate Summary

Taylor Leadership Academy a public Title 1 community school is located in the southside of Stockton, California on 1101 Lever Boulevard and has been in operation since July 1980. Its current student enrollment for the 2021-2022 academic school year is around 423 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 being recited and important information are being relayed. "We are leaders, learners, and thinkers preparing for the 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 were 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 were shared with students, parents, staff, and the learning community back in August 2021 during Back to School Night and Title 1 meeting.

School Culture and Climate Strengths

- Chronic Absenteeism
 - Students are recognized for their trimester-perfect attendance.
 - Teacher Incentives to promote good choices.
 - School-wide incentives to promote good choices.
 - PLC's to promote a positive and safe learning environment.
- Student Suspension
 - (18) days of suspension as of February 22 in comparison to (86.5) days of suspension in February 2020.
 - Progressive discipline strategies and interventions.
 - Parent contact and documentation.
 - Restorative practices and logical consequences.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Chronic Absenteeism- Taylor Leadership Academy has a lack of continuous focused professional development in the areas of Chronic Absenteeism. Due to the COVID-19 Pandemic, we have learning loss due to distance learning. This caused a severe loss of instructional minutes. Based on the current attendance data, Taylor Leadership Academy has a current rate of 53.3% rate of chronic absenteeism rate. **Root Cause/Why:** Chronic Absenteeism: There has been a lack of staffing to address the social-emotional needs of our students. Due to COVID-19 Pandemic protocols in place caused and contributed to the high rate of chronic absenteeism. Families traveling out of the country/state for an extended period of time. Lack of interest in the middle school levels for PBIS incentives Due to COVID-19 health concerns there has

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 2023, 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%. ELD SMART Goal: By the End-of-the-Year 2023, 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 2023, 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%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Assessment	ELPAC Summative	20% increase from 2021-2022 academic school year or an increase of 5 students
i-Ready Reading and Mathematics Final Diagnostic Result Report	24% (Reading) 18% (Mathematics)	34% (+10% in Reading) 28% (+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)

All Students

Strategy/Activity

Title 1 and LCFF 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. Books/Supplies/Materials - \$4,400 LCFF 23030 Goal 1 Object Code 43110 Equipment - \$2,000 LCFF 23030 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 experience 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-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 - \$3,000 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 - \$3,000 - Title 1 50643 Goal 1 Object Code 56590 CSI Activity/Strategy 1.1 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 - \$28,500 CSI 503XX 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, debrief, 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 503XX Goal 1 Object Code 13500 Program Specialist- Additional Compensation - \$1,000 - CSI 503XX Goal 1 Object Code 19500 Instructional Coach - Additional Compensation - \$1,000 - CSI 503XX Goal 1 Object Code 12500 Teacher - Additional Compensation - \$5,000 - CSI 503XX Goal 1 Object Code 11500 Teacher Substitute - \$5,000 - CSI 503XX 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/Supplies/Materials - \$30,000 CSI 503XX Goal 1 Object Code 43110 Support closing the achievement gap and professional development through the purchase of license and fees for software and/or online reading and math resources. Teachers will explore programs, with no commitment, to A-Z Reading and Math, Floccabulary, 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 - \$14,987 CSI 503XX Goal 1 Object Code 44000 License Agreement - \$1,000 CSI 503XX 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 - \$27,000 CSI 53XX 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)
\$4,400	23030 - LCFF (Site)
\$2,000	23030 - LCFF (Site)
\$15,000	50643 - Title I
\$5,000	50643 - Title I
\$3,000	50643 - Title I
\$3,000	50643 - Title I
\$28,500	50344 - CSI 2020/21
\$5,000	50344 - CSI 2020/21
\$1,000	50344 - CSI 2020/21
\$1,000	50344 - CSI 2020/21
\$1,000	50344 - CSI 2020/21
\$5,000	50344 - CSI 2020/21
\$5,000	50344 - CSI 2020/21

\$30,000	50344 - CSI 2020/21
\$41,987	50344 - CSI 2020/21
\$1,000	50344 - CSI 2020/21

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)

All Students

Strategy/Activity

Title 1 and LCFF 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 22/June 2023, Professional Learning Communities Conference - June 2023, California Association for Bilingual Teaching Conference - 2nd Trimester - Instructional Coach(es), Solution Tree Conferences - 2nd/3rd trimester Conferences/Trainings/Workshops, Consultants Conference - \$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 - \$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 - \$2,000 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, 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 the additional support to refine instructional practices and establish an effective learning environment. Teacher Substitute - \$5,000 Title 1 50643 Goal 1 Object Code 11700 CSI Activity/Strategy 1.2 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 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 503XX Goal 1 Object Code 19500 Instructional Coach - Additional Compensation - \$1,000 - CSI 503XX Goal 1 Object Code 19500 Teacher Additional Compensation - \$7,200 - CSI 503XX Goal 1 Object Code 11500 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 503XX Goal 1 Object Code 19500 Instructional Coach - Additional Compensation - \$1,800 - CSI 503XX Goal 1 Object Code 19500 Teacher Additional Compensation - \$12,000 - CSI 503XX Goal 1 Object Code 11500 Custodial Additional Compensation - \$2,000 - CSI 503XX 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 (20) days Program Specialist/Instructional Coach - Additional Compensation - Counselor (Elementary) - Additional Compensation - Teacher Additional Compensation -

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	50643 - Title I
\$7,944	50643 - Title I
\$4,000	23030 - LCFF (Site)
\$1,000	50643 - Title I

\$1,000	50643 - Title I
\$4,000	50643 - Title I
\$7,000	50643 - Title I
\$2,800	50344 - CSI 2020/21
\$2,800	50344 - CSI 2020/21
\$21,200	50344 - CSI 2020/21

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)

All Students

Strategy/Activity

Title 1 and LCFF 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 reach 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 - \$1,000 LCFF 50643 Goal 1 Object Code 21500 After school enrichment tutoring opportunities for English learners to advance their language development in the domains of reading, writing, speaking, and listening. (1) 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)
\$1,000	23030 - LCFF (Site)

\$5,400	50643 - Title I
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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)

All Students

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, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation 1.1. Due to COVID-19 safety measures, Taylor Leadership Academy students were not able to attend field trip opportunities during Trimesters 1 and 2. Students will be attending field trips in May 2022. To support a school-wide implementation of AVID WICOR strategies and methodologies at the elementary and middle school levels, teachers received strategic teachers-trained teachers paid professional development through the course of the academic school year. Each classroom was expected to maintain an AVID WICOR wall in the classrooms with posted student work samples, teacher-created anchor charts, student- and/or teacher-created posters to assist students with access to writing, inquiry, collaboration, organization, and reading skills. Ongoing collaboration among the Implementation Team, Instructional Coach, and the AVID Leadership Team created a 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. Classroom technology, instructional materials, etc were purchased to help teachers reinforce teaching with visual representations and provide opportunities for all students to actively interact with instruction. Taylor Leadership Academy partnered with the San Joaquin Office of Education, and Pivot and CORE to receive support in Mathematics, Benchmark, and SIPPS instruction. Teachers participated in (2) rounds of co-planning, co-teaching, and debriefing from the San Joaquin County Office of Education where the focus was on Number Talks and Talk Moves in mathematics, and received (8) days of support from Pivot and CORE consultants. Instructional release time for teachers to receive grade/life level planning and ongoing professional development and coaching to improve teaching and learning from Instructional Coaches, Administrators, and Instructional Consultant did not occur due to the shortage of teacher substitutes. Effectiveness 1.1 AVID WICOR strategies and methodologies were implemented, maintained, and updated on Google Classroom and in the classrooms to support student learning. Evidence of students utilizing the WICOR strategies was evident during the school AVID STEM showcase. The majority of the school will be participating in field trip opportunities in May 2022. Some classes were able to take virtual tours visiting several universities and colleagues. All classrooms maintained and updated their AVID WICOR strategies wall through the course of the year to support student learning. Evidence of students utilizing the WICOR strategies was evident during the school AVID STEM showcases. Students had access to instructional materials, and teachers were able to utilize the machinery in the staff lounge. Taylor Leadership Academy received (2) rounds/cycles of support from the San Joaquin County of Education and (8) days of support from Pivot and CORE. The support from CORE was greatly appreciated to help Taylor Leadership Academy implement its SIPPS program. Implementation 1.2 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 Rosetta Stone program/embedded curriculum, one-on-one academic support, and several opportunities to socially and academically engage with their peers and the instructor. Extended day tutoring was offered and provided to all students who were not enrolled in the STEP-UP After School program for additional support in mathematics, reading, i-Ready Pathways, PLTW, and SIPPS that were identified by the team (e.g. teachers, support staff, and administrators). Practice resources were sent home with students to have and to be able at home to practice the skills that they need to improve upon, and level readers at the student's level of reading were given to students to practice with their parents/siblings. Supplemental grade texts, poetries, biographies, autobiographies, expository readers, fictional readers, short novels, etc were given to intermediate and middle school students to expose them to multicultural forms of literature, storylines, and narratives. Implementation Effectiveness 1.2 English learners took advantage of the after-school enrichment tutoring program that was offered. Students not enrolled in the STEP Up After School Program attended Taylor Leadership Academy's After School Program and received extra support with i-Ready Pathways, Reading, Mathematics, PLTW, and SIPPS. Teachers received ongoing professional development and coaching support from Instructional Coach, Administrators, and Instructional Consultants to improve their knowledge of the subject matter and student engagement. 1.3 Teachers received Teachers-train-Teachers professional development focusing on AVID strategies, PLC, student assessment data, quality instructions, district-adopted curricula, parent engagement, etc, and participated in (2) of the (3) round of triannual Academic Teacher Summits where teachers shared their students academic strategies, students' academic progress, and student supports used in the classrooms. In addition, teachers met with Instructional Coach, Administrators, and Instructional Consultants and received ongoing professional development as a grade- or life-level to improve their teaching practices as well as professional learning. Release time was not necessary as teachers met with Instructional Coach, Administrators, and/or Instructional Consultants after their contractual time. The AVID Leadership team met in July to refocus on the WHY, solidify the school vision and mission, and plan and calendar teacher professional development, school functions, and parent workshops. Continued for the academic school year, the Collaborative PLC Grade Level meetings provided teachers with planning time to put in place SMART goals for ELA, ELD, STEM, and mathematics. Likewise, teachers and support staff received training on RTI/MTSS, AVID & PLC several times at the Implementation Team meetings, Teachers-Trained-Teachers professional development, PBIS Team meetings, and AVID Leadership Team meetings. Two rounds of Academic Teacher Conferences focusing

on AVID Smart goals, WICOR strategies, i-Ready, Benchmark, and Ready Math data, student support, instructional strategies and interventions, Science, Technology, Engineering, and mathematics (STEM), and identifying individual needs and resources occurred using a digital platform (e.g. Google Apps) to collaborate with teachers. The last round of the Academic Teacher Conference will take place in May 2022. Effectiveness 1.3 Teachers participated in Teachers-Train-Teachers professional development outside of their contractual hours and met with Administrators and Instructional Coach virtually or in person for their Teacher Academic Data Summit. Administrators, instructional coaches, and consultants were able to support teachers with the implementation of the Benchmark and Ready Math curricula during the instructional day and after-school. All three rounds of the Teacher Academic Data Summits/Conferences took place or will take place where data were collected on AVID Smart goals, iReady and Benchmark data, instructional strategies, interventions, etc. Teacher professional development calendar, school functions, and parent workshops were realigned to meet the learning needs of the community. Implementation 1.4 PAs were put in place for staff to attend the AVID Summer Institute, Professional Learning Communities Conference, and California Association for Bilingual Teaching Conference; however, they did not occur due to COVID-19 safety guidelines or out-of-state travel restrictions. Taylor Leadership Academy will not be able to send staff to participate in opportunities, supports, workshops, and/or conferences that would enhance instructional practices focusing on monitoring student progress toward grade-level standards, informed instruction, identifying strategic and intensive interventions for students, determining the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) spectrum for the 2021-2022 academic school year. Taylor Leadership Academy will send a group of teachers, support staff, and administrators to participate in the July Summer Institute hosted in California. Due to the hiring freeze, the lack of candidates, and a shortage of teacher substitutes, Taylor Leadership Academy was unable to secure a Program Specialist. Fund was reduced to increase funding for instructional materials/supplies, teacher additional comp, equipment, and Project Lead the Way. Tier 2 and Tier 3 students in need of support in the areas of reading, writing, and mathematics were identified by the team - teachers, support staff, and administrators, and push-in support or pull-out support were offered by the substitute teacher using breakout rooms during distance learning. The school will revisit the strategy for the coming school year 2022-2023. Tier 2 and Tier 3 students in need of support in the areas of reading, writing, and mathematics that were identified by the team - teachers, support staff, and administrators. However, students did not receive push-in support or pull-out support as the school was unable to secure teacher substitutes to provide the services. The intervention teacher substitute position was also put on hold due to the teacher substitute shortage. Taylor Leadership Academy was unable to implement the activity/strategy as desired. Effectiveness 1.4 The sub-strategies were not implemented due to following COVID-19 safety guidelines, out-of-state travel restrictions, and hold on to the shortage of classroom teacher substitutes, and intervention teacher substitutes. 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 2022. Effectiveness 1.5 Will be determined after Taylor Leadership Academy implements the District's one-week Summer Bridge Program in July 2022.

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

Material Changes 1.1 Reduce Field Trip-Non-District Trans and reallocate funds to absorb student admission cost 1.2 None 1.3 None 1.4 Taylor Leadership Academy was unable to secure a Program Specialist or Teacher Substitute for the 2021-2022 academic school year. Funds were reallocated to equipment, books, instructional materials, non-instructional materials, and license agreement 1.5 None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes 1.1 Addition of consultant services in English Language Arts to support student learning, improve student achievement, and provide teachers with training targeting support and lesson studies in ELA as well as mathematics. 1.2 None 1.3 Addition of 0.4375 Library Media Assistant to support school SIPPS, Benchmark, and Reading goals 1.4 0.5 FTE program specialist to support instructional coaches with providing professional development, assist in co-teaching opportunities to individual/grade level teachers, oversee state and district testing, etc. 1.5 None

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 2023, Taylor Leadership Academy will decrease its student in- and out-of-school suspension days by 0.3% or more as compared to the 2021-2022 academic school year as measured by the CA Dashboard: Year-Over-Year Progress. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By the End-of-the-Year 2023, Taylor Leadership Academy will decrease its student chronic absenteeism by 0.5% or more as compared to the 2021-2022 academic school year as measured by the Progress Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Year-Over-Year Progress	no data available at this time (waiting for 2021-2022 data)	0.3% decrease in suspension data 0.5% decrease in chronic absenteeism

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)

All Students

Strategy/Activity

Title 1 and LCFF 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/discipline by providing supports and resources for Positive Behavior Intervention and Support (PBIS), PLUS, and Social Emotional Learning to teachers, parents, and students. Non-Instructional Materials - \$\$\$\$\$ CSI 2021/22 - provide flexible seating and flex space materials to create a learning environment conducive to student emotional self-monitoring and choice, calm down corners, small group SEL lessons, collaboration & community, and physical health. These resources are essential in addressing the needs of student subgroups including EL, Special Education, Foster Youth, and Socioeconomically Disadvantaged. 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. Books/Supplies/Materials - \$2,096 LCFF 23030 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, a 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. Books/Supplies/Materials - \$1,600 LCFF 23030 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 sport activities such as volleyball, soccer, and basketball. Social-emotional Learning Consultants, School Counselors, and/or 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. Consultants Non-Instructional - \$5,000 Title 1 50643 Goal 2 Object Code 58100 CSI Activity/Strategy 2.1 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. Books/Supplies/Materials - \$16,000 CSI 503XX Goal 2 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)
\$3,696	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$5,000	50643 - Title I
\$16,000	50344 - CSI 2020/21

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

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

All Students

Strategy/Activity

Title1 and LCFF 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/Supplies/Materials - \$3,000 Title 1 50643 Goal 2 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)
\$3,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation 2.1 Each school day began with a calm collective gathering on the primary blacktop centralizing everybody coming into a safe, caring, and nurturing environment. Check-in with students took place multiple times during the instructional day providing students access to social and emotional support resources to promote student digital citizenship, participation, and engagement. At Tuesday's Implementation Team and Collaborative PLC Data Team meetings, the School Counselor(s) provided professional development on the social-emotional learning curriculum frontloading teachers and support staff with information. Teachers then implemented the strategies in their classroom to provide opportunities for student-to-teacher to engage in open dialogs that are safe, nurturing, and supportive environments. Students with social-emotional learning needs were pulled out during a non-structured period(e.g. morning recess, lunch recess, Physical Education time, etc) 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. Programs such as PBIS, CHAMPs, Restorative Justice, PLUS Program, Kelso's Choice, etc. were used to decrease student disruptive behaviors and to increase student daily attendance and academic achievement. 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 were made to Mental Health Clinician who then saw Tier 2 and 3 students. After school Restorative Practice Program, an alternative to student

suspension did not occur during Trimester 1 and Trimester 2 due to COVID-19 Health and Safety Guidelines. Students did not participate with the City of Stockton and SUSD intramural sports after school- extracurricular sports due to COVID-19 restrictions pertaining to local, state, and/or federal restrictions and guidelines. Non-instructional consultant services for Sports for Learning did not happen as the vendor is not approved. Effectiveness 2.1 Implementation of social-emotional learning curriculum to explicitly teach and facilitate positive dialogs among students. Access to social and emotional support resources including breakout sessions with School Counselors and Menat Health Clinician. Implementation 2.2 Counselors visited several classrooms and supported teachers with implementing a healthy classroom learning environment, helping students build positive relationships with their classmates, and addressing the social-emotional learning needs through the modeling of mindfulness activities, restorative conversations, and SEL curriculum. Both facilitated a number of CARE, Student Study Team, 504 Plan, and Attendance meetings and led mediations between students through the use of Restorative Justice. Instructional resources that address the social-emotional needs of the students were purchased and used by the school counselor and support staff to provide opportunities for students to have open dialogs, mediations around the conflict with a mentor, and breaks to build positive relationships with others. Students were recognized for their attendance three times a year at the Academic Trimester Awards Assemblies. Due to COVID-19 Health and Safety Guidelines, Taylor Leadership Academy did not implement its Viking Buck system and middle school dance, Effectiveness 2.2 CARE, Student Study Team, 504 Plan, IEP, and Attendance meetings took place throughout the course of the academic school year. Students and teachers utilized the SEL curriculum to build positive relationships with their classmates adopting the norms and expectations. Students were recognized for their attendance, citizenship, and ethics during our Academic Trimester Awards Assemblies. Students participated in monthly attendance recognition.

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 2023 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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent surveys parent sign-in sheets	2021-2022 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)

All Students

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 - \$1,400 Title 1 50647 Goal 3 Object Code 43400 Books/Supplies/Materials - \$200 Title 1 50647 Goal 3 Object Code 43110 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 - \$200 Title 1 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 Books/Supplies/Materials - \$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)
\$1,400	50647 - Title I - Parent
\$747	50647 - Title I - Parent
\$200	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation 3.1 Parent Liaison provided outreach services to the learning community through digital and in-person workshops trainings, community clothes closet events, overseeing/assisting parents with the process of volunteering using Zoom to assist them with resources, academic support, and opportunities to empower them to be engaged in their child's education. Due to COVID-19 guidelines refreshments and hands-on activities were not offered during distance learning. 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. Effectiveness 3.1. Outreach services and parent meetings such as the Taylor Leadership Academy Clothes Closet, Trunk or Treat Drive Through, Tis The Season of Giving Love Thy Neighbor & TLA, and Virtual Parent Coffee focusing on anger triggers, cues, and reducers, Lead Poisoning Awareness Early Literacy Block Grant Overview, and Grief & Loss and Resources.

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

Material Changes No significant material change was identified for meaningful partnership.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes 3.1 Transitioning to a hybrid model as an alternative where the outreach services and parent participation are maximized.

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	\$481,391.00
Total Federal Funds Provided to the School from the LEA for CSI	\$353,100.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$412,458.00

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 (\$)
50344 - CSI 2020/21	\$162,287.00
50643 - Title I	\$125,944.00
50647 - Title I - Parent	\$2,347.00
50345 - CSI 2021/22	\$190,813.00

Subtotal of additional federal funds included for this school: \$481,391.00

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)	\$122,880.00

Subtotal of state or local funds included for this school: \$122,880.00

Total of federal, state, and/or local funds for this school: \$604,271.00