



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Elementary	39686766042774	10/17/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Taylor's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Taylor staff meet regularly with our School Site Council (SSC) to review the California Dashboard, i-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners could have a say in what Taylor's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- Thursday, September 24, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting/Back to School Night Tuesday, August 20, 2024
- English Language Advisory Committee on Thursday, October 3, 2024
- Parent Coffee Hour/English Class on Thursday, September 12, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on Tuesday, August 13, 2024
- AVID Leadership Meeting on Thursday, August 8, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district-wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Taylor Leadership Academy, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	93.7 points below standard (orange)	139.9 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	4.9% suspended at least one day (orange)	X	X	N/A
Students with Disabilities	population too small, no indicator	population too small, no indicator	8.5% suspended at least one day (red)	X	N/A	N/A
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Resource inequities were identified as the result of the required needs assessment.

- Due to a hiring freeze, Taylor Leadership Academy could not hire a full-time Program Specialist or interview for an Instructional Coach due to a shortage of classroom teacher vacancies across the district. The duties and responsibilities of the Program Specialist and Instructional Coach fell on the Site Administrators.
- Inconsistency of Teacher Substitutes to cover the classroom to release staff to participate in site-based training, planning, collaboration, Professional Learning Coaching Academy, Academic Data Summit, etc, with Administrators and Instructional Consultants.

- Long-term assignments were given to multiple Teacher Substitutes to support the 6th-grade vacancy throughout the academic school year.
- Both SDC classes, K-2 and 3-5, started the school year with outside agencies Para-educators. Each class was assigned (2) Para-educators, unlike other sites - (3) Para-educators per classroom.
- Chronic Teacher and Support Staff absenteeisms were not being filled by Teacher Substitutes, triggering the classes to be divided among other Classroom Teachers or taken by Site Administrators.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	83.4 points below standard (orange)	111.3 points below standard (orange)	10.2% suspended at least one day (red)			
Foster Youth						
English Learner	93.7 points below standard (orange)	139.9 points below standard (red)	4.9% suspended at least one day (orange)	35.9% chronically absent (orange)		
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	90.4 points below standard (orange)	121.9 points below standard (orange)	9.6% suspended at least one day (red)			
Student with Disabilities			8.5% suspended at least one day (red)	32.7% chronically absent (orange)		
African American	114.1 points below standard (orange)	132.4 points below standard (orange)	25.8% suspended at least one day (red)	54.5% chronically absent (orange)		
American Indian/Alaskan Native						
Asian						
Filipino			2.6% suspended at least one day (orange)	32.4% chronically absent (orange)		
Hispanic	86.3 points below standard (orange)	129.6 points below standard (orange)	8.5% suspended at least one day (red)			
Two or More Races						

Pacific Islander/ Native Hawaiian						
White						

_____major gaps were observed between student groups on the CA Dashboard Indicators for Adams School.

Trend data was also reviewed year over year which resulted in observing_____. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified _____as an area of focus for this 2024-2025 school year due to _____. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

-
-
-

The Implementation Success and Data Teams, Advancement Via Individual Determination (AVID) Leadership Team, School Site Council (SSC), Additional Targeted Support & Improvement (ATSI), 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). Taylor Leadership Academy utilized surveys such as the Positive Behavioral Interventions and Supports (PBIS) School Culture, English Language Parent Advisory Committee, Systematic Instruction in Phonological Awareness, English Language Advisory Committee, etc., to calibrate the development of its School Plan for Student Achievement. 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 contributed to developing the Comprehensive Needs Assessment Process and its problem statements, root causes, strengths, and solutions to its problem statements.

Meeting Dates:

Staff Collaboration Meeting: July 2023, January 2024, and April 2024

AVID Leadership: September 2023, November 2023, and April 2024

School Site Council/Additional Targeted Support & Improvement: August 2023, September 2023, October 2023, November 2023, January 2024, February 2024, March 2024, April 2024 and May 2024

ELAC: September 2023, October 2023, February 2024 and May 2024

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>School Goal for Student Achievement: ELA SMART Goal: By the End-of-the-Year 2025, 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% compared to the previous year.</p> <p>ELD SMART Goal: By the End of 2025, per the ELPAC assessment, Taylor Leadership Academy will increase its number of reclassified students by 20% from the previous year.</p> <p>Math SMART Goal: By the End-of-the-Year 2025, 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% compared to the previous year.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Taylor Leadership Academy Staff need additional support, training, and refinement on how to hold its Professional Learning Community (PLC) to a higher "Sustaining the Work" standard when analyzing data from common assessments, common formative assessments, and summative assessments, in addition to district-adopted curricula assessments and diagnostics.

Members of the AVID Leadership Team, including General Education Teachers, Support Staff, and Administrators, need to be released from their assigned duties during the instructional day at least triannually throughout the academic school year to conduct ongoing walkthroughs and provide input and feedback to help refine our Professional Learning Community.

Taylor Leadership Academy was without an Instructional Coach and/or Program Specialist to support new and veteran General Education and Special Education with curricula, professional development, District and State tests, ELD training and support, SIPPS, LETRS, etc.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading and Mathematics Final Diagnostic Result Report	30% (Reading) 21% (Mathematics)	40% (+10% in Reading) 31% (+10% in Mathematics)
ELPAC Assessment	ELPAC Summative	20% increase from 2023-2024 academic school year or an increase of 5 students

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Students will have hands-on experiential learning opportunities to supplement core instruction through science and social studies field trips and STEM activities. Students will participate in a hands-on experiential learning opportunity outside the school grounds. Students will have one pre-assessment and one post-assessment to demonstrate their understanding of real-life experiences connected with core instruction.</p> <p>Field trip opportunities are noted below but are not limited to:</p> <ol style="list-style-type: none"> [California State University Sacramento] - [1st Trimester] - [Middle School] - [learning objective focus-to increase awareness of higher education and foster familiarity with a university campus] [Fog Willow Farm] - [2nd Trimester] - [Primary] - [learning objective focus-learn about the life cycle of various plants and animals] [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] [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] [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] [Sutter's Fort] - [3rd Trimester] - [Intermediate] - [learning objective focus-experience life during the gold rush] 	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,000 \$10,000 \$10,000 \$5,000	3010 - Title I 3010 - Title I 3010 - Title I 3010 - Title I

STEM and CTE Development

Taylor Leadership Academy will provide Project Lead the Way (PLTW) for middle school students who want to participate in Robotics, Design, Modeling, and/or Medical Detective pathways. Students can access hands-on project-based learning, connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness includes Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local businesses, and increased dual enrollment course offerings.

Teachers will enhance the NGSS (science) curriculum through hands-on science experiments by integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects, including PLTW/STEM project materials. An indoor science lab and an outdoor school garden-based science lab would allow 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 equipped indoor and outdoor garden science labs, teachers will enhance the NGSS, PLTW, and STEM curriculum through hands-on science experiments to integrate PLTW and STEM with NGSS while 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.

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

Title I Funding Allocation:

Instructional Materials/Supplies: \$10,000

Field Trip-District/Non-District Transportation: \$10,000

Pupil Fees: \$5,000

Equipment: \$1,000

LCAP 1.1 Career & Technical Education:

	No additional site LCFF is being allocated for this strategy.			
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual Assistant (0.4375 FTE Centralized Funding) 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 who speak very little or limited English and helping newcomers adapt to a classroom with a diverse group of students who need additional support. Moreover, the Bilingual Assistant works in small group settings 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</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	English Learners	[\$[Enter amount here]]	[Specify the funding source(s)]

<p>1.1.5</p>	<p>English Learner Professional Development</p> <p>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/ parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development : No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners</p>	<p>[\$Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>1.1.6</p>	<p>English Learner Programs and Supports</p> <p>The EL Site Coordinator will administer the local assessment and ELPAC to provide English Learner data analysis to identify differentiation support resources, target small group ELD instruction, and monitor EL progress. The coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in progressing toward English language proficiency. The coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices as part of ongoing ELD instructional support.</p> <p>Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)</p> <p>After-school enrichment opportunities exist for English learners to advance their language development in reading, writing, speaking, and listening.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Support: Teacher Additional Compensation: (2) teacher x (3) hours/week x \$60/hour x (30) weeks = \$5,400</p>	<p>English Learners</p>	<p>\$5,400</p>	<p>0100 - LCFF/S&C (site)</p>

1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and the community to support all student academic achievement. 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.</p> <p>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.</p> <p>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 receive training targeting support and lesson studies in core subjects to enhance their teaching practices and improve students' math, literacy, and social-emotional outcomes.</p> <p>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</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$17,000</p> <p>\$1,000</p> <p>\$9,873</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$15,000</p> <p>\$7,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
-------	---	---	--	---

	<p>(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.</p> <p>Release and planning time for teachers to receive ongoing professional development, collaboration, and individual coaching at a grade- or life-level to improve teaching and learning. The Instructional Coach, the Program Specialist, Administrators, and/or Instructional Consultants will support teachers in implementing 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.</p> <p>Title I Funding Allocation: Conference/Workshop: \$15,000 Consultants: \$17,000 Counselor Additional Compensation: \$1,000 Substitute Teachers: \$7,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: Teacher Additional Compensation: \$9,873 Teacher Additional Compensation: \$10,000 Substitute Teachers: \$10,000</p>			
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Administration will participate in the professional development opportunities provided to teachers to ensure fidelity of implementation.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.10	<p>Data Analysis and Evaluation</p> <p>Three rounds of the 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.</p> <p>Title I Funding Allocation: Teacher Substitutes: \$4,000 Teacher Additional Compensation: \$2,000</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,000 \$4,000	3010 - Title I 3010 - Title I
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

1.1.12	Acceleration of Learning	All Students	\$1,000	3010 - Title I
	Supplemental Curriculum and Resources		\$5,000	3010 - Title I
	Students will receive materials, resources, and support 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.		\$15,000	3010 - Title I
	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, transparent tapes, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, journals, pipe cleaners, etc.		\$3,000	3010 - Title I
	Support closing the achievement gap and professional development by purchasing licenses and fees for software and/or online reading and math resources. Teachers will explore programs, with no commitment, to A-Z			

	<p>Reading and Math, Flocabulary, Social Studies Weekly, and Nearpod, as well as grade-level appropriate instructional materials that enhance necessary skills for compelling reading and mathematics instruction.</p> <p>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.</p> <p>Title I Funding Allocation: Books/Reference Materials - \$3,000 Instructional Materials/Supplies - \$15,000 License Agreement - \$1,000 Duplicating - \$5,000</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p>			
--	--	--	--	--

1.1.13	<p>Literacy and Library Supports</p> <p>Library Media Assistant (0.4375 FTE - 0.375 FTE Centralized Funding, 0.0625 Site Funding) supports student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>In addition, the Library Media Assistant supports Taylor Leadership Academy ELSB grant efforts, support the improvement of reading comprehension skills, and help 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 adequately 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 regular 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.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports Library Media Assistant Salary and Benefits (0.0625 FTE): \$2,545.69 Library Media Assistant Additional Compensation: \$2,460</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,545.69</p> <p>\$2,460</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
--------	---	---	----------------------------------	---

1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Taylor Leadership Academy, an Advancement Via Individual Determination (AVID) school, will continue to implement a school-wide TK through the 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 the teachers or counselors teach.</p> <p>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.</p> <p>Title I Funding Allocation: No additional site Title I is being allocated for this strategy.</p> <p>LCAO 1.14 Advancement Via Individual Determination (AVID): Teacher Additional Compensation: 2,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,000	0100 - LCFF/S&C (site)
1.1.15	<p>Recapturing Learning Loss</p> <p>Teacher substitutes provide student support and interventions during the day addressing Tier 2 and Tier 3 identified students needing support in 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.</p> <p>Title I Funding Allocation: Substitute Teachers: \$46,440</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$46,440	3010 - Title I

1.1.16	<p>Outdoor Education/Science Camp</p> <p>Students from all SUSD schools have the opportunity to attend science camps either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
--------	--	--	----------------------	---------------------------------

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Overall Implementation/Effectiveness 1.1.1 Teachers-train-Teachers professional development and training were offered covering topics such as LDO - ELD Strategies, SIPPS Demo Lessons, ViewSonic, SIPPS Grouping and Binders, ClassDojo, InformedK12, Dinner and Date Event, SIPPS PLC, Second Step, Academic Data Summit, LETRS Launch, Curriculum Planning and Digital RFEP, Teaching Digital Citizenship and Protecting Students, AVID Writing Strategies, CCI Uploads, CatapultEMS, etc after consultation with the AVID Leadership Team. AVID WICOR strategies and methodologies were implemented, maintained, and updated in the classroom to support student learning. Administrators and AVID Lead Teachers conducted walkthroughs to monitor the program's integrity and provide staff with variable feedback and comments for improvements. Collaborations took place among the Implementation Success and AVID Leadership Teams 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 curriculum-related study (part of the classroom experience). Around 90% of TK through 8th-grade classes participated in a field trip learning experience. Instructional supplies such as 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 purchased to assist teachers in strengthening teaching with visual representations and providing students with opportunities to engage with the learning actively. Taylor Leadership Academy partnered with CORE Learning to receive additional Benchmark and SIPPS instruction support. Kinder through 4th-grade teachers received (8) days of support such as co-teaching, demo lessons in the classrooms, debriefs, feedback and reflections, etc. In addition, the teachers participated in online LETRS training and in-person professional development. Grade/life level planning, collaboration, support in CORE/SIPPS instruction, Academic Data Summits, etc, were inconsistent due to a shortage of teacher substitutes to release the teachers. To foster a healthy learning environment, AVID WICOR strategies, methodologies, and research-based best practices were implemented, maintained, monitored, and updated in the classrooms to support student academic and social-emotional learning. At the AVID STEM functions, students showcased their WICOR strategies to their audience of other grade-level students, parents, teachers, and support staff. 15 out of 17 classes, about 90% of the school, went on a field trip to the local high schools, community colleges, Sacramento Zoo, etc, to make connections between what is being learned in the classrooms and real-world experiences. AVID walkthroughs were conducted, and each class maintained and updated its AVID WICOR wall to capture strategies that are research-based practices in the teaching methodology. Students had access to books, supplies, supplemental materials, etc, to enhance learning and increase classroom productivity. Kinder through 4th-grade teachers received (8) days of Pivot and CORE provided in Benchmark and SIPPS implementation and participated in LETRS training with Administrators' support and participation Overall Implementation/Effectiveness 1.1.2 Teachers, support staff, and administrators participated in professional learning opportunities, supports, workshops, and conferences such as Solution Tree PLC, AVID Path Offerings/Trainings and Virtual Workshops + Networking, CORE SIPPS, LETRS, etc, to improve instructional teaching strategies and methodology. In June 2024, teachers, support staff, and administrators will attend the AVID Summer Institute in Sacramento, CA At the beginning, during, and after the end of the school year, the AVID Leadership Team met 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, and many teachers participated. Due to time constraints and teacher substitute availability, two of the three Academic Teacher Data Summit rounds were conducted. 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 Administrators and Instructional Consultant. They received ongoing professional development as a grade- or life-level to improve their teaching practices and professional learning. With the CSI funds, Taylor Leadership Academy could offer Saturday school until the end of September 2023. Students will participate in the district-funded ELOP Extended Program during the summer. Teachers participated in Solution Tree PLC, AVID Path Offerings/Training and Virtual Workshops + Networking, CORE SIPPS, LETRS, etc. They presented newly acquired strategies and methodologies to their colleagues at Implementation Success Team meetings and teachers-trained-teachers professional development workshops. Teachers completed their planning, collaboration, and more templates and presented data to Administrators at their academic data summit meeting. CSI funds allowed Taylor Leadership Academy to offer Saturday school enrichment opportunities for students to engage in academics actively. Overall Implementation/Effectiveness 1.1.3 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 could not secure a Program Specialist and or Instructional Coach. Funds were reduced to support CORE instruction by increasing funding for books, supplies, and supplemental materials needed for AVID, PLTW, integrated/designated ELD, Benchmark, myPerspectives, etc. Likewise, funds were used to purchase or replace classroom equipment and technology for student and teacher usage. In addition, funds were used to extend and offer more Saturday School opportunities for students after the September 2023 CSI requisition deadline. Tier 2 and Tier 3 students needing support in reading, writing, and mathematics were identified by the team - teachers, support staff, and administrators. However, students received inconsistent push-in or pull-out support as the school could not 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 weekly. They received academic support/enrichment tutoring opportunities to advance their language development in reading, writing, speaking, and listening, which is 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. The Program Specialist and Instructional Coach positions were put on hold until the hiring practices were amended to move forward with the interview and selection process. In addition, teacher substitute services addressing Tier 2 and Tier 3 identified students needing support in reading, writing, and mathematics as 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. Taylor Leadership offered a book fair

to its learning community, and students and parents participated in the events. Due to a staff shortage, English learners received consistent services after school targeting the California English Language Development Standards. Overall Implementation/Effectiveness 1.5 Taylor Leadership Academy will not host the District's one-week Summer Bridge Program in July 2024.

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

Taylor Leadership Academy could not secure a Program Specialist and/or Instructional Coach due to a shortage of classroom vacancies. Funds were allocated to support other activities and strategies identified on the SPSA. Field Trip-Non-District Transportation fees and student admission costs were increased to allow all classes to make connections between what was happening in the classroom and 'real-world' experiences. Saturday School for students was extended by (10) days to provide enrichment and academic support.

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.

Taylor Leadership Academy will continue collaborating in grade/life level teams to identify the essential grade-level standards that every student needs to master by the end of each academic trimester. 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 PLC Success teams focusing on CFA's, SMART goals, collective commitments, and instructional strategies. There is a need for a full-time program specialist and/or instructional coach to support teachers in collaboration and to lead early literacy.

Goal 2.1

Goal #	Description
Goal 2.1	<p>School Goal for Suspension: (Must be a SMART Goal) By the End-of-the-Year 2025, Taylor Leadership Academy will decrease its student in- and out-of-school suspension days by 10% or more compared to the 2023-2024 academic school year as measured by the Monthly District Discipline and Chronic Absenteeism Reports.</p> <p>School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By the End-of-the-Year 2025, Taylor Leadership Academy will decrease its student chronic absenteeism by 10% or more compared to the 2023-2024 academic school year as measured by the Monthly District Discipline and Chronic Absenteeism Reports.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Members of the AVID Leadership Team, including General Education Teachers, Support Staff, and Administrators, need to be released from their assigned duties during the instructional day at least triannually throughout the academic school year to conduct ongoing walkthroughs and provide input and feedback to help refine our Professional Learning Community.

Taylor Leadership Academy was without an Instructional Coach and/or Program Specialist to support new and veteran General Education and Special Education with curricula, professional development, District and State tests, ELD training and support, SIPPS, LETRS, etc.

Professional development opportunities to increase knowledge on how to decrease student chronic absenteeism and reduce discipline that triggers loss of instructional minutes in the classroom are somewhat limited and not saturated among all stakeholders.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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 the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career and technical student organizations, student clubs and activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership & Engagement Experiences: The Peer Leaders Uniting Students (PLUS) program experience provides increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture, and climate, providing students with opportunities to have their voices heard, and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>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.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$5,500</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,500</p>	<p>3010 - Title I</p>
--------------	---	---	----------------	-----------------------

2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Counseling Services: Full-time counselors (Centralized Funding) 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. We will 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.</p> <p>Support with Individual Parent-Teacher Conferences, Parenting Classes in the Family Center, CARE/SST meetings, and making referrals targeting student academic performance and social-emotional development and growth.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.11	<p>Student Attendance and Truancy</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due to attendance, with contributing factors such as trauma, mental health concerns, nutrition and health-related issues, chronic stresses, concerns for safety, and other varied experiences. Additional support, resources, motivators, or personnel may be required to help address underlying factors contributing to absenteeism.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Low Income, Foster Youth, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.13</p>	<p>Mental Health Resources and Supports for Students</p> <p>Mental Health Clinician (Centralized Funding) 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, the 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 multimedia: visual art, expressive art, video clips, games, or electronic Apps (CALM).</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
---------------	--	---	-----------------------------	--

2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p>	All Students,	\$1,000	3010 - Title I
	<p>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.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,096	0100 - LCFF/S&C (site)
	<p>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 critical students, including access to a PBIS/SEL Playroom. This will provide a structured playtime for students to experience and practice positive peer and adult interactions and incentivize attendance and positive behavior. We will provide students with various tools to utilize in the classroom and 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 by visualizing college flags/banners/posters outside each classroom.</p>			
	<p>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 impact 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.</p>			

	<p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate support.</p> <p>Mentoring and Character Building: Social-emotional Learning Consultants, School Counselors, and/or Mental Health Clinicians provide students with social and emotional support resources that positively impact student learning through 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 focusing on primary/intermediate/middle school grades where sportsmen conduct and citizenship responsibilities will be emphasized, reinforced, and monitored). The Social-emotional Learning Consultant will assist with improving student attendance and decrease the number of disciplines on the playground during unstructured time/recess.</p> <p>Title I Funding Allocation: Non-Instructional Materials/Supplies: \$1,000</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Instructional Materials/Supplies: \$2,096</p>			
2.1.15	<p>School Connectedness</p> <p>Provide young scholars with opportunities to interact with their peers who will attend their kindergarten class, promoting social skills. Establish a connection between the Kindergarten Teacher(s) and Preschooler. Practice kindergarten rituals such as eating in the cafeteria, attending assemblies, visiting the computer lab, and attending the district's one-week Summer Bridge program. Preschool parents can participate in classroom and school events and learn about school readiness and early literacy activities.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy,</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\${Enter amount here}	[Specify the funding source(s)]

2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy,</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.17	<p>Additional School Site Support</p> <p>The Program Specialist's (0.5 FTE Centralized Funding) 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 support 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 ensure teachers and students have their 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.</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy,</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.18</p>	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Extended Day/Year Programs including before school, after school, and Saturday School programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics, which will promote increased engagement, social-emotional growth, accelerated learning, interventions, and support to students.</p> <p>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 Extended Learning Opportunities (ELOP) 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.</p> <p>Title I Funding Allocation: Teacher Additional Compensation: \$18,000 Custodial Additional Compensation: \$3,000</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: Teacher Additional Compensation: \$10,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$18,000 \$3,000 \$10,000</p>	<p>3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site)</p>
<p>2.1.19</p>	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

2.1.20	<p>Instructional Technology</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interaction, collaboration, and engagement, allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allow teachers to monitor student learning remotely. Instructional technology supports the implementation of supplemental programs and fosters high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, toner, and other instructional ancillary devices. Teachers 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.</p> <p>Title I Funding Allocation: Equipment: \$2,000 Maintenance Agreement: \$5,000</p> <p>LCAP 2.20 Instructional Technology: Equipment: \$10,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000 \$1,000 \$10,000	3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site)
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.24	<p>Student and Campus Safety</p> <p>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 filled with student photos/work (e.g., AVID one-pagers, artwork, etc.) represented in the form of banners/posters and as a means to engage our students and for them to identify their voices and express 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.</p> <p>Planning opportunities with classified staff, such as School Campus Assist, Noon Duties, Para-educators, etc., to improve students' learning experience, safeguard student safety and wellness, and review and refine current systems, policies, and expectations.</p> <p>An alternative to suspension, a restorative practice approach will be implemented to support non-low-aggressive offenses. This approach will help 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.</p> <p>Title I Funding Allocation: Classified Additional Compensation: \$2,000</p> <p>LCAP 2.24 Student and Campus Safety: Instructional Materials and Supplies: \$1,440 Teacher Additional Compensation: \$1,440</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,394</p> <p>\$1,440</p> <p>\$2,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Overall Implementation and Effectiveness 2.1.1 The learning community at Taylor Leadership Academy starts each day on the main yard where stakeholders come together for 5 minutes to participate in morning announcements, mindfulness activities, school vision, pledge of allegiance, etc. Counseling services were provided to all classrooms where School Counselors visited classrooms to provide teachers with support in implementing a healthy learning atmosphere, assisting students to build healthy relationships with their peers, and addressing the social-emotional learning needs by modeling mindfulness activities, restorative conversations, and SEL curriculum. Both School Counselors visited Transitional Kindergarten through 8th-grade classrooms 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. Moreover, the School Counselors met with staff during Tuesdays' Implementation Success Team and Collaborative PLC Data Team meetings and provided professional development on the social-emotional learning curriculum. During the 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 Clinicians 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 and the Attendance Committee met regularly to create a set of values and systems to promote social-emotional skills and decrease student chronic absenteeism. Overall Implementation and Effectiveness 2.1.2 School Counselors facilitated CARE, Student Study Team, Attendance, etc. meetings and led mediations between students through Restorative Justice, Kelso's Choice, etc. The school counselors purchased and used instructional resources that address the student's social-emotional needs to support staff and provide opportunities for students to have open dialogues, mediation 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. Referrals to the Mental Health Clinician were made to support students with Tier 2 and 3 needs. Check-in with students occurred multiple times during the instructional day, providing access to social and emotional support resources such as 52 Essential Conversations to promote student digital citizenship, participation, interaction, and engagement. 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. Intermediate and middle school teams were organized to host sports for students to practice and play against other schools - Extended Learning Opportunity Program. Students participated in co-ed soccer, flag football, and volleyball extracurricular opportunities. Non-instructional consultant services were implemented. Taylor Leadership Academy saw decreased student referrals to the primary office during unstructured time.

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 Safe and Healthy Learning Environments.

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 2.1.1 None 2.1.2 None

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Student Leadership & Engagement Experiences: The peer Leaders Uniting Students (PLUS) program experience provides increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard, and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Continue implementing 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, "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 ideal 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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\${Enter amount here}	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>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 further to 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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Overall Implementation and Effectiveness 3.1.1 Overall, parent participation increased in most of the functions hosted by Taylor Leadership Academy. One highlight was our English class, which was offered (2) times a week, with a consistent number of parents from other SUSD sites participating. Parent Liaison maintained a meaningful school partnership with various organizations and agencies to continue to provide outreach services to the learning community through in-person workshops/ trainings such as 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 understand positive parenting skills better. 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.

There are 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 3.1.1

Goal 4.1

Goal #	Description
Goal 4.1	.By June 2025, Taylor Leadership Academy will create new avenues to promote effective measures 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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Taylor Leadership Academy's parent and stakeholder participation rate in School Site Council and English Language Advisory Committee meetings is stagnant.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent surveys parent sign-in sheets	2024-2025 parent surveys and parent sign-in sheets	10% increase in parent responses, participation, and feedback

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>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.</p> <p>Based on the recommendation of the English Language Committee Advisory, Taylor Leadership Academy will look into expanding its English classes to more than (2) times a week, and all parents and community members are welcome to receive the services. The site will provide translation services, facilitate communication between parents and staff, create a welcoming and inclusive environment, engage parents through outreach efforts, offer training on the school system and educational processes, etc.</p> <p>Parent Meetings: Light snacks and refreshments, parent training materials such as chart paper, markers, whiteboard, toner, paper, books, etc., to support parent engagement activities using various strategies such as gallery walks.</p> <p>Purchase a digital platform (ex. Canva, Planoly, Elf Sight, etc.) to create and share announcements, posters, flyers, invitations, and social media post templates to advertise school events.</p> <p>Title I Funding Allocation: Meeting Expenses: \$1,600 - Title I Parent Books and Reference Materials: \$300 - Title I Parent License Agreements: \$284 - Title I Parent</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$284</p> <p>\$300</p> <p>\$1,600</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>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 includes supervision coverage for students while parents are engaged in parent meetings, conferences, and functions. Purchase tablets for parents to join school meetings online or hybrid.</p> <p>Title I Funding Allocation: Instructional Materials and Supplies: \$547 - Title I Parent</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$547	3010 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
-------	---	---	----------------------	---------------------------------

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Taylor will provide students with access to culturally relevant books that inspire students to read stories about characters they can relate to.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$500</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: Books and Reference Materials: \$454.31</p>	Low Income, All Students	<p>\$500</p> <p>\$454.31</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]

6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]
-------	---	---	-----------------------	------------------------------------

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$181,171.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$249,834.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$178,440.00
3010 - Title I - Parent	\$2,731.00

Subtotal of additional federal funds included for this school: \$181,171.00

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 (\$)
0100 - LCFF/S&C (site)	\$68,663.00

Subtotal of state or local funds included for this school: \$68,663.00

Total of federal, state, and/or local funds for this school: \$249,834.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Taylor Leadership Academy

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

10/17/2024

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

10/3/2024

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/17/2024.
Date of Meeting


(Optional)

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

Committee

Date of Meeting

Attested:
Benjamin Yang



Signature of School Principal

10/22/2024

Date

Typed Name of School Principal



Research and Accountability Department

Empowering with data.

Taylor Data Review

March 2024

Summary



Research and Accountability Department

Empowering with data.

Accountability

- Taylor's current ESSA Status is **ATSI** ([slide 10](#))
- Taylor's State Indicator for **Suspension and ELPI** are lower than the overall district ([slide 11](#))
- Taylor's State Indicators for **Absenteeism, ELA, and Math** were the same as the district ([slide 11](#))
- Chronic Absenteeism decreased last year, but days absent are on the rise this year ([slides 12 and 13](#))

Demographics

- Taylor's demographics consist of a combined 70% Hispanic and Black/African American (slides 3-8) [Slide 3: Demographics](#)
- Taylor has 28% of students as Ever-ELs (either English Learners currently or have been Reclassified) ([slide 8](#))

State Assessments

- Percent of students meeting or exceeding standards on ELA ([slide 12](#)) and Math ([slide 14](#)) increased versus prior year
- ELPAC scores suggest English Learners are **stronger in Oral language skills** and challenged in Written Language skills ([slide 16](#))

Local Assessments

- i-Ready ([slides 20-25](#)): Taylor's on grade level for **Reading and Math** is lower than the district, but some grade levels have seen increased growth including First, Third, and Eighth grades
- **Engagement in curriculum** (Benchmark, Ready Math, and myPerspectives) is mixed across the grade levels ([slides 26- 32](#))

Grade Level Analysis

- Available for ELA and Math starting on [slide 39](#)



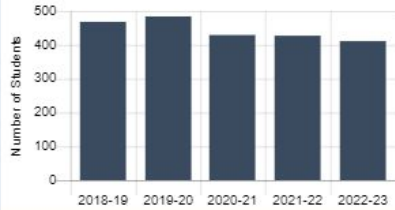
Research and Accountability Department

Empowering with data.

Demographics

Enrollment

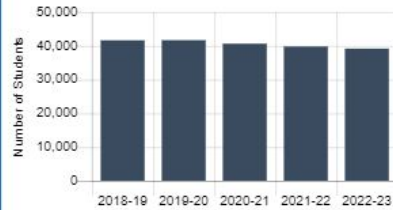
Taylor



[View Table Data](#)

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	468	484	429	427	411

SUSD



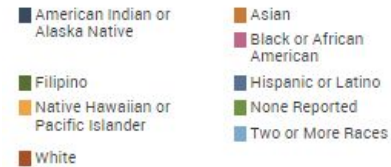
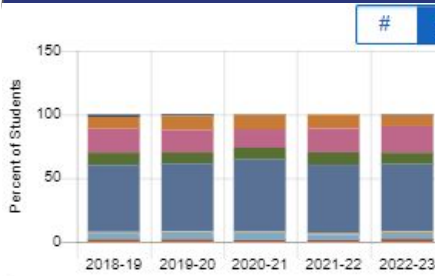
[View Table Data](#)

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Taylor's enrollment has averaged 443 students in the last 5 years, declining 16 students from 2021-22 to 2022-23
- The district's enrollment has declined annually for the last 3 years as well
- Taylor's **stability rate** (percent of students who start and end the school year at the school) is **82%**, 5% lower than the district (87%)

Demographics

Taylor

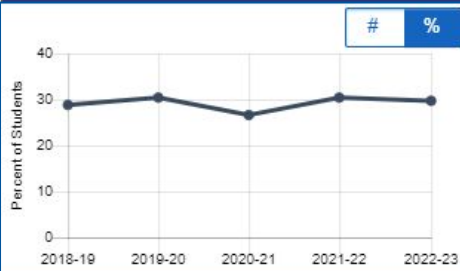


#	%	Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
		American Indian or Alaska Native	1.9 %	1.4 %	0.5 %	0 %	0.7 %	0.7 %
		Asian	9.4 %	11 %	11.2 %	11 %	8.5 %	8.8 %
		Black or African American	18.6 %	17.6 %	14.5 %	18.7 %	20.9 %	9.2 %
		Filipino	9.8 %	8.7 %	9.3 %	9.8 %	9 %	3.3 %
		Hispanic or Latino	52.6 %	53.3 %	56.6 %	53.9 %	52.6 %	69.6 %
		Native Hawaiian or Pacific Islander	0.6 %	0.6 %	0.7 %	0.9 %	1 %	0.5 %
		None Reported	0 %	0 %	0 %	0 %	0 %	0.3 %
		Two or More Races	5.1 %	5.6 %	5.8 %	4.2 %	5.1 %	3.5 %
		White	1.9 %	1.9 %	1.4 %	1.4 %	2.2 %	4.1 %

- Taylor's top demographics are split between Hispanic and Black/African American, comprising a combined 70%

English Learners

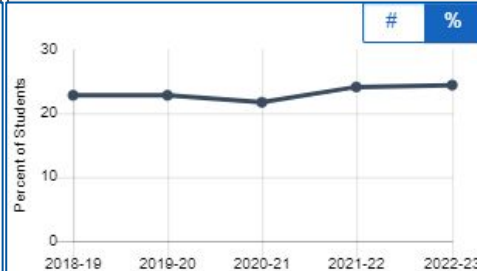
Taylor



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	28.8 %	30.4 %	26.6 %	30.4 %	29.7 %

SUSD



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- Taylor averaged 29% English Learners over the last 5 years
- This is **higher** than the district (between 21% and 25% over the last 5 years)

English Learners' Language

Taylor

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.4 %	0.2 %	0 %	0.4 %	0.4 %
Arabic	0.8 %	0.2 %			
Armenian	0.2 %				
Cebuano (Visayan)		0.4 %	0.4 %		0.2 %
Filipino (Pilipino or Tagalog)			0.2 %	0.4 %	0.2 %
Hmong	0.8 %	1 %	0.9 %	1 %	1.3 %
Khmer (Cambodian)				0.6 %	
Lao	0.4 %	0.6 %	0.6 %	0.2 %	0.2 %
Spanish	26.1 %	28 %	24.5 %	27.8 %	27.3 %

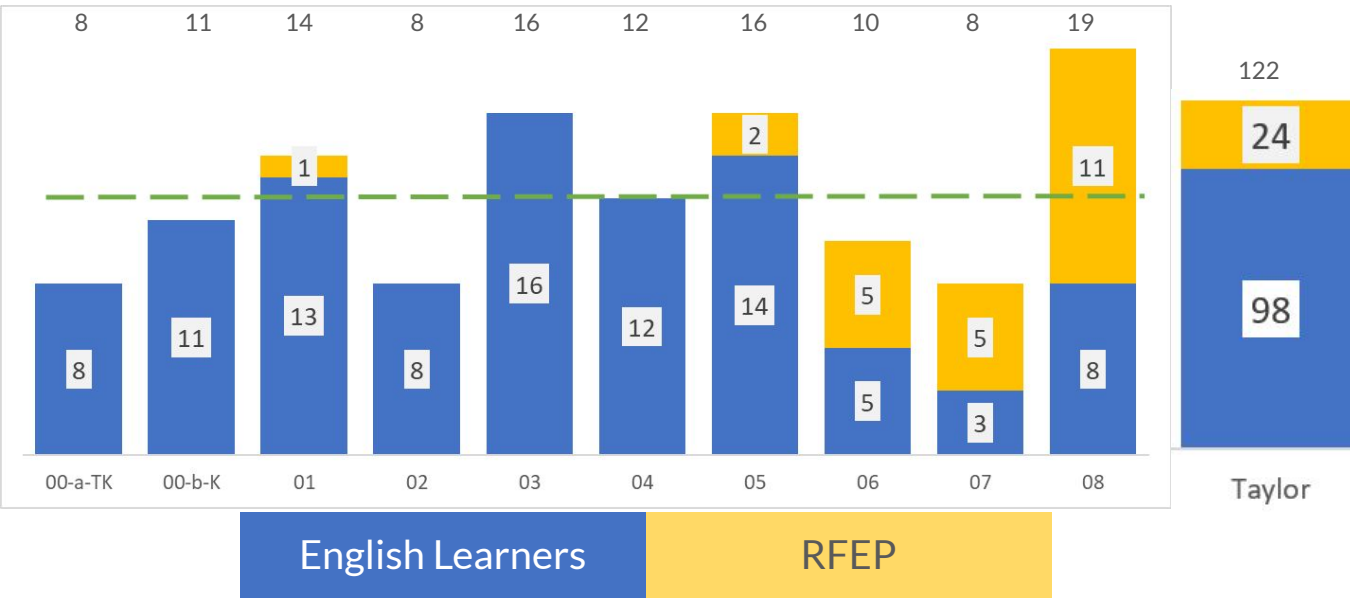
SUSD

[View Table Data](#)

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

ELs and RFEPs by Grade Level



- Taylor has 98 English Learners and 24 RFEP students*
- 8 RFEP students are currently eligible for monitoring (RFEP within the last 4 years)
- 28% of students are currently or were at one time English Learners (Ever-EL's)
- The average number of Ever-EL's (K-8) is 12 (green dashed line)
- **Third grade** has the highest number of English Learners

*Source: Synergy, local data as of 3/5/24



Research and Accountability Department

Empowering with data.

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Taylor's current status is ATSI, no change from prior year
- Taylor increased ELA, Math, and Absenteeism
- Suspension and ELPI decreased

Assistance Status	Exit 2023		CURRENT 2023				2022		2021		2020		2019		2018				
	NOEXIT	ATSI	ATSI		CSI Low Perform		CSI Low Perform		CSI Low Perform		CSI Low Perform		CSI Low Perform						
2023-24 ESSA SUBGROUPS			African American/Black	American Indian	Asian	English Learner	Filipino	Foster	Hispanic	Homeless	Multiple Races	Pacific Islander	SED	SWD	White				
			0	0	0	0	0	0	0	0	0	0	0	1	0				
Subgroups	ALL		African American/Black	American Indian	Asian	English Learner	Filipino	Foster	Hispanic	Homeless	Multiple Races	Pacific Islander	SED	SWD	White				
		If you are CSI, check the ALL subgroups. If you are ATSI, review the change from last year to this year for each subgroup.																	
Indicator	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	
ELA	2	1	2	1	0	(...)	0	2	2	1	0	2	0	0	2	1	0	0	0
Math	2	1	2	1	0	(...)	0	1	1	1	0	2	0	0	2	1	0	1	0
Absenteeism	3	1	2	1	0	(...)	3	1	2	1	2	1	0	3	3	1	0	1	0
Suspension	1	2	1	1	0	0	5	5	2	3	2	5	0	1	1	3	0	2	0
ELPI	1	2							1	2									



Note: These are the color indicators on the California School Dashboard (see next slide)

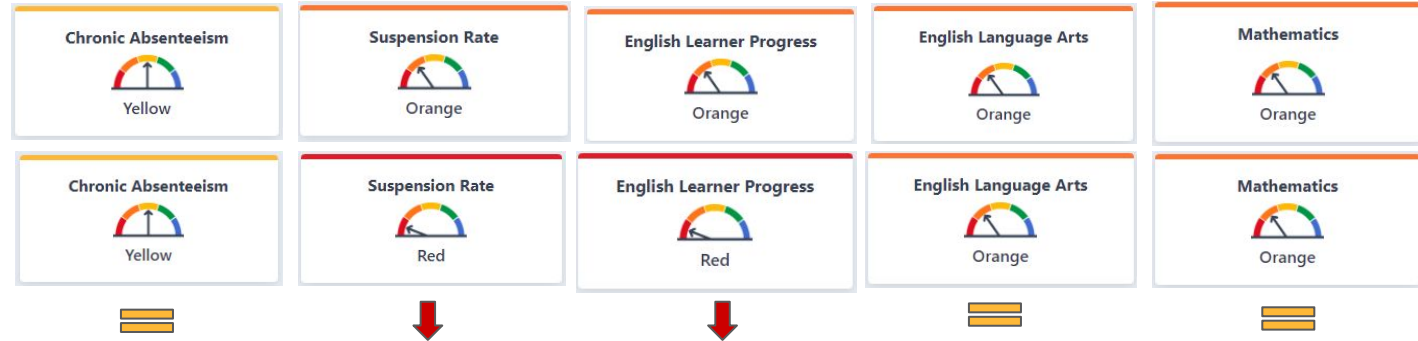
Area Identified:

➔ **SWD - Suspension**

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard

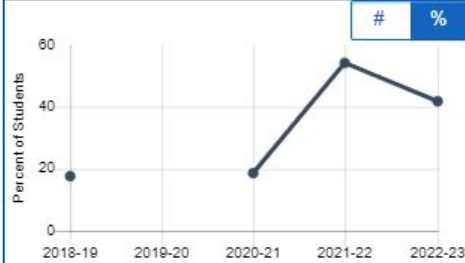
Stockton Unified



- **Chronic Absenteeism** was the highest indicator out of the 5 for Taylor at yellow (level 3), matching the district
- **Suspension and ELPI** were lower than the district and were all red (level 1)
- **ELA and Mathematics** were orange (level 2) and matched the district

Chronic Absenteeism Historical

Taylor



View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	17.6 %	N/A	18.6 %	54.2 %	41.8 %

SUSD



View Table Data

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, Taylor decreased the percent of Chronic Absenteeism from 54.2% to 41.8%
- This was higher than the district's absenteeism rate at 37%

Source: [EdData, Taylor](#)

Chronic Absenteeism

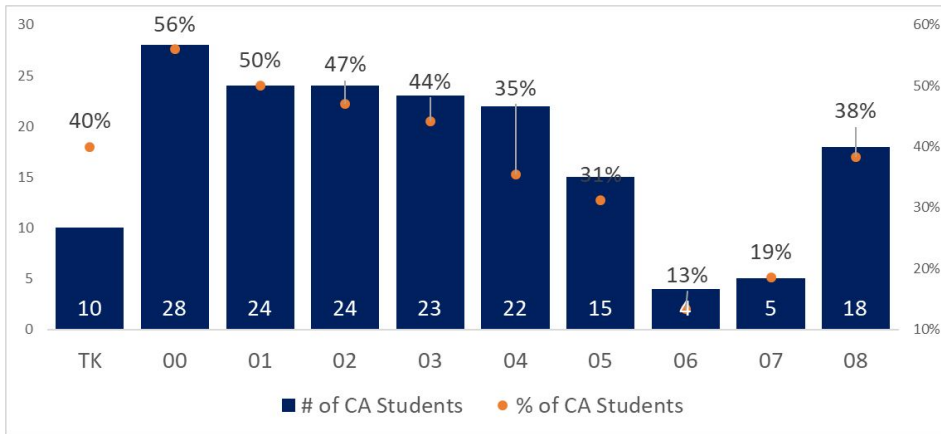


Yellow

Chronic Absenteeism Current Year

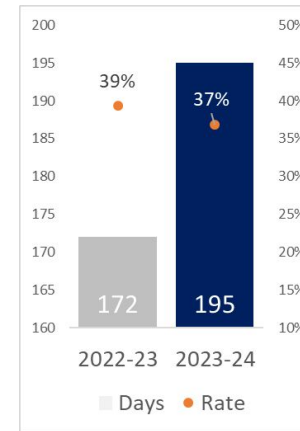
Taylor Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)



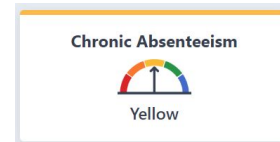
CA= Chronically Absent

Days Absent



- The number of days absent increased by 23 and percent of days absent from 39% to 37% (through February)
- Kindergarten has the highest chronically absent students at 56% (28 students)

Source: Synergy, local data provided by Student Support services, February



CAASPP ELA

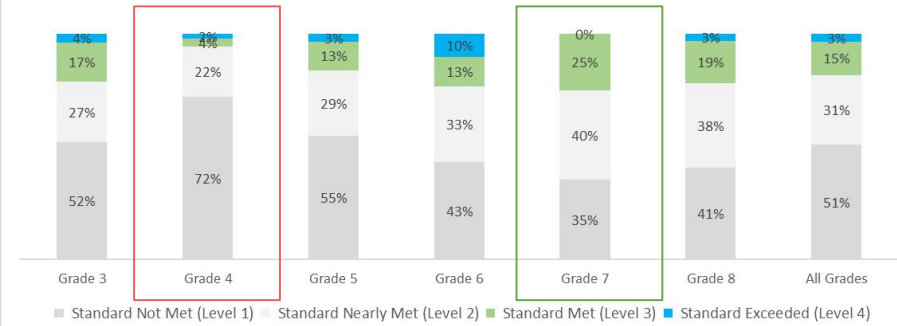
2 years



Research and Accountability Department
Empowering with data.

2022-2023

Percent Met or Exceeded Standards by Grade Level



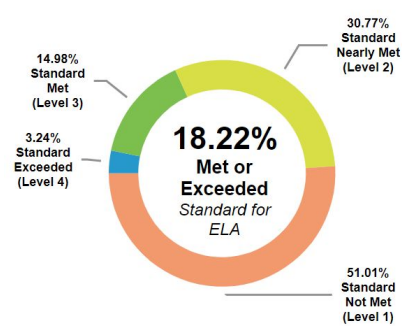
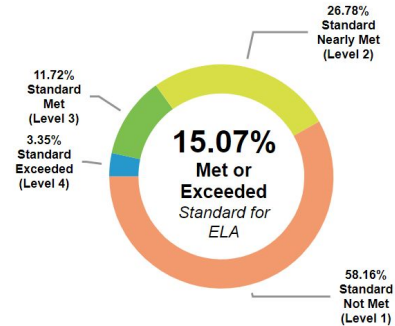
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	52%	72%	55%	43%	35%	41%	51%
Standard Nearly Met (Level 2)	27%	22%	29%	33%	40%	38%	31%
Standard Met (Level 3)	17%	4%	13%	13%	25%	19%	15%
Standard Exceeded (Level 4)	4%	2%	3%	10%	0%	3%	3%
Number of Students With Scores	52	54	31	30	48	32	247

2021-2022

2022-2023

Percent of students within each achievement level

Percent of students within each achievement level



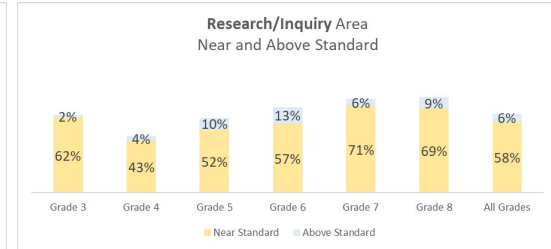
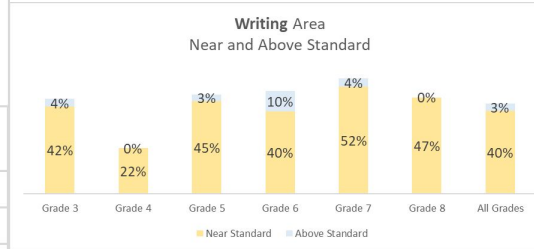
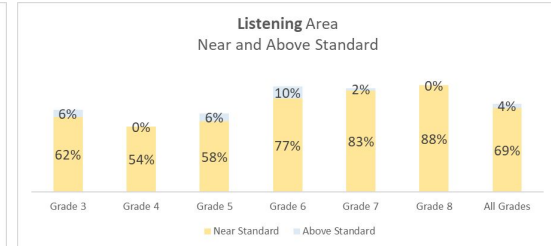
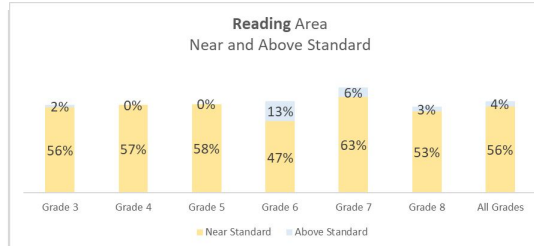
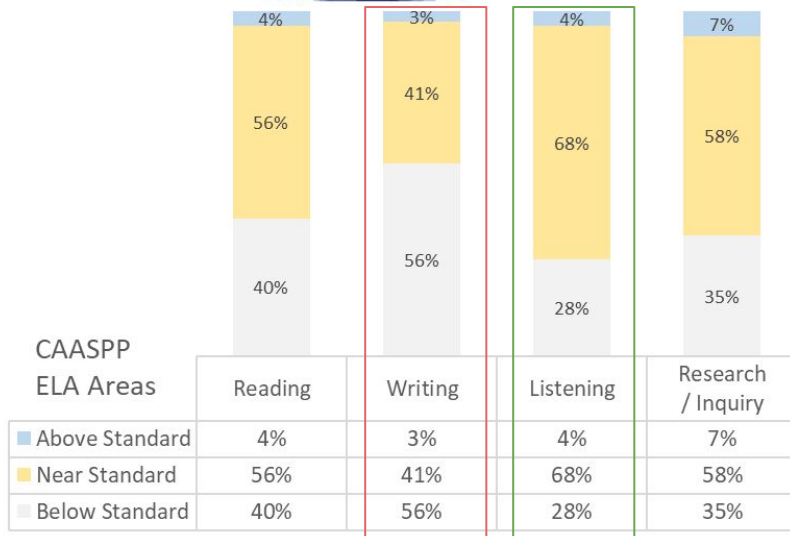
- 18.22% of students met or exceeded ELA standards (9% lower than the district at 27.78%)
- 7th grade had the **highest** percent who met or exceeded standards at 25%
- 4th grade had the **lowest** percent who met or exceeded standards at 6%

Source: [Smarter Balanced Results, Taylor](#)



CAASPP ELA 2022-2023

By Area, percent meeting near+above



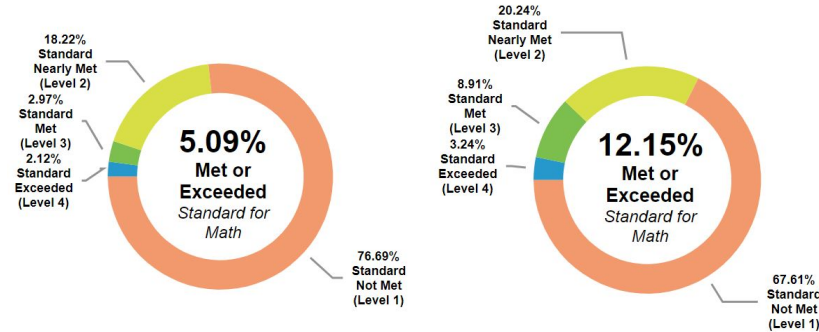
- **Listening** had the highest near and above standard at 68%
- **Writing** had the highest below standard at 56%, particularly low in 4th grade with 0% above standard and only 22% near standard

CAASPP Math 2 years

2021-2022

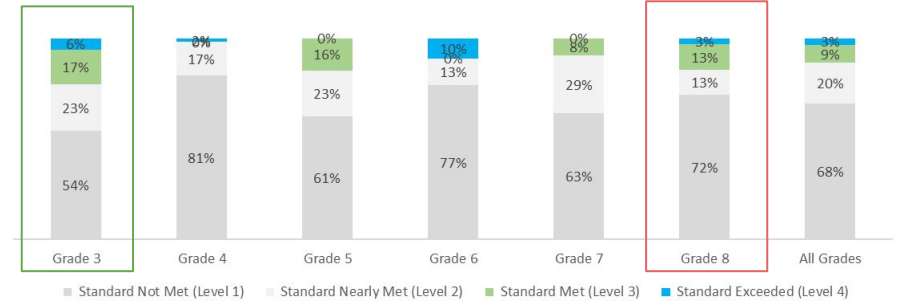
2022-2023

Percent of students within each achievement level Percent of students within each achievement level



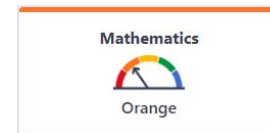
2022-2023

Percent Met or Exceeded Standards by Grade Level



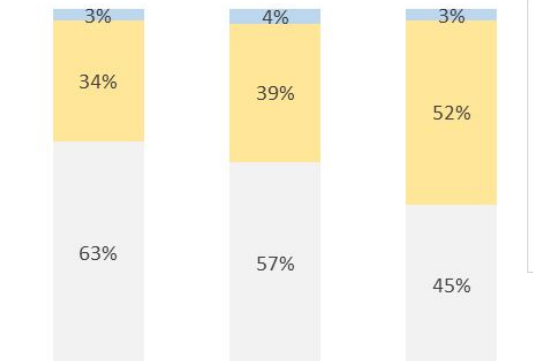
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	54%	81%	61%	77%	63%	72%	68%
Standard Nearly Met (Level 2)	23%	17%	23%	13%	29%	13%	20%
Standard Met (Level 3)	17%	0%	16%	0%	8%	13%	9%
Standard Exceeded (Level 4)	6%	2%	0%	10%	0%	3%	3%
Number of Students With Scores	52	54	31	30	48	32	247

- **12%** of students met or exceeded Math standards (5% lower than the district at 16.76%)
- This was an increase of 7% versus previous year
- **3rd grade** was the highest at 23%
- **4th grade** was the lowest at 2%



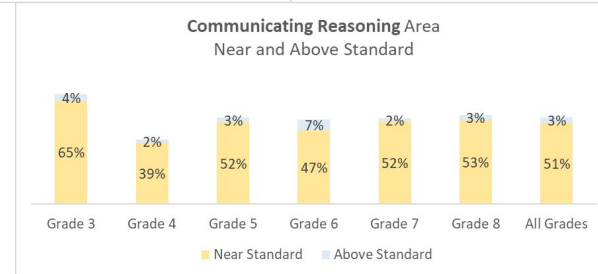
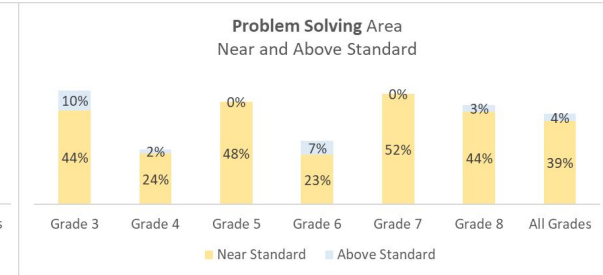
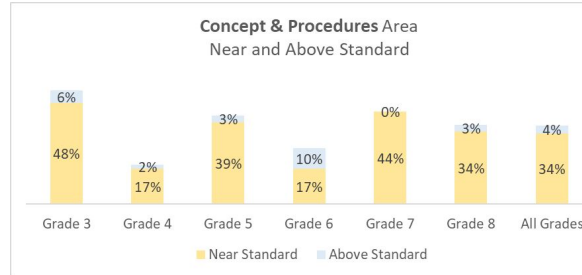
CAASPP Math 2022-2023

By Area, percent meeting near+above



CAASPP Math Areas

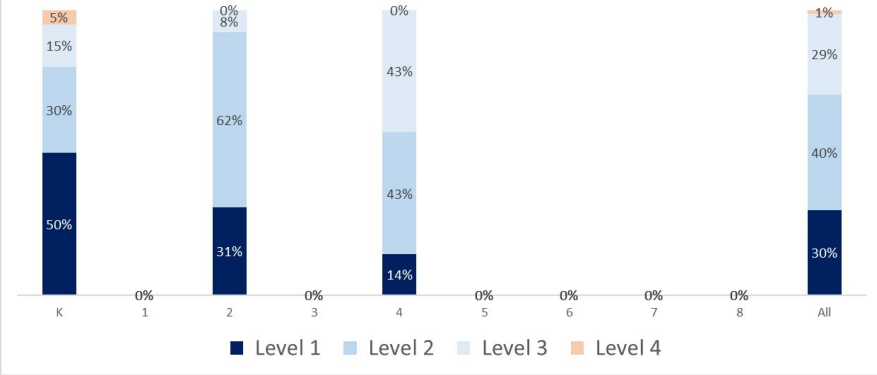
	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	3%	4%	3%
Near Standard	34%	39%	52%
Below Standard	63%	57%	45%



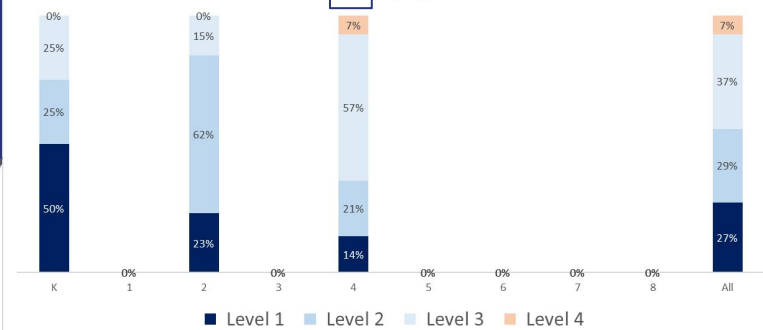
- Near/Above grade level, **Communicating Reasoning** was the strongest at 55%
- **Concepts & Procedures** had the highest percent below standard at 63%

ELPAC 2022-2023 Overall Results

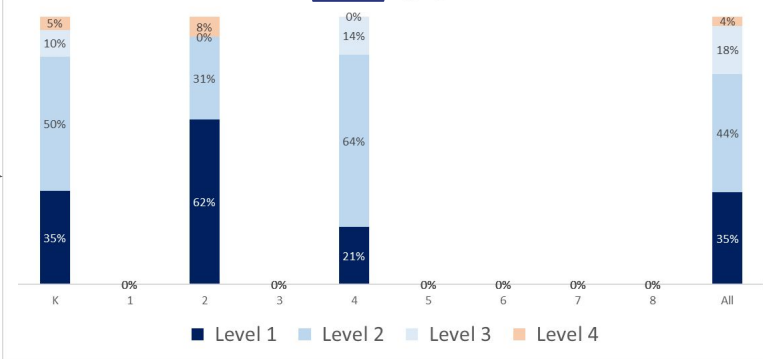
ELPAC 2022-2023 Overall Performance Levels



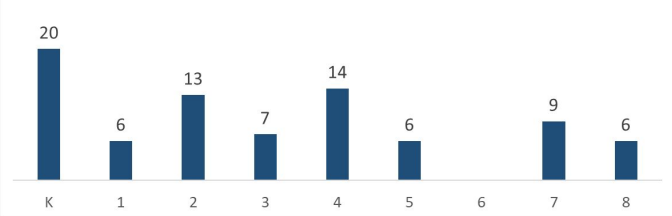
ELPAC 2022-2023 Oral Language Performance Levels



ELPAC 2022-2023 Written Language Performance Levels



ELPAC 2022-2023 Number of Test Takers



- 221 students took the ELPAC in 2022-2023
- 3rd and 4th had the highest number of students
- 6th Grade had the lowest number of students at 15
- Written language had 35% at level 1





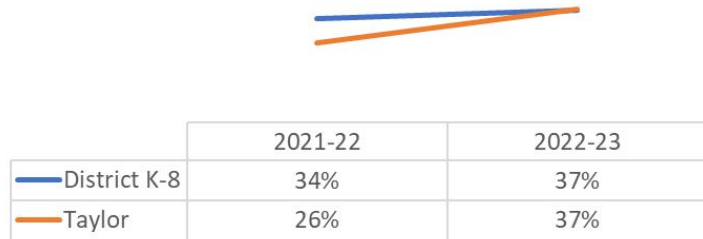
Research and Accountability Department

Empowering with data.

i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3



% on Grade Level Diagnostic 2



Diagnostic 3 - End of Year

- Taylor increased the percent of students on grade level by 11% from 2021-22 to 2022-23
- This closed the gap of percent of students on grade level to the district (both at 37%)

Diagnostic 2 - Most Current

- Taylor's percent on grade level decreased 4% from prior year's Diagnostic 2
- This was an 8% gap to the district

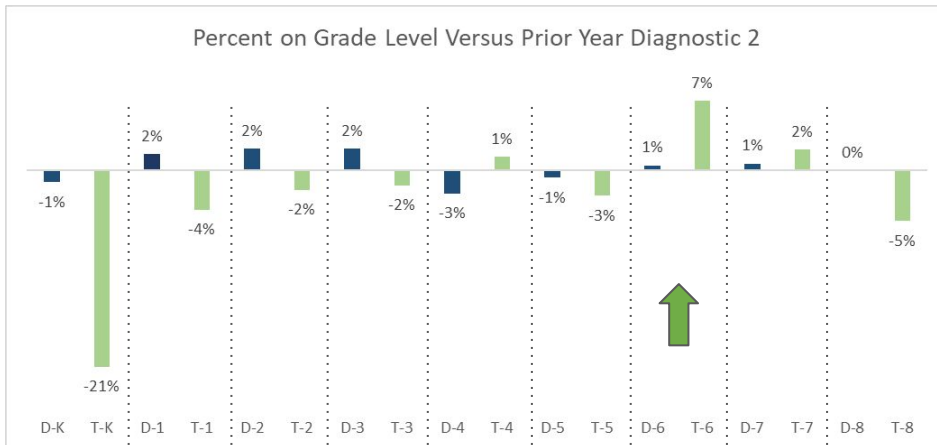
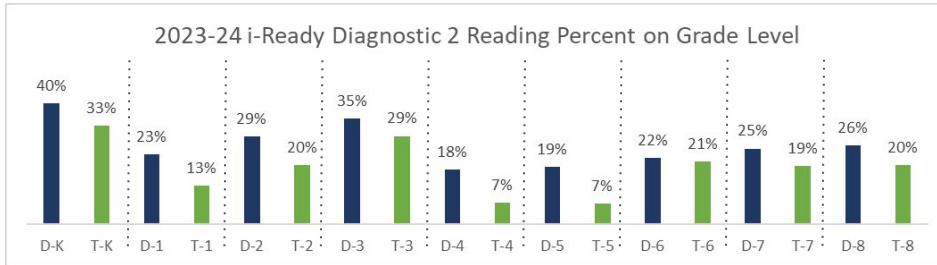
i-Ready Diagnostic 2 Reading On Grade Level

Strengths

- Sixth grade increased 7% of students on grade level versus prior year

Opportunities

- Most grade levels showed a decline in percent of students on grade level to prior year, with the largest decrease in Kindergarten



i-Ready Reading Domains Percent on Grade Level

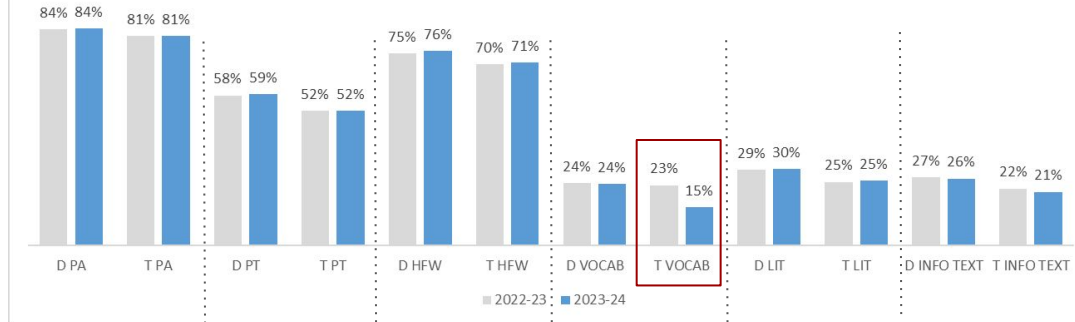
Strengths

- Most domains were near last year's percent on grade level

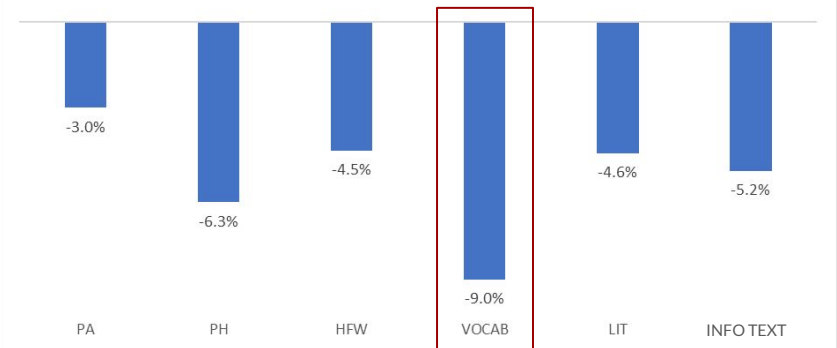
Opportunities

- The largest decline was Vocabulary, down 8% from prior year with a 9% gap to the district

Percent on Grade Level by Diagnostic 2
This Year Versus Last Year



Percent Difference from District



D = District
T = Taylor
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



	2021-22	2022-23
— District K-8	34%	37%
— Taylor	24%	26%

% on Grade Level Diagnostic 2



	2021-22	2022-23	2023-24
— District K-8	16%	18%	17%
— Taylor	17%	14%	10%

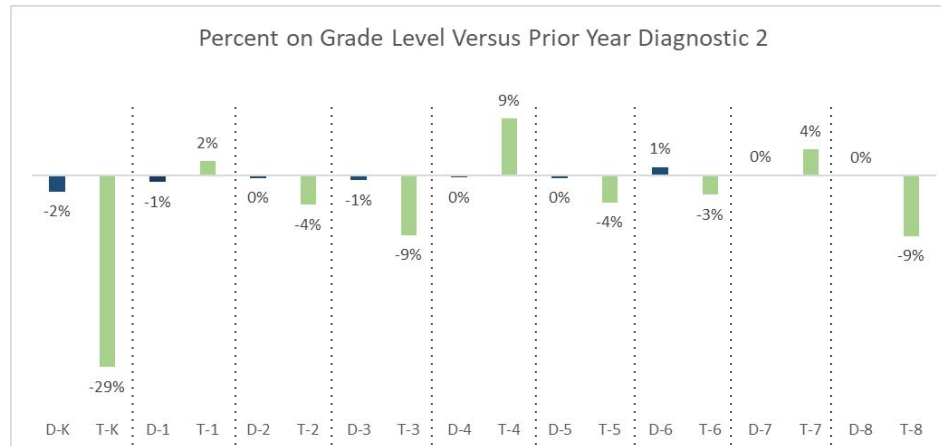
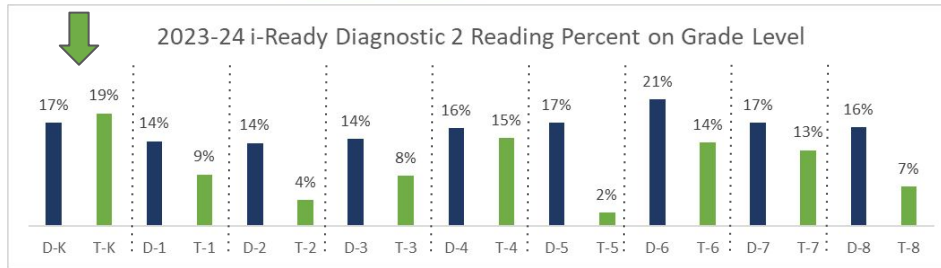
Diagnostic 3 - End of Year

- Last year, Taylor increased the percent of students on grade level by 2% to 26%
- The gap to the district is 11%

Diagnostic 2 - Most Current

- For the most current diagnostic, 10% of Taylor's students were on grade level
- The gap to the district increased from 4% last year to 7% this year

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- **Kindergarten** had a higher percent on grade level than the district
- **Fourth grade** and **Seventh grade** showed increases in percent on grade level versus prior year

Opportunities

- **Second** and **Fifth grade** were particularly low at 4% and 2% on grade level, with over a 10% gap to the district

i-Ready Math Domains Percent on Grade Level



Stockton Unified School District
Since 1952

Research and Accountability Department

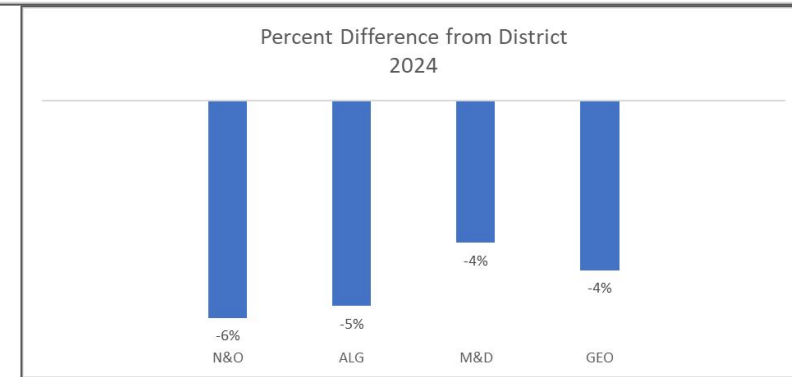
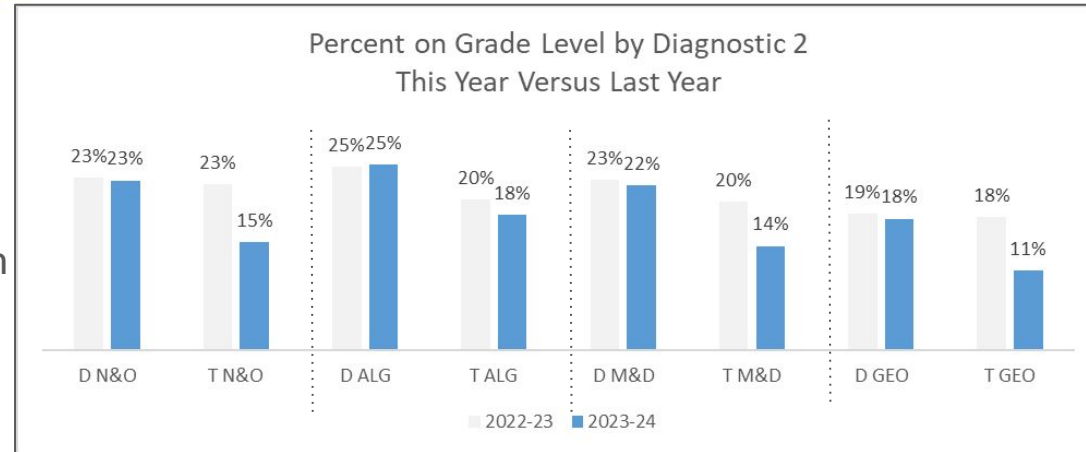
Empowering with data.

Strengths

- **Algebra and Algebraic Thinking** had the highest percent on grade level at 18%, which is also the highest domain for the district

Opportunities

- All domains showed a gap to the district with Numbers and Operations being the largest at 6% and showed a decline at Taylor from last year



D = District
T = Taylor
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry



Research and Accountability Department
Empowering with data.

Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

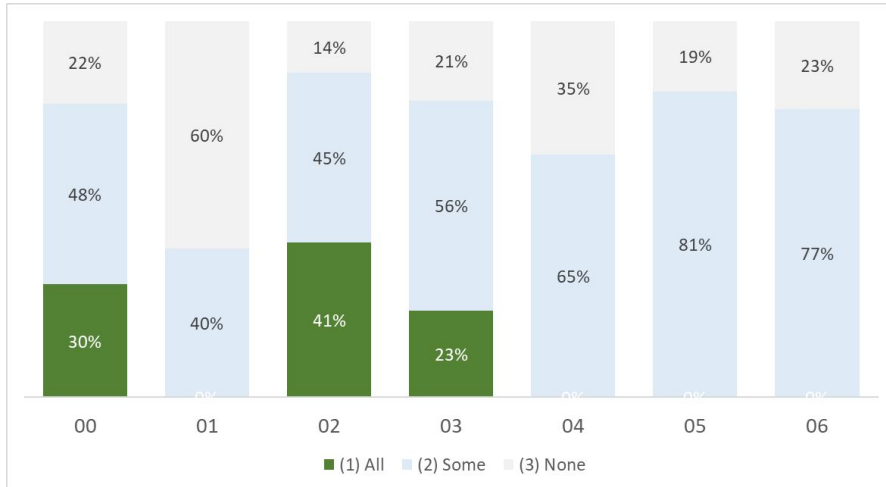


Research and Accountability Department

Empowering with data.

Taylor

Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - **High Engagement (at least some students have all assessments)**
 - Kindergarten, Second, and Third grade have some students with all assessments completed
 - **Some Engagement (most students have at least one assessment)**
 - First, Fourth, Fifth, and Sixth grade have at least one assessment completed
 - **No Engagement (no unit assessment data available)**
 - No grades

Benchmark Standards Performance Overall



Research and Accountability Department

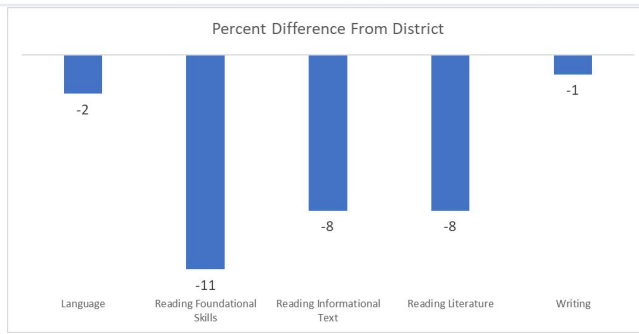
Empowering with data.

Taylor

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	50	53	35	42	45
Grade k	56	74	35	55	-
Grade 1	48	56	48	56	48
Grade 2	54	48	43	47	52
Grade 3	58	66	41	48	57
Grade 4	43	51	26	35	30
Grade 5	41	51	35	33	29
Grade 6	54	30	26	50	43

SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48



- Reading foundational skills has the highest percent correct at 53%, but had the highest gap to the district at 11%
- Informational Text was the lowest domain at 35% correct

Benchmark Standards Performance By Grade Level

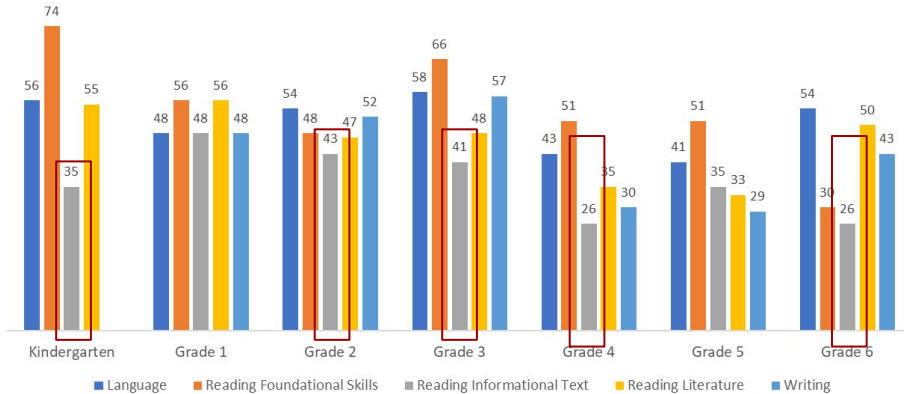


Stockton Unified School District
Since 1952

Research and Accountability Department

Empowering with data.

Average Percent Correct by Strand and Grade Level



Gap to District



Strengths

- Reading foundational skills is the highest for all grade levels, except Eighth grade
- Third grade has the highest positive gap to the district

Opportunities

- Reading Informational Text was the lowest in most grade levels

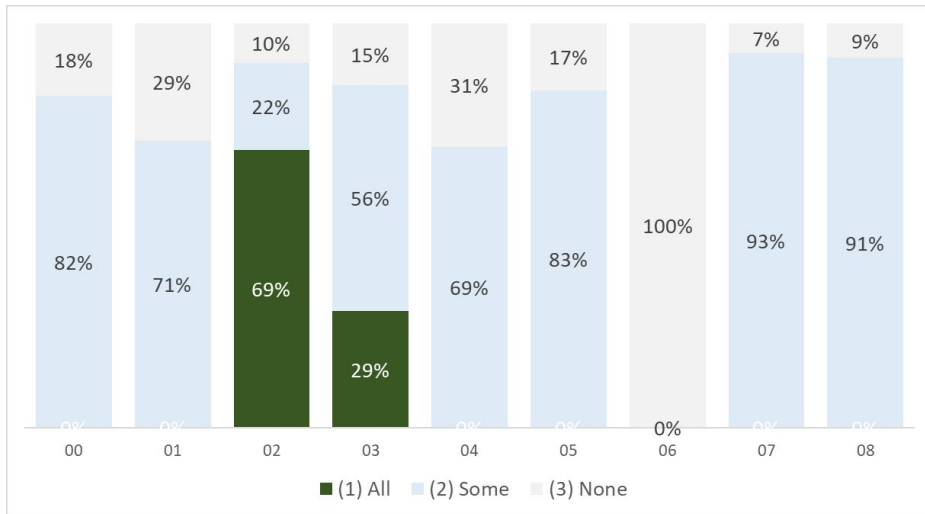


Research and Accountability Department
Empowering with data.

Curriculum Engagement and Results

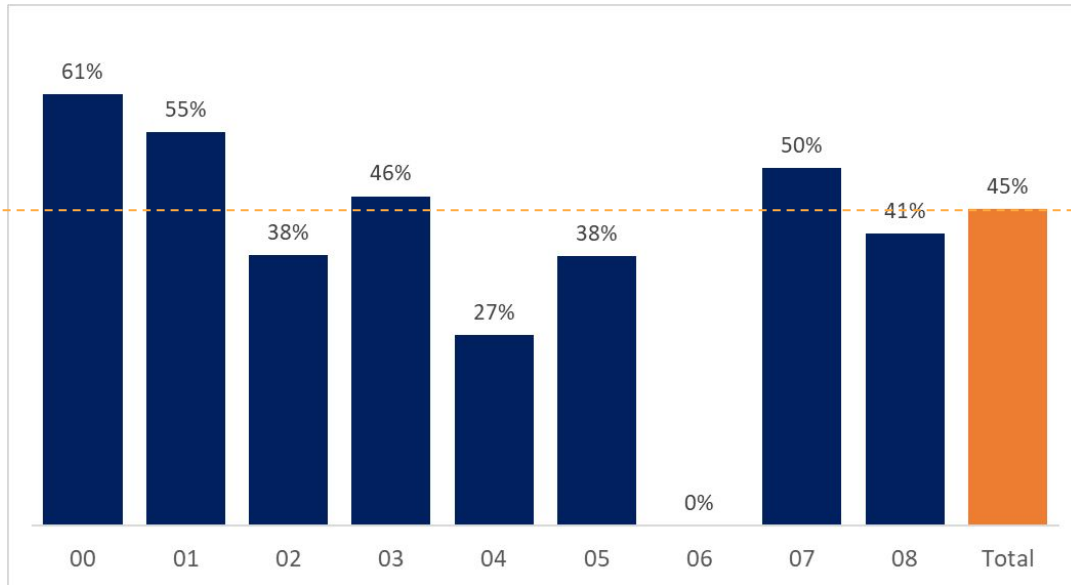
Ready Math

Ready Math Engagement



- Engagement in the Ready Math Unit Assessments is **mixed**:
 - ➔ **High Engagement (at least some students have all assessments)**
 - Second and Third grade have assessed at least 4 of the assessments for some of their students
 - ➔ **Some Engagement (most students have at least one assessment)**
 - Kinder, First, Fourth, Fifth, Seventh, and Eighth have at least one unit assessment complete
 - ➔ **No Engagement (no unit assessment data available)**
 - Sixth grade had no unit assessment data available

Ready Math By Grade



- Average percent correct for Ready Math Unit Assessments was **45%** for Taylor (indicated by the orange line and column)
- Kinder, First, Third, and Seventh grade are above this average

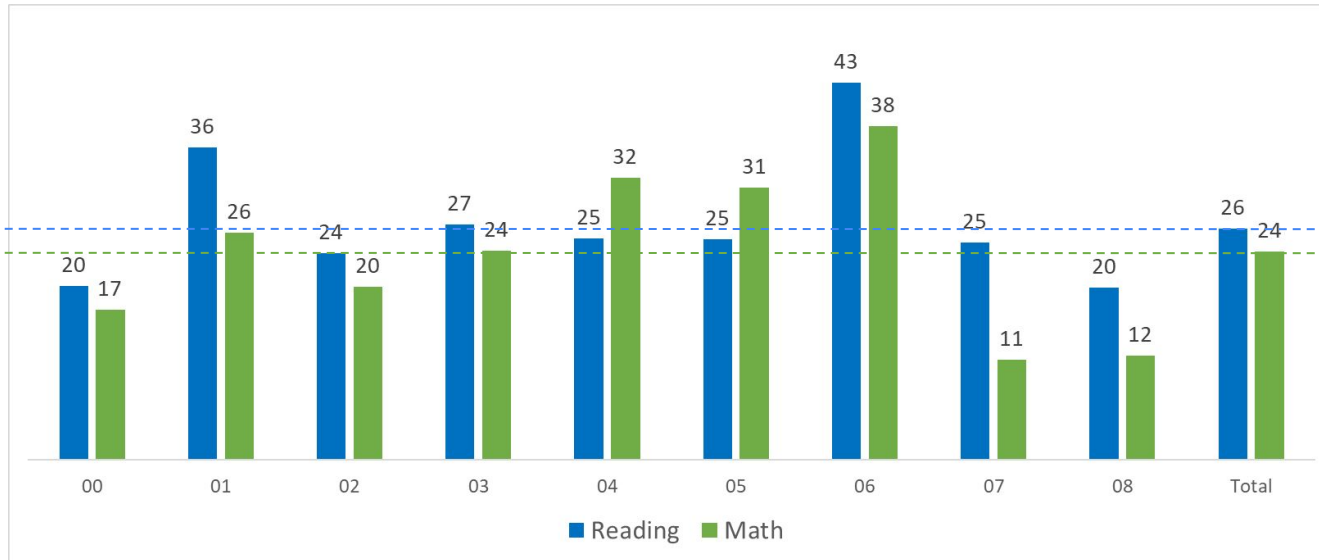


Research and Accountability Department

Empowering with data.

i-Ready Lessons

Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject

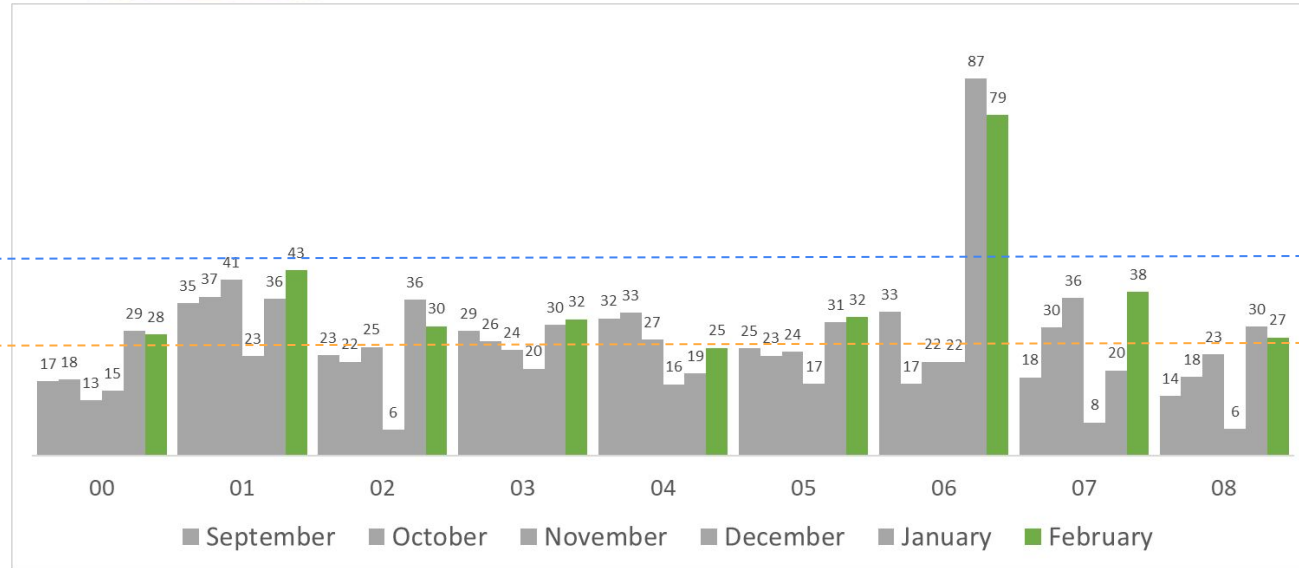
- Overall, the average year-to-date minutes 26 for reading and 24 for math
- 6th grade has the highest average at 81 minutes (43 for reading and 38 for math)
- 8th grade has the lowest average at a combined 32 minutes

i-Ready Pathway Data- Avg Minutes Reading



Research and Accountability Department

Empowering with data.



*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

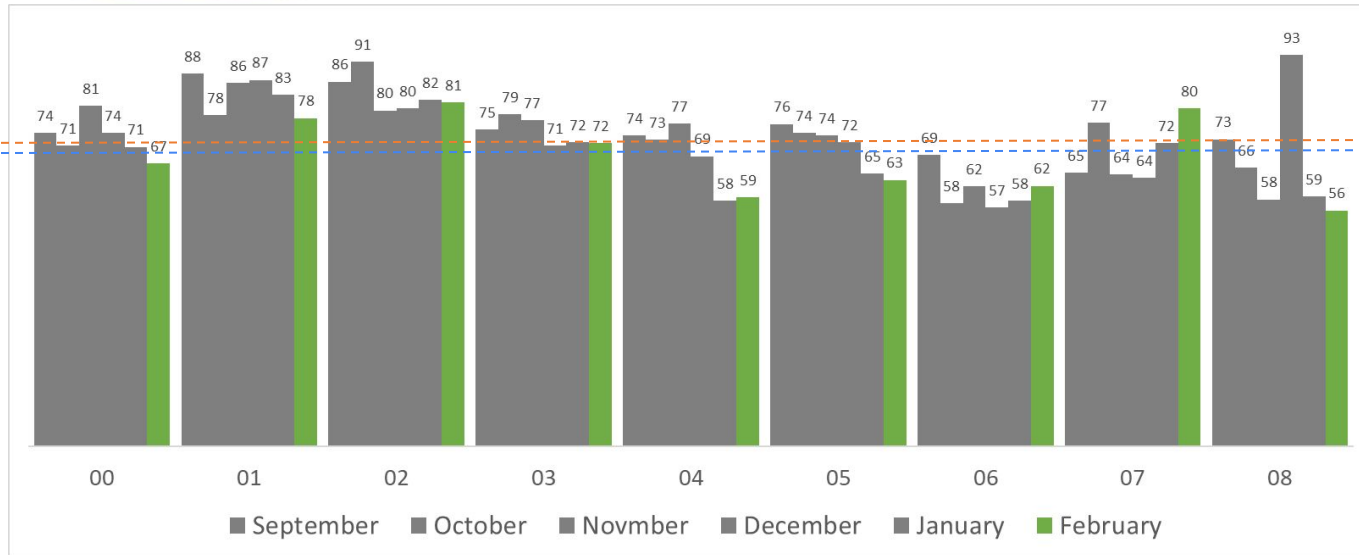
- For Taylor, **26 minutes** were spent on average in i-Ready Reading (orange line)
- All grade levels with the exception of 4th, met the school average of 26 minutes, but most were below the recommended 45 minutes

i-Ready Pathway Data- % Correct Reading



Research and Accountability Department

Empowering with data.



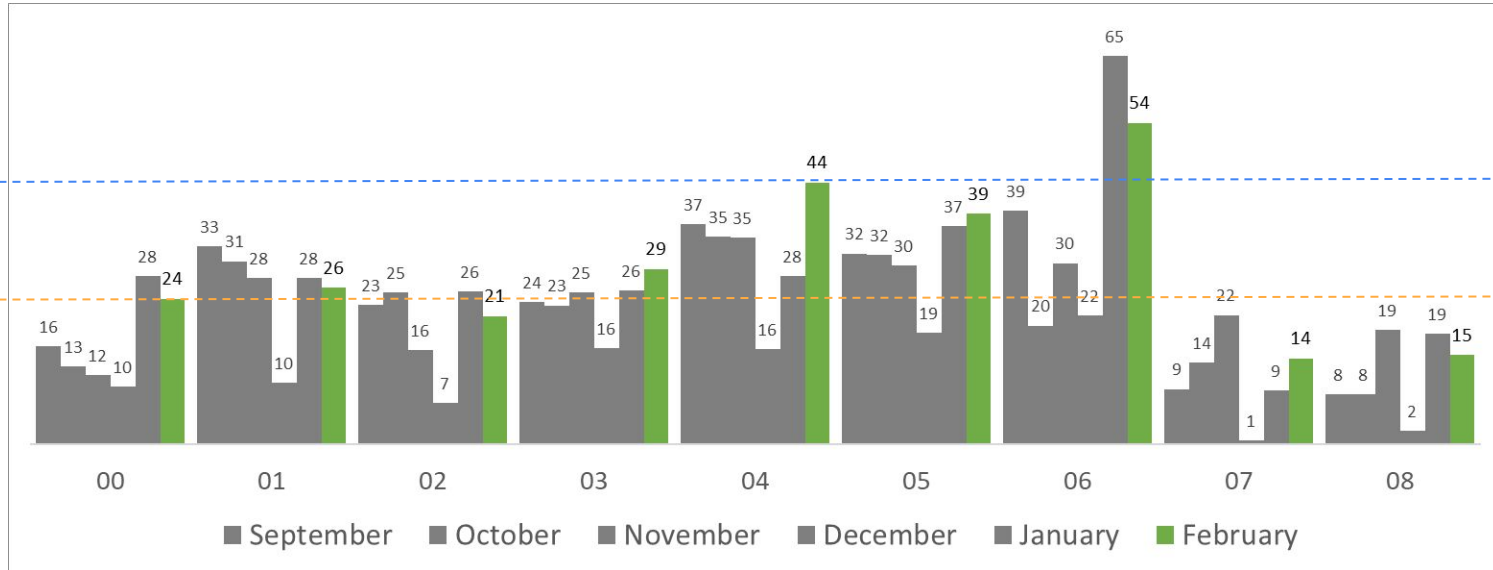
*i-Ready recommends 70% for passing lessons (blue line)

- For Taylor, average was 73% (orange line)
- In the latest month, First, Second, Third, and Seventh grade are meeting the recommended 70% passing

i-Ready Pathway Data- Avg Minutes Math



Research and Accountability Department
Empowering with data.



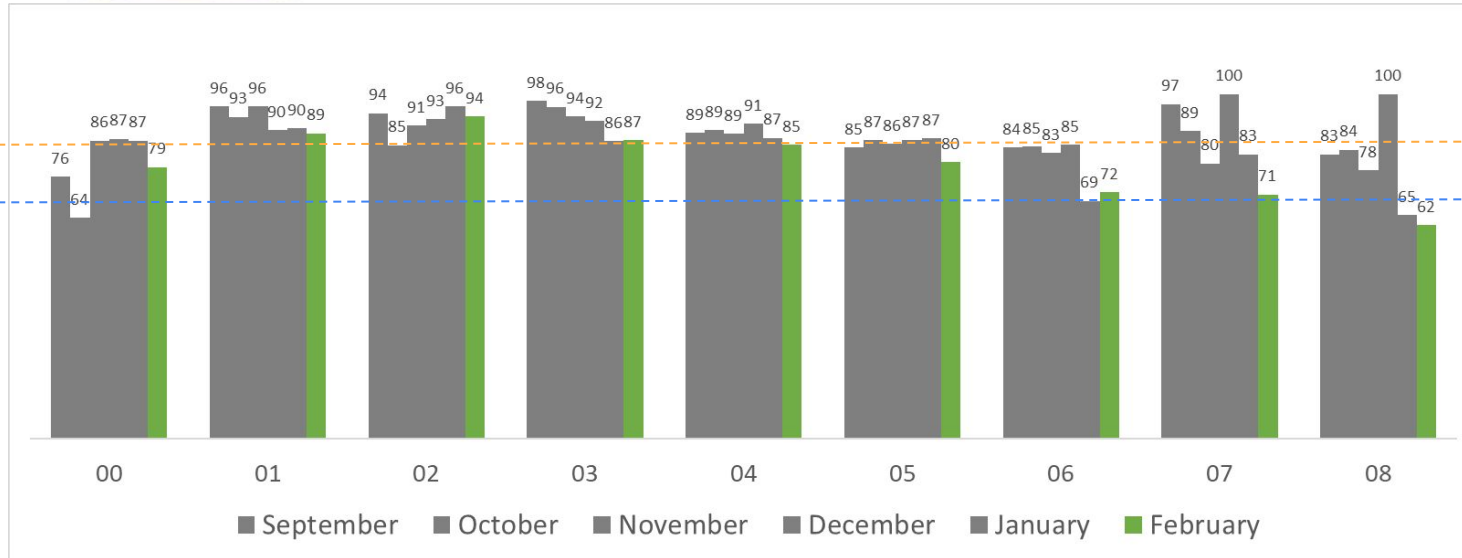
**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Taylor, **24 minutes** were spent on average in i-Ready Math (orange dashed line)
- For the latest month, most grade levels met the average time of the school except Seventh and Eighth

i-Ready Pathway Data- % Correct Math



Research and Accountability Department
Empowering with data.



**i-Ready recommends 70% for passing lessons (blue line)*

- For Taylor, average was 83% (orange line)
- In the latest month available, all grades met the 70% recommended passage rate on average except 8th



Research and Accountability Department

Empowering with data.

By Grade Level Data Review

Kindergarten ELA

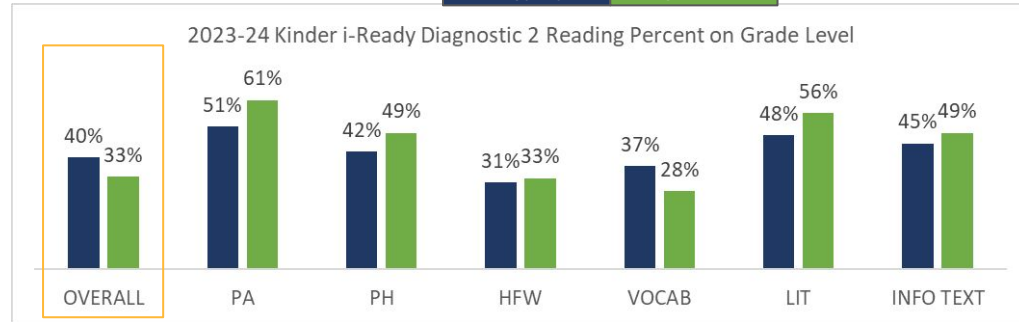


Research and Accountability Department
Empowering with data.

District School

Key Metrics

- **i-Ready 33%** on grade level reading (7% gap to the district)
- **English Learners:**
 - 9 New English Learners tested this year (Initial ELPAC)
 - All 9 tested at the lowest level in ELPAC (Level 1)
 - 11 total English Learners in Kinder
- **Curriculum Engagement:**
 - Benchmark: High ([slide 27](#))
 - i-Ready Reading **Minutes:** Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading **Lessons:** Slightly Below Target (most recent month) ([slide 36](#))



Strengths

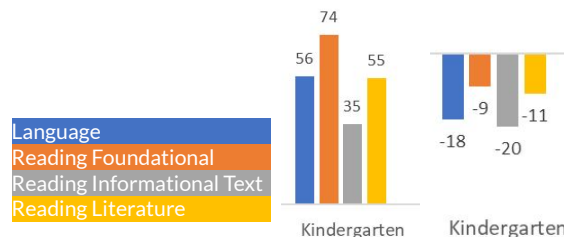
- **Percent of students** on grade level increased by 18% since the beginning of the year
- **Most domains were higher than the district**, with the exception of Vocabulary

	Reading On Grade Level			Reading % 1 GL Below			Reading Met Typical Growth			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
D1	9.4%	11.6%	14.6%	D1	90.6%	88.4%	D2	63.2%	65.9%	50.0%
D2	41.9%	53.5%	32.6%	D2	58.1%	46.5%	D3	53.5%	71.4%	
D3	68.2%	85.7%		D3	31.8%	14.3%				

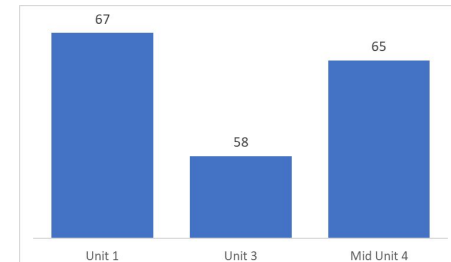
Opportunities

- **Vocabulary** has the highest gap to district for percent on grade level (i-Ready)
- The percent of students meeting their **typical growth goals** decreased from 65.9% to 50%
- **Reading Information Text** had the largest percent correct gap to the district (Benchmark)

Benchmark Standards % Correct Gap to District



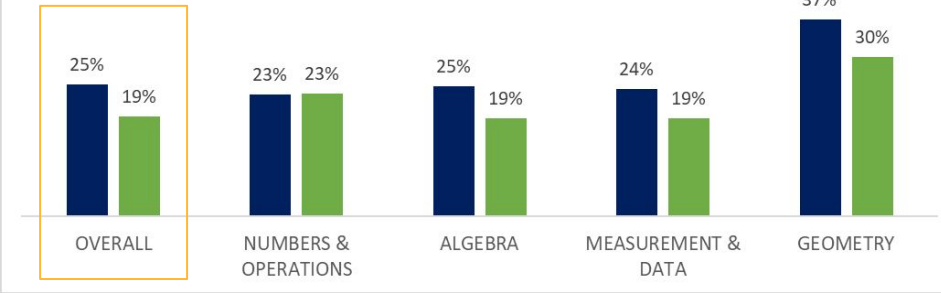
Ready Math



Kindergarten Math

District School

2023-24 Kindergarten i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level

	2021-22	2022-23	2023-24
D1	9.1%	9.5%	7.3%
D2	48.8%	47.5%	18.6%
D3	67.4%	68.3%	

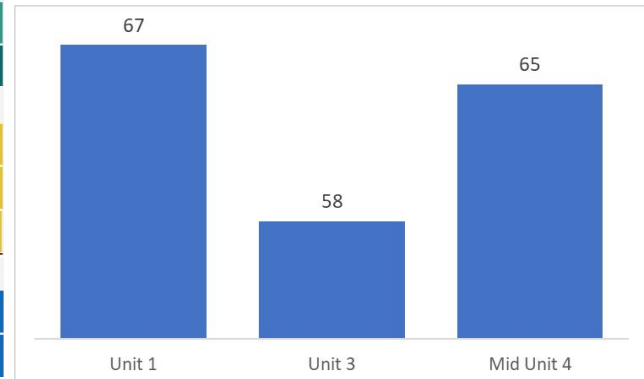
Math % 1 GL Below

	2021-22	2022-23	2023-24
D1	90.9%	90.5%	92.7%
D2	51.2%	52.5%	81.4%
D3	32.6%	31.7%	

Math Met Typical Growth

	2021-22	2022-23	2023-24
D2	59.0%	79.5%	52.4%
D3	52.4%	82.5%	

Ready Math
Average Percent Correct by Unit



Key Metrics

- i-Ready 19% on grade level reading (6% gap to district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: On Target (most recent month) ([slide 38](#))
- Average 55% Percent correct on Ready Math Unit Assessments

Strengths

- 11% of students moved to grade level since the beginning of the year (7.3% to 18.6%)

Opportunities

- Percent of students on grade level decreased from 48% to 18.6%
- Percent of students who met typical growth declined to the lowest level in 3 years to 52.4%

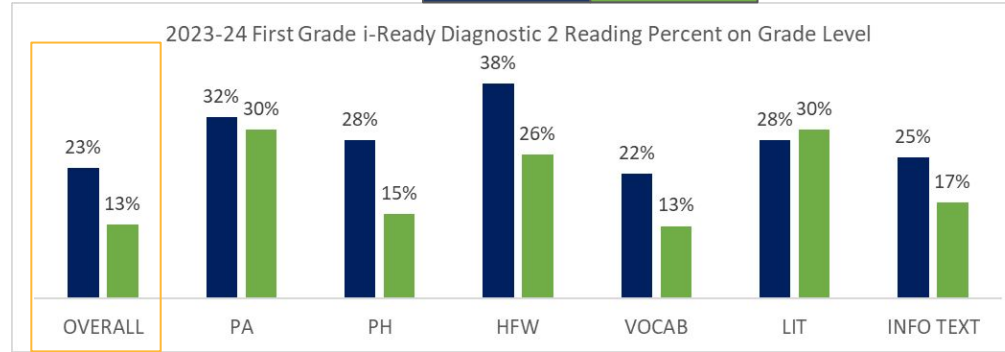
1st Grade ELA



Research and Accountability Department

Empowering with data.

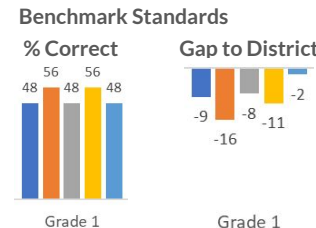
District School



	Reading On Grade Level				Reading % 1 GL Below				Reading % 2 or More Below		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	2.6%	6.4%	2.1%	D1	63.2%	68.1%	79.2%	D1	34.2%	25.5%	18.8%
D2	7.5%	17.0%	12.8%	D2	80.0%	72.3%	76.6%	D2	12.5%	10.6%	10.6%
D3	19.5%	34.8%		D3	63.4%	58.7%		D3	17.1%	6.5%	

	Reading Met Typical Growth		
	2021-22	2022-23	2023-24
D2	47.5%	40.0%	38.3%
D3	35.9%	41.3%	

	Language	Reading Foundational	Reading Informational Text	Reading Literature	Writing
% Correct	48	56	48	56	48



Key Metrics

- **i-Ready 13%** on grade level reading (10% gap to district)
- **English Learners:**
 - 0 New English Learners tested this year (Initial ELPAC)
 - 13 total English Learners in Kinder (+1 RFEP)
- **Curriculum Engagement:**
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading **Minutes:** Near Target (most recent month) ([slide 35](#))
 - i-Ready Reading **Lessons:** Met Target (most recent month) ([slide 36](#))

Strengths

- **Strongest growth on grade level** in first grade in the district (11.2% to 22.8%)
- Reduction of **students 2 or more below** (16.9% to 11.4%)
- Higher percent on grade level in Phonological Awareness

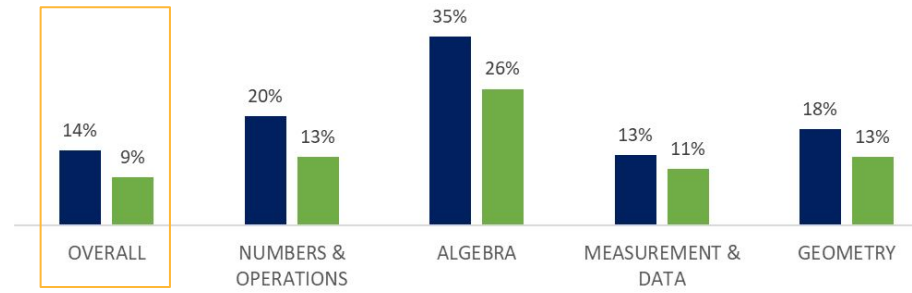
Opportunities

- **Literature** has the largest gap to district (28% to 23%)
- Benchmark shows a slight gap in standards to the district, with the largest being **informational text** at 8%

1st Grade Math

District School

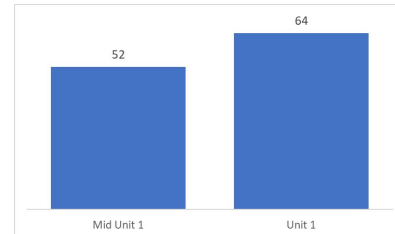
2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level	2021-22			2022-23			2023-24			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
D1	2.4%	(Blank)	6.3%	63.4%	78.3%	60.4%	D1	34.1%	21.7%	33.3%
D2	14.6%	6.3%	8.5%	70.7%	70.8%	74.5%	D2	14.6%	22.9%	17.0%
D3	12.2%	30.4%		75.6%	54.3%		D3	12.2%	15.2%	

Math	Met Typical Growth		
	2021-22	2022-23	2023-24
D2	63.4%	42.6%	31.9%
D3	35.9%	32.6%	

Ready Math Average Percent Correct by Unit



Key Metrics

- i-Ready 9% on grade level reading (5% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- Average of 71% correct on Ready Math Unit Assessments

Strengths

- Percent of students on grade level has increased 2% from last year
- Students 2+ Below decreased from prior year

Opportunities

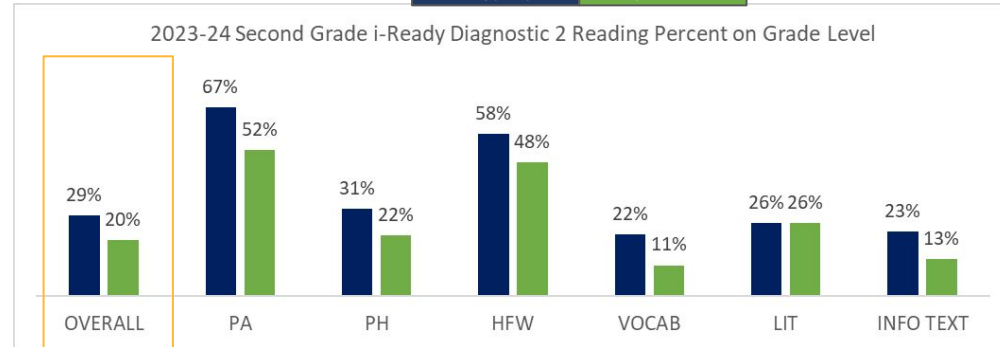
- Percent of students on grade level is lower than the district and in each domain
- Students meeting their typical growth decreased 11%

2nd Grade ELA

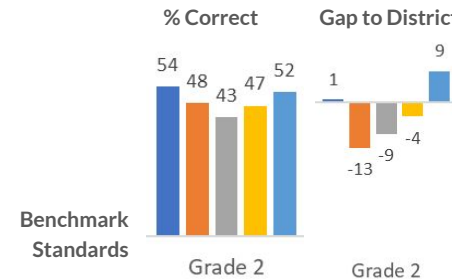


Research and Accountability Department
Empowering with data.

District School



Reading	On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	3.6%	12.8%	7.3%	21.8%	27.7%	39.0%	74.5%	59.6%	53.7%
D2	15.3%	21.7%	19.6%	33.9%	34.8%	37.0%	50.8%	43.5%	43.5%
D3	24.6%	29.2%		40.4%	33.3%		35.1%	37.5%	



Reading	Met Typical Growth		
	2021-22	2022-23	2023-24
D2	60.3%	50.0%	51.2%
D3	57.9%	31.3%	

Language Reading Informational Text
Reading Foundational Reading Literature
Writing

Key Metrics

- **i-Ready 20%** on grade level reading (9% gap to district)
- English Learners
 - 2 New English Learners tested this year (Initial ELPAC)
 - 8 English Learners (0 RFEF)
- **Curriculum Engagement:**
 - Benchmark: High ([slide 27](#))
 - i-Ready Reading **Minutes**: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading **Lessons**: Met Target (most recent month) ([slide 36](#))

Strengths

- **Percent of students** who met their typical growth increased from 50% to 51%
- **Writing** standard is higher than the district (Benchmark)

Opportunities

- Percent of students on grade level decreased versus prior year

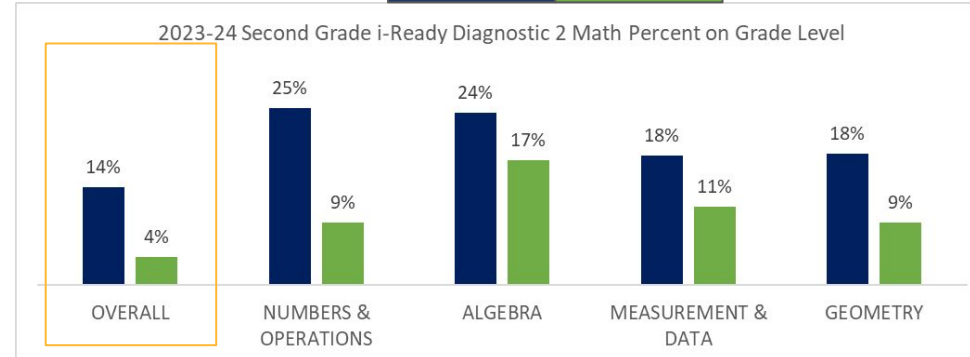
2nd Grade Math



Research and Accountability Department

Empowering with data.

District School



Key Metrics

- i-Ready 4% on grade level reading (14% gap to the district)
- Curriculum Engagement:
 - Ready Math: Some ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- 26% Percent correct on Ready Math Unit Assessments

Strengths

- Percent of students meeting their **typical growth** increased almost 7% from prior year
- **Percent of students on grade level** increased 4% since the beginning of the year

Opportunities

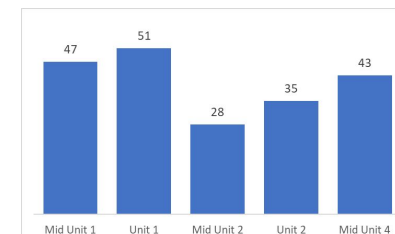
- **Percent of students 2+ below** increased from prior year
- Overall percent of students on grade level was lower than the district and in each of the domains

Math On Grade Level	2023-24			Math % 1 GL Below	2023-24			Math % 2 or More Below	2023-24		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	3.6%	2.1%	(Blank)	D1	30.4%	40.4%	34.1%	D1	66.1%	57.4%	65.9%
D2	17.9%	8.7%	4.3%	D2	53.6%	52.2%	52.2%	D2	28.6%	39.1%	43.5%
D3	33.3%	16.7%		D3	47.4%	39.6%		D3	19.3%	43.8%	

Math **Met Typical Growth**

	2021-22	2022-23	2023-24
D2	76.8%	50.0%	56.8%
D3	73.7%	39.6%	

Ready Math Average Percent Correct by Unit



3rd Grade ELA



Stockton Unified School District
Since 1952

Research and Accountability Department

Empowering with data.

District School

Key Metrics

- i-Ready 29% on grade level reading (6% gap to district)
- English Learners
 - 0 New English Learners tested this year (Initial ELPAC)
 - 16 English Learners (0 RFEP students) Highest ELs ([slide 32](#))
- Curriculum Engagement:
 - Benchmark: High ([slide 27](#))
 - i-Ready Reading Pathway **Minutes**: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway **Lessons**: Met Target (most recent month) ([slide 36](#))

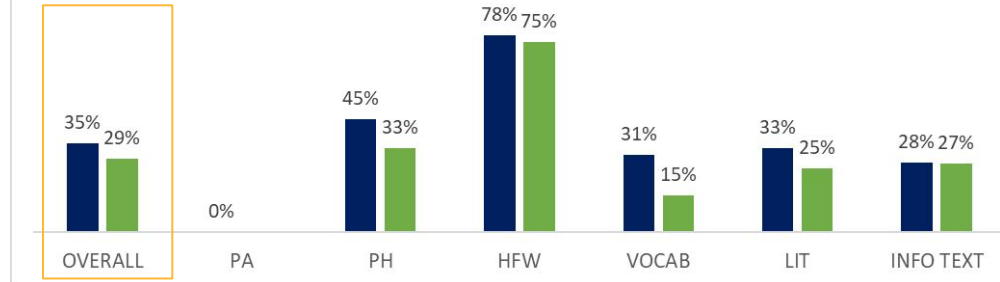
Strengths

- Percent correct on **Benchmark** was higher than the district in almost all domains
- **High-Frequency Words** had the highest percent on grade level at 75%

Opportunities

- **Vocabulary** had the lowest percent on grade level and the highest gap to the district at 16%
- 2+ below increased 10% from prior year

2023-24 Third Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

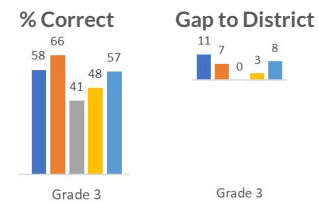


Reading	On Grade Level		
	2021-22	2022-23	2023-24
D1	11.4%	21.8%	15.6%
D2	13.3%	30.8%	29.2%
D3	17.0%	49.0%	

Reading	% 1 GL Below		
	2021-22	2022-23	2023-24
D1	9.1%	20.0%	8.9%
D2	20.0%	19.2%	10.4%
D3	21.3%	9.8%	

Reading	% 2 or More Below		
	2021-22	2022-23	2023-24
D1	79.5%	58.2%	75.6%
D2	66.7%	50.0%	60.4%
D3	61.7%	41.2%	

Benchmark Standards



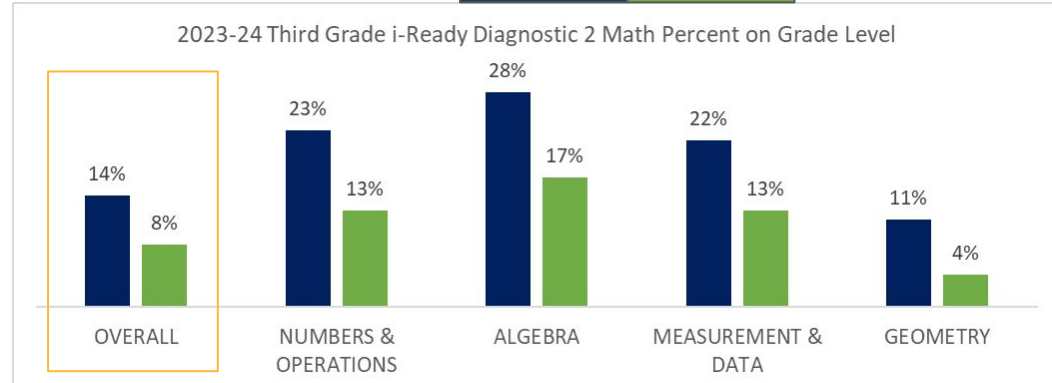
Reading Met Typical Growth

Reading	2021-22	2022-23	2023-24
D2	42.2%	57.7%	57.4%
D3	50.0%	56.9%	

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

3rd Grade Math

District School



Key Metrics

- i-Ready 8% on grade level reading (6% gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))

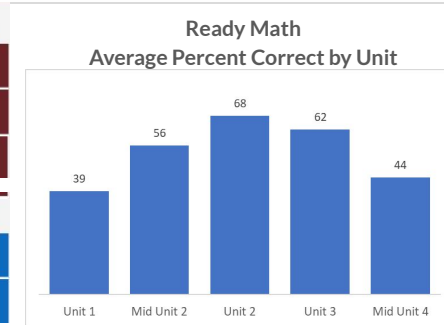
Strengths

- Algebra had the highest percent on grade level for the school, which is in line with the district

Opportunities

- Percent on grade level decreased over prior year
- Overall percent of students on grade level was lower than the district, as was each domain

Math On Grade Level	2021-22			2022-23			2023-24		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	2.2%	1.9%	2.2%	87.0%	56.6%	73.3%			
D2	11.4%	17.3%	8.3%	63.6%	36.5%	50.0%			
D3	2.1%	27.5%		46.8%	29.4%				
Math % 1 GL Below	2021-22			2022-23			2023-24		
D1	10.9%	41.5%	24.4%						
D2	25.0%	46.2%	41.7%						
D3	51.1%	43.1%							
Math Met Typical Growth	2021-22			2022-23			2023-24		
D1	47.7%	55.8%	55.3%						
D2	37.0%	41.2%							
D3									



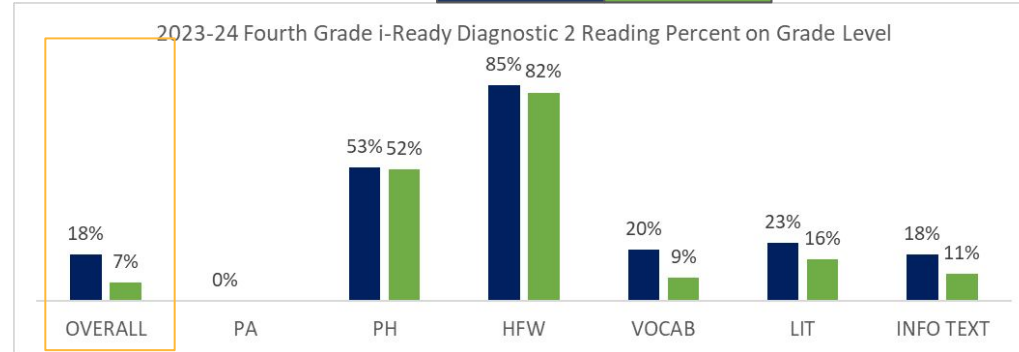
4th Grade ELA



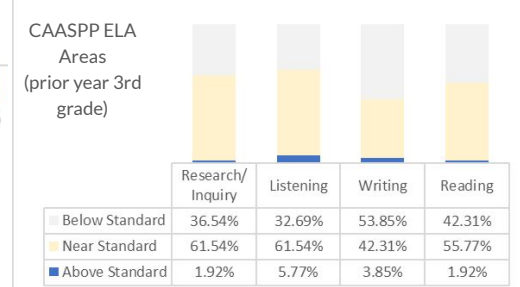
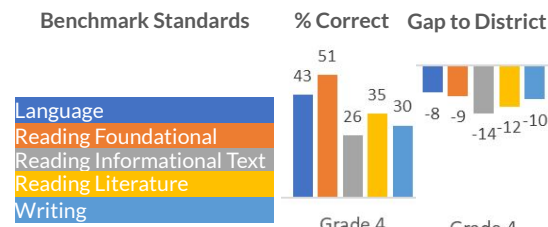
Research and Accountability Department

Empowering with data.

District School



Reading On Grade Level	2023-24		Reading % 1 GL Below	2023-24		Reading % 2 or More Below	2023-24		Reading Met Typical Growth	2023-24				
	2021-22	2022-23		2021-22	2022-23		2021-22	2022-23		2021-22	2022-23			
D1	5.0%	4.5%	8.9%	25.0%	27.3%	30.4%	D1	70.0%	68.2%	60.7%	D2	50.0%	52.9%	37.0%
D2	4.4%	5.7%	7.1%	46.7%	32.1%	41.1%	D2	48.9%	62.3%	51.8%	D3	45.5%	59.3%	
D3	8.7%	13.0%		41.3%	33.3%		D3	50.0%	53.7%					



Key Metrics

- i-Ready 7% on grade level reading (11% gap to district)
- English Learners
 - 0 New English Learners tested this year (Initial ELPAC)
 - 12 English Learners (0 RFEP)
- Curriculum Engagement:
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 36](#))

Strengths

- Percent on grade level increased versus last year
- Listening was the highest above and near standard (CAASPP last year)

Opportunities

- Informational Text showed the largest gap to the district in Benchmark
- Percent of students meeting their typical growth goal dropped 15% from last year

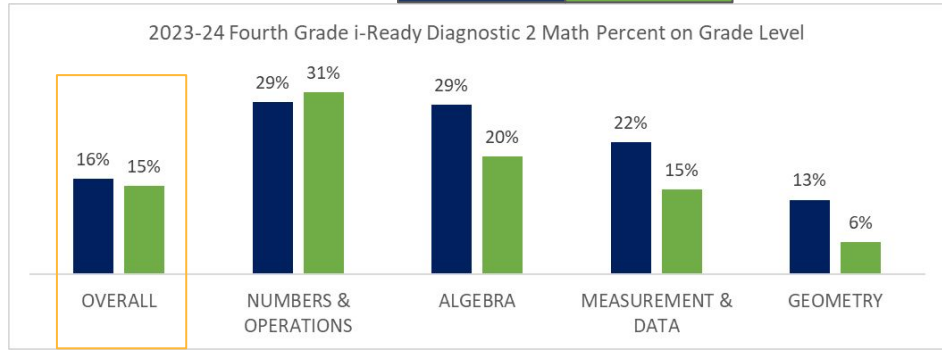
4th Grade Math



Research and Accountability Department

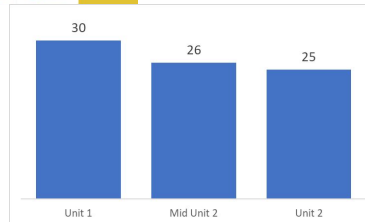
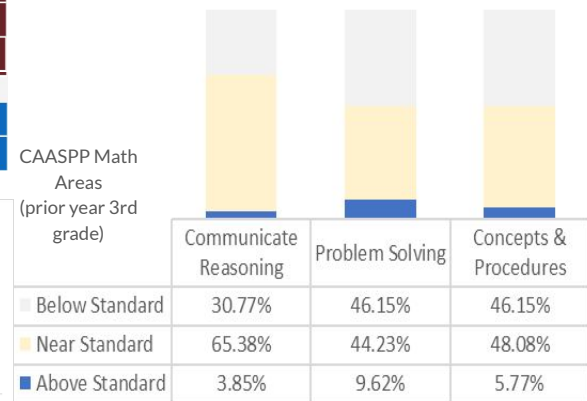
Empowering with data.

District School



Math On Grade Level	Math % 2 or More Below		
	2021-22	2022-23	2023-24
D1 (Blank)	2.0%	3.6%	64.3%
D2	2.3%	5.9%	56.4%
D3	11.1%	5.6%	68.5%

Math % 1 GL Below	Math Met Typical Growth		
	2021-22	2022-23	2023-24
D1	15.9%	14.0%	39.6%
D2	27.3%	9.8%	35.2%
D3	48.9%	25.9%	



Key Metrics

- i-Ready 15% on grade level reading (1% gap to district)
- Curriculum Engagement:
 - Ready Math: High ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- 25% Percent correct on Ready Math Unit Assessments

Strengths

- Percent on grade level increased versus prior year
- Numbers and Operations has a high percent on grade level than the district
- Percent of students meeting their typical growth goal increased versus prior year
- Problem solving had the highest percent above standard (CAASPP last year)

Opportunities

- Geometry has the lowest percent on grade level and a 7% gap to the district

5th Grade ELA



Research and Accountability Department

Empowering with data.

District School

Key Metrics

- i-Ready 7% on grade level reading (12% gap to district)
- English Learners
 - 0 New English Learners tested this year (Initial ELPAC)
 - 14 English Learners (+2 RFEP)
- Curriculum Engagement:
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Pathway **Minutes**: Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway **Lessons**: Below Target (most recent month) ([slide 36](#))

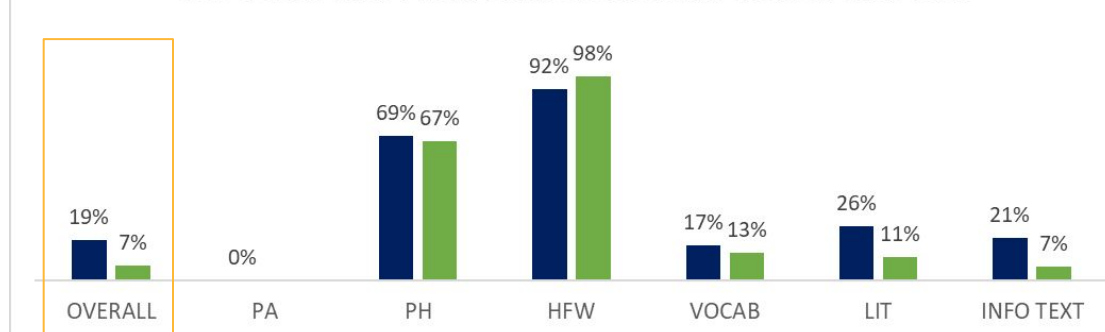
Strengths

- Percent of students meeting their **typical growth goal** increased 15% from prior year
- **High-Frequency Words** had a higher percent on grade level than the district

Opportunities

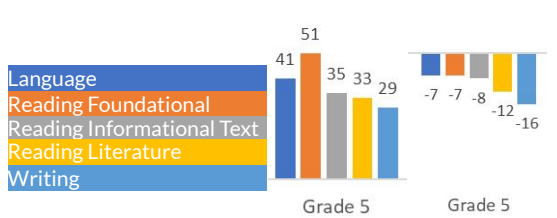
- **Writing** had the highest percent Below Standard on CAASPP last year; Writing also has the largest gap to the district on Benchmark this year
- **Percent on grade level** was lower than the district and declined versus last year

2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

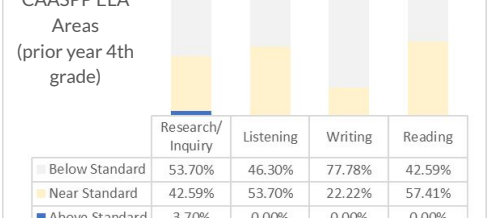


Reading	On Grade Level			Reading	% 1 GL Below			Reading	% 2 or More Below			Reading	Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	7.1%	3.1%	6.3%	D1	14.3%	25.0%	10.4%	D1	78.6%	71.9%	83.3%	D2	65.5%	37.5%	53.3%
D2	20.7%	9.4%	6.7%	D2	20.7%	15.6%	20.0%	D2	58.6%	75.0%	73.3%	D3	71.4%	63.3%	
D3	24.1%	30.0%		D3	37.9%	16.7%		D3	37.9%	53.3%					

Benchmark Standards % Correct Gap to District



CAASPP ELA Areas (prior year 4th grade)

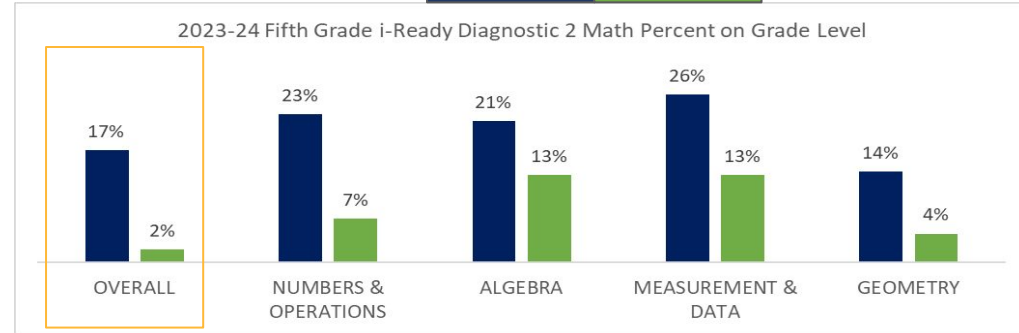


5th Grade Math



Research and Accountability Department
Empowering with data.

District School



Key Metrics

- i-Ready 2% on grade level reading (15% gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))

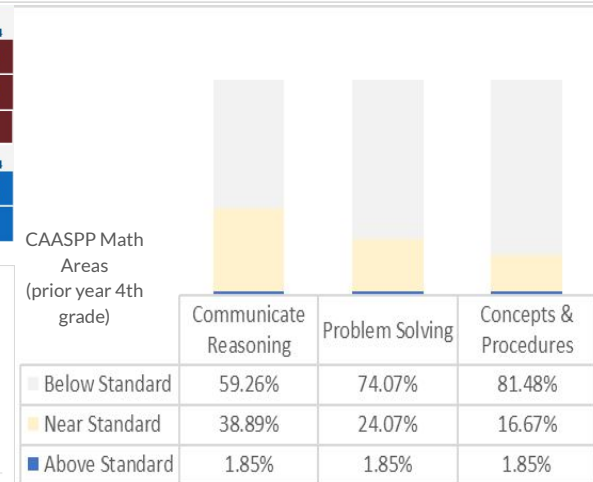
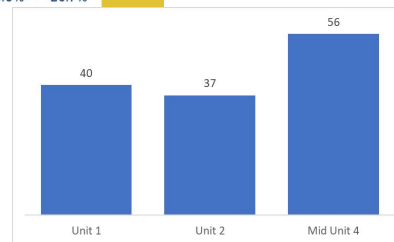
Strengths

- Percent of 2+ below decreased 23% since the beginning of the year

Opportunities

- Overall percent on grade level was lower than the district and was lower in all domains
- Percent of students meeting their typical growth goal decreased 20% versus prior year

Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	9.7%	(Blank)	2.1%	D1	71.0%	75.0%	87.5%
D2	17.2%	6.3%	2.2%	D2	55.2%	46.9%	64.4%
D3	34.5%	30.0%		D3	31.0%	43.3%	
Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	19.4%	25.0%	10.4%	D2	51.7%	62.5%	42.2%
D2	27.6%	46.9%	33.3%	D3	62.1%	56.7%	
D3	34.5%	26.7%					



6th Grade ELA



Stockton Unified School District
Since 1952

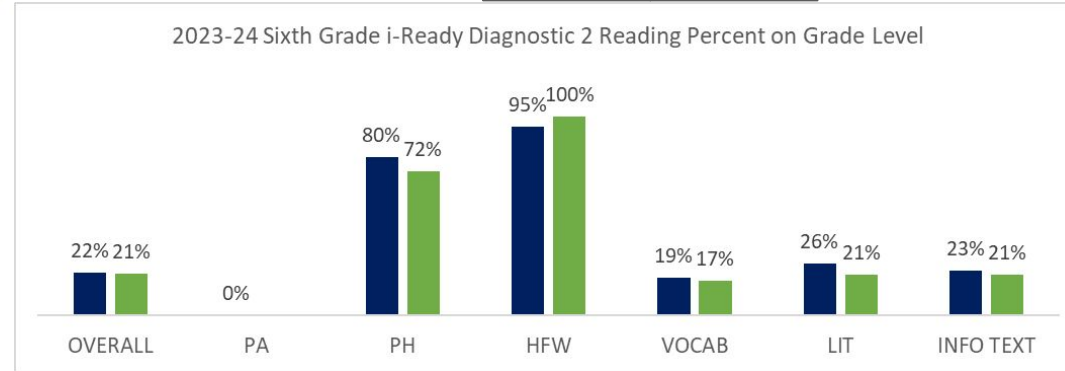
Research and Accountability Department

Empowering with data.

District School

Key Metrics

- i-Ready 21% on grade level reading (1% gap to district)
- English Learners
 - 0 English Learners tested this year (tested in ELPAC)
 - 5 English Learners (+5 RFEP)
- Curriculum Engagement:
 - Benchmark: Some ([slide 27](#))
 - i-Ready Reading Pathway Minutes: Met Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 36](#))



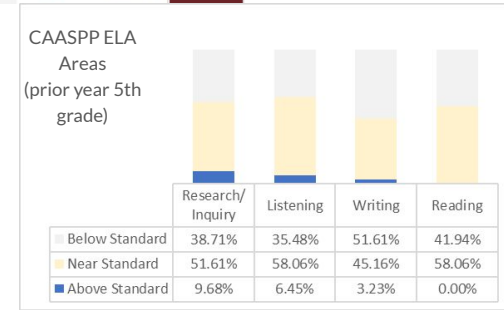
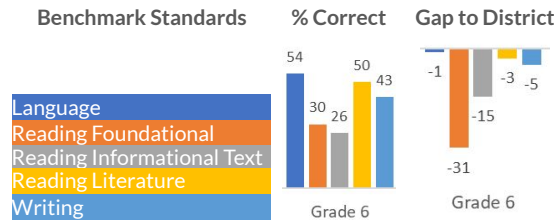
Strengths

- Percent of students on grade level increased versus prior year
- Language had the highest percent correct on Benchmark and the lowest gap to the district

	Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below			Reading Met Typical Growth					
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24			
D1	4.5%	10.3%	10.7%	D1	22.7%	17.2%	7.1%	D1	72.7%	72.4%	82.1%	D2	57.4%	66.7%	55.2%
D2	6.4%	13.3%	20.7%	D2	29.8%	26.7%	13.8%	D2	63.8%	60.0%	65.5%	D3	65.9%	53.3%	
D3	22.2%	20.0%		D3	35.6%	23.3%		D3	42.2%	56.7%					

Opportunities

- Percent of students 2+ below increased versus prior year
- Reading foundational skills had the largest gap to the district in Benchmark
- Percent of students meeting their typical growth goal declined versus prior year



6th Grade Math

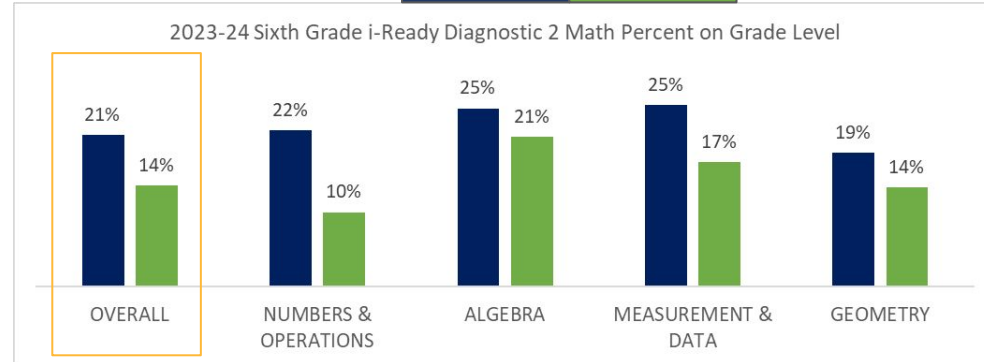


Stockton Unified School District
Since 1952

Research and Accountability Department

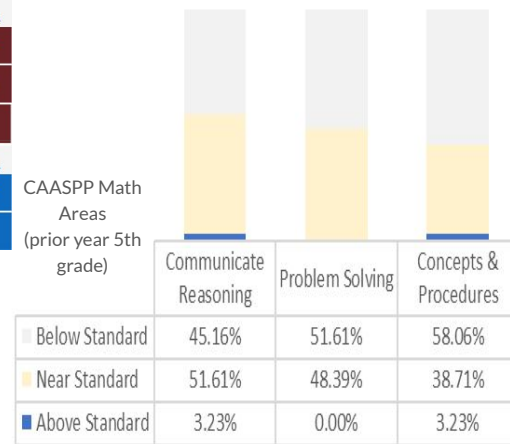
Empowering with data.

District School



Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	(Blank)	10.3%	6.9%	D1	73.3%	69.0%	79.3%
D2	11.4%	16.7%	13.8%	D2	56.8%	50.0%	62.1%
D3	15.6%	23.3%		D3	35.6%	36.7%	

Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	26.7%	20.7%	13.8%	D2	63.6%	56.7%	58.6%
D2	31.8%	33.3%	24.1%	D3	72.7%	73.3%	
D3	48.9%	40.0%					



Key Metrics

- i-Ready 14% on grade level reading (+7% gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- No Ready Math Data available

Strengths

- Percent of students meeting their **typical growth goal** increased versus prior year
- **Algebra** had the highest percent on grade level

Opportunities

- **2+ below** increased from prior year

7th Grade ELA



Research and Accountability Department

Empowering with data.

District School

Key Metrics

- **i-Ready 19%** on grade level reading (6% gap to district)
- English Learners
 - 0 New English Learners tested this year (Initial ELPAC)
 - 3 English Learners (+5 RFEP)
- **Curriculum Engagement:**
 - i-Ready Reading Pathway **Minutes:** Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway **Lessons:** Met Target (most recent month) ([slide 36](#))

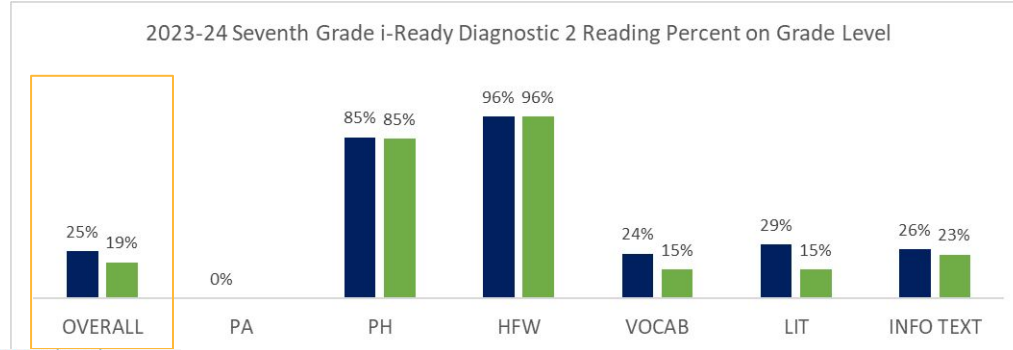
Strengths

- **Percent on grade level** increased versus prior year
- **Percent of students 2+ below** decreased versus prior year

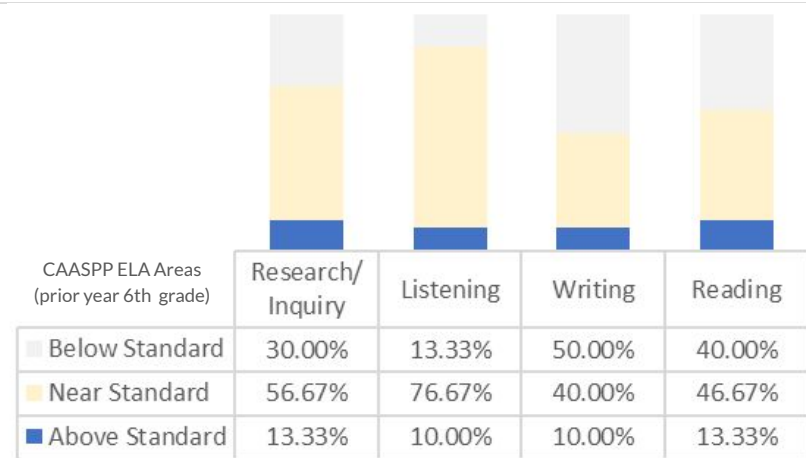
Opportunities

- Percent of students meeting their **typical growth goal** declined versus prior year
- **Literature** had the largest gap to the district and was only 15% at grade level

2023-24 Seventh Grade i-Ready Diagnostic 2 Reading Percent on Grade Level



Reading	On Grade Level	2021-22	2022-23	2023-24
D1		9.7%	15.6%	14.3%
D2		25.0%	17.0%	19.2%
D3		22.6%	36.2%	
Reading	% 1 GL Below	2021-22	2022-23	2023-24
D1		9.7%	31.1%	21.4%
D2		9.4%	25.5%	26.9%
D3		19.4%	8.5%	
Reading	% 2 or More Below	2021-22	2022-23	2023-24
D1		80.6%	53.3%	64.3%
D2		65.6%	57.4%	53.8%
D3		58.1%	55.3%	
Reading	Met Typical Growth	2021-22	2022-23	2023-24
D2		75.0%	51.1%	44.0%
D3		71.0%	60.9%	



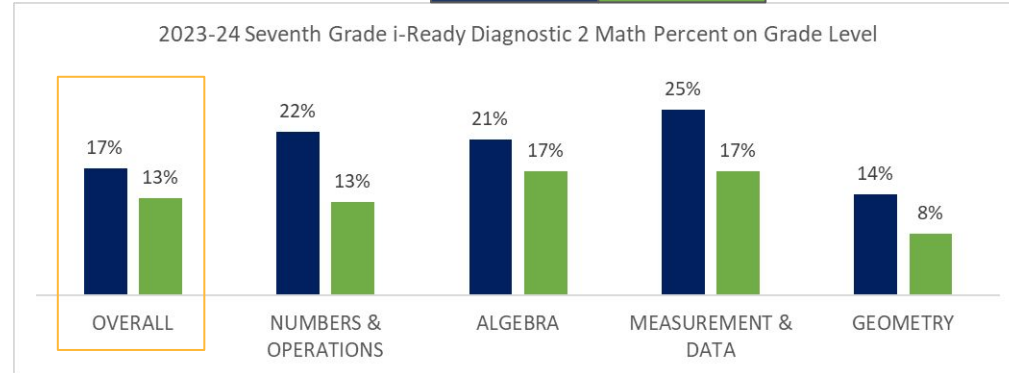
7th Grade Math



Research and Accountability Department

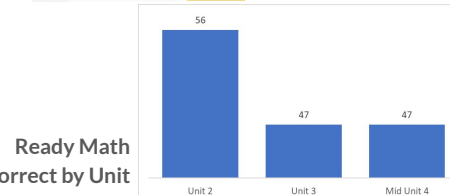
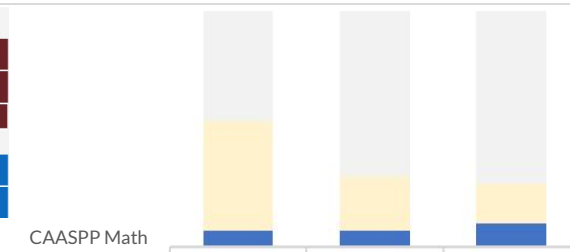
Empowering with data.

District School



Math On Grade Level			Math % 2 or More Below			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	(Blank)	4.5%	14.3%	D1	77.4%	65.9%
D2	9.4%	8.5%	12.5%	D2	68.8%	53.2%
D3	16.1%	17.0%		D3	64.5%	53.2%

Math % 1 GL Below			Math Met Typical Growth			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	22.6%	29.5%	14.3%	D2	71.0%	41.3%
D2	21.9%	38.3%	16.7%	D3	41.9%	43.5%
D3	19.4%	29.8%				



Key Metrics

- i-Ready 13% on grade level reading (+4% gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- No Ready Math Unit Assessments Available

Strengths

- Percent of students on grade level increased versus prior year

Opportunities

- 47% of students were near standard on Communicating reasoning
- Percent of students 2+ below increased versus prior year
- Average percent correct on Ready Math has decreased

8th Grade ELA



Stockton Unified School District
Since 1952

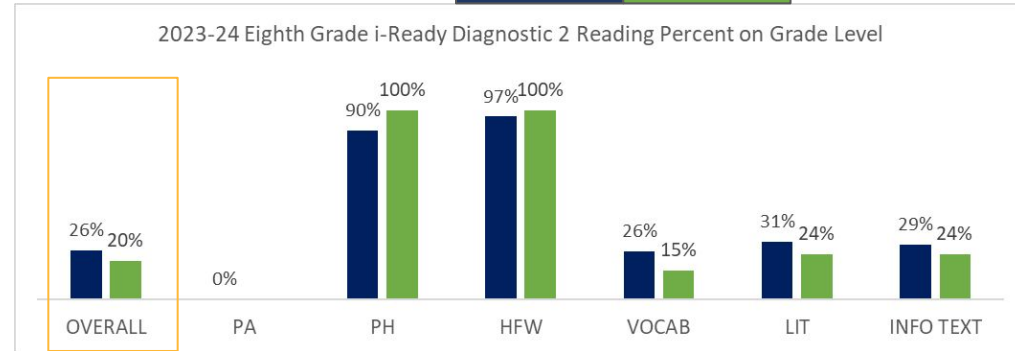
Research and Accountability Department

Empowering with data.

District School

Key Metrics

- **i-Ready 20%** on grade level reading (+6% gap to district)
- English Learners
 - 0 New English Learners tested this year (Initial ELPAC)
 - 8 English Learners (+11 RFEP)
- **Curriculum Engagement:**
 - i-Ready Reading Pathway **Minutes:** Below Target (most recent month) ([slide 35](#))
 - i-Ready Reading Pathway **Lessons:** Below Target (most recent month) ([slide 36](#))



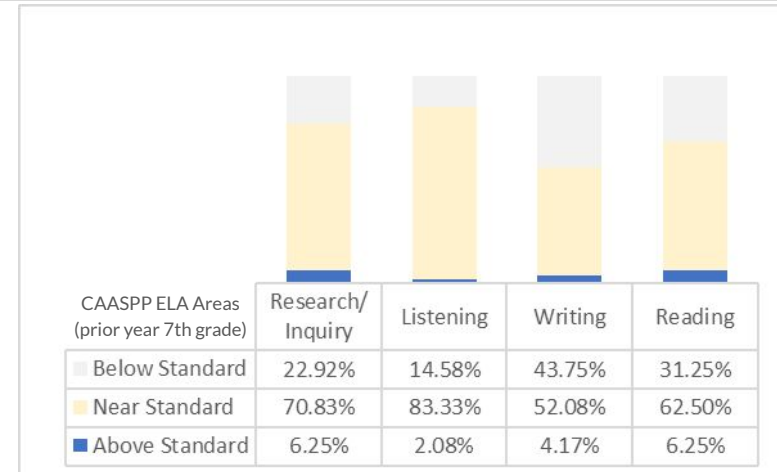
Strengths

- Percent of students meeting their **typical growth goals** increased almost 20% versus last year

Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	18.2%	23.3%	10.6%
D2	26.1%	25.0%	19.6%
D3	30.4%	37.5%	
Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	18.2%	6.7%	21.3%
D2	26.1%	12.5%	28.3%
D3	4.3%	9.4%	
Reading % 2 or More Below			
	2021-22	2022-23	2023-24
D1	63.6%	70.0%	68.1%
D2	47.8%	62.5%	52.2%
D3	65.2%	53.1%	
Reading Met Typical Growth			
	2021-22	2022-23	2023-24
D2	69.6%	56.7%	75.0%
D3	47.8%	65.6%	

Opportunities

- **Writing** had the highest below standard on CAASPP at 63% (7th grade last year)
- **Vocabulary** had the lowest percent on grade level (i-Ready) at 15%



8th Grade Math



Research and Accountability Department

Empowering with data.

District School

Key Metrics

- i-Ready 7% on grade level reading (9% gap to district)
- Curriculum Engagement:
 - Ready Math: None ([slide 31](#))
 - i-Ready Reading Pathway Minutes: Below Target (most recent month) ([slide 37](#))
 - i-Ready Reading Pathway Lessons: Below Target (most recent month) ([slide 38](#))
- No Ready Math data available

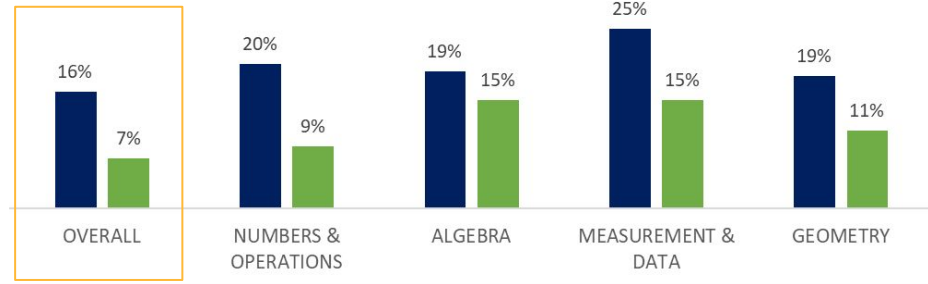
Strengths

- Algebra and Measurement & Data have the highest percent at grade level

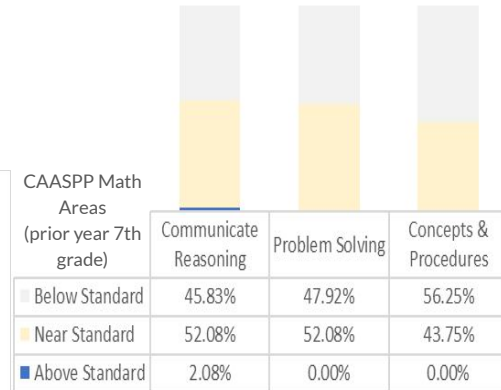
Opportunities

- 2+ students increased from prior year
- Percent on grade level is lower than the district

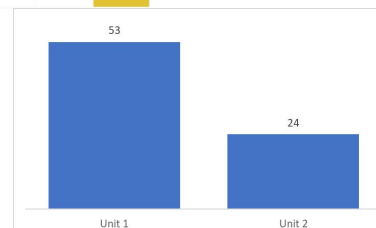
2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level	2021-22	2022-23	2023-24	Math % 2 or More Below	2021-22	2022-23	2023-24
	D1	4.3%	13.3%		6.4%	D1	73.9%
D2	18.2%	15.6%	6.5%	D2	59.1%	65.6%	71.7%
D3	22.7%	28.1%		D3	50.0%	37.5%	
Math % 1 GL Below				Math Met Typical Growth			
D1	21.7%	13.3%	17.0%	D2	72.7%	50.0%	50.0%
D2	22.7%	18.8%	21.7%	D3	63.6%	71.9%	
D3	27.3%	34.4%					

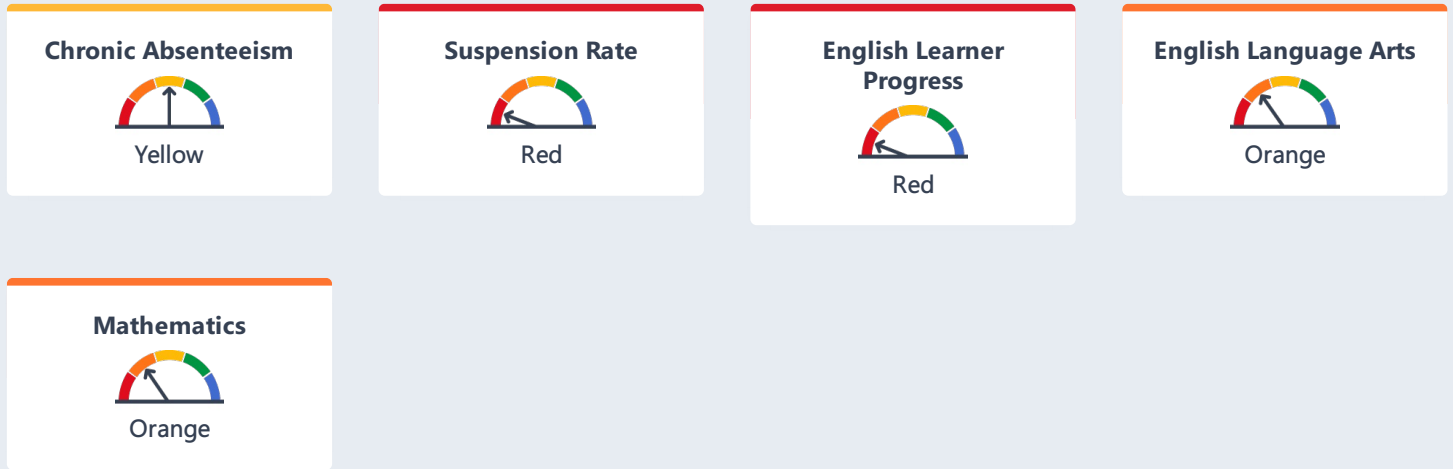


Ready Math Average Percent Correct by Unit



Taylor Leadership Academy

Explore the performance of Taylor Leadership Academy under California's Accountability System.

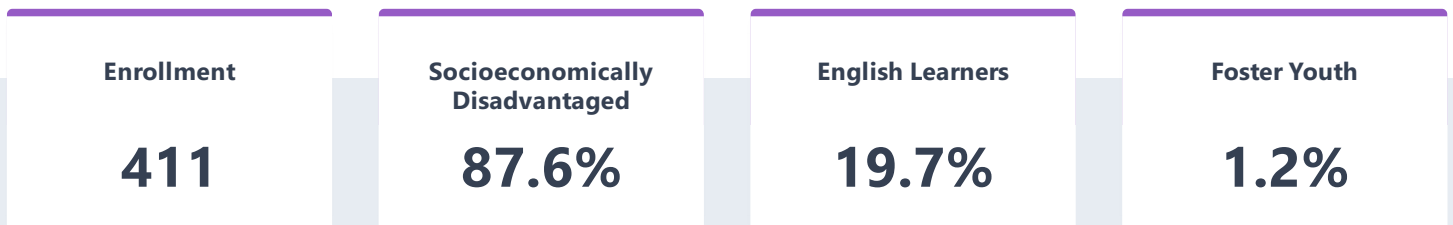


School Details

NAME Taylor Leadership Academy	ADDRESS 1101 Lever Boulevard Stockton, CA 95206-2855	WEBSITE N/A	GRADES SERVED K-8
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Orange

83.4 points below standard


Increased 7.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	4 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Orange

111.3 points below standard


Increased 12.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress



Red

21.3% making progress


Declined 22.8% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism



Yellow

45.2% chronically absent

Declined 4.8% ▼


EQUITY REPORT
Number of Student Groups in Each Level

0 Red	4 Orange	3 Yellow
0 Green	0 Blue	

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate



Red

10.2% suspended at least one day

Increased 7% ▲

EQUITY REPORT
Number of Student Groups in Each Level

4 Red	2 Orange	0 Yellow
0 Green	1 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

83.4 points below standard

Increased 7.6 Points ▲

Number of Students: 233

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

African American

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

82 points below standard

Declined 17.5 Points ▼

Number of Students: 22

Filipino



No Performance Color

25 points below standard

Increased 15.8 Points ▲

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races



No Performance Color

81 points below standard

Number of Students: 11

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

143.6 points below standard

Increased 6.3 Points ▲

Number of Students: 31

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Orange

114.1 points below standard

Increased 6.9 Points ▲

Number of Students: 52

English Learners



Orange

93.7 points below standard

Increased 10.4 Points ▲

Number of Students: 46

Hispanic



Orange

86.3 points below standard

Increased 14.9 Points ▲

Number of Students: 114

Socioeconomically Disadvantaged



Orange

90.4 points below standard

Increased 6.1 Points ▲

Number of Students: 197

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	91 points below standard	83.4 points below standard

English Language Arts Data Comparisons: English Learners

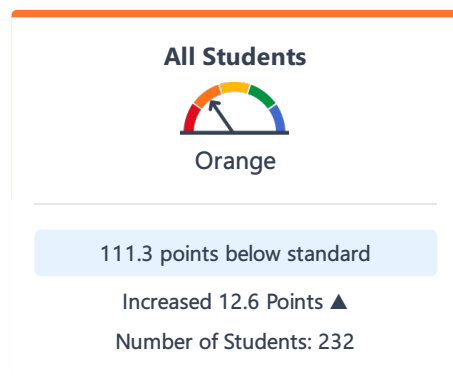
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
102.4 points below standard Increased 18.7 Points ▲ Number of Students: 42	Less than 11 students - data not displayed for privacy Number of Students: 4	92.1 points below standard Increased 15.9 Points ▲ Number of Students: 159

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



English Learners

African American

No Student Groups

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

92.4 points below standard

Increased 14 Points ▲

Number of Students: 22

Filipino



No Performance Color

33.4 points below standard

Increased 26.7 Points ▲

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races



No Performance Color

76.6 points below standard

Number of Students: 11

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

162.2 points below standard

Maintained 0.4 Points

Number of Students: 31

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Red

139.9 points below standard

Maintained 0.8 Points

Number of Students: 46

African American



Orange

132.4 points below standard

Increased 12.6 Points ▲

Number of Students: 51

Hispanic



Orange

129.6 points below standard

Increased 7.3 Points ▲

Number of Students: 114

Socioeconomically Disadvantaged



Orange

121.9 points below standard

Increased 5.5 Points ▲

Number of Students: 196

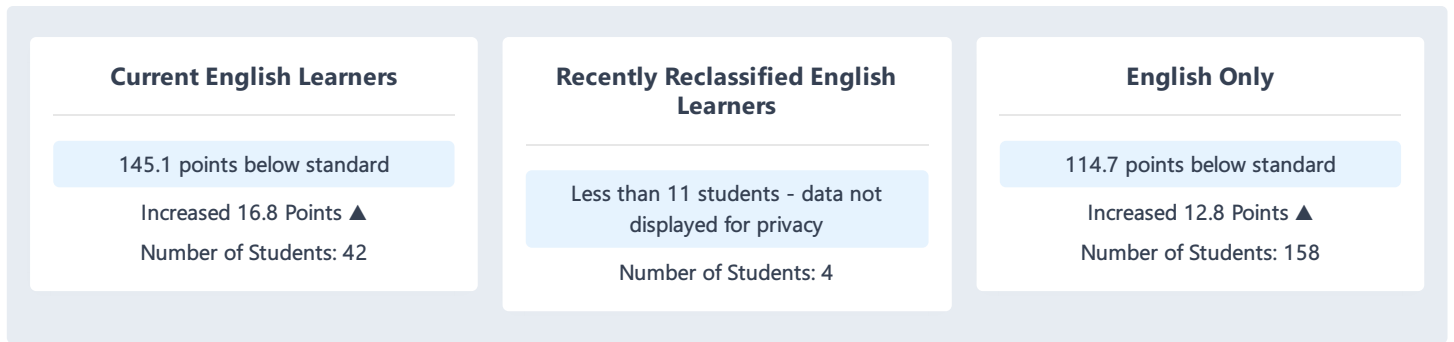
Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	123.8 points below standard	111.3 points below standard

Mathematics Data Comparisons: English Learners

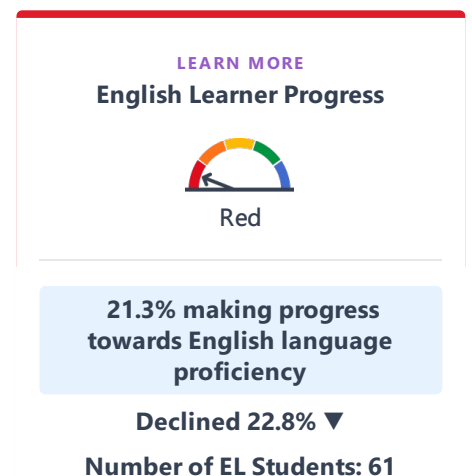
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042774&year=2022-23>

All Students



Yellow

45.2% chronically absent

Declined 4.8% ▼

Number of Students: 431

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

African American

English Learners

Filipino

Students with Disabilities



Yellow

Asian

Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

66.7% chronically absent

Declined 11.1% ▼

Number of Students: 21

Two or More Races



No Performance Color

52.4% chronically absent

Increased 2.4% ▲

Number of Students: 21

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

African American



Orange

54.5% chronically absent

Declined 14.1% ▼

Number of Students: 88

English Learners



Orange

35.9% chronically absent

Declined 4.6% ▼

Number of Students: 92

Filipino



Orange

32.4% chronically absent

Declined 5.7% ▼

Number of Students: 37

Students with Disabilities



Orange

32.7% chronically absent

Declined 20.7% ▼

Number of Students: 49

Asian



Yellow

17.1% chronically absent

Declined 5.8% ▼

Number of Students: 35

Hispanic



Yellow

46.2% chronically absent

Declined 3.8% ▼

Number of Students: 234

Socioeconomically Disadvantaged



Yellow

45.9% chronically absent

Declined 5.4% ▼

Number of Students: 379

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students



Red

10.2% suspended at least one day

Increased 7% ▲

Number of Students: 471

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Red

African American

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Orange

English Learners

Filipino



Yellow

No Student Groups



Green

No Student Groups



Blue

Asian



No Performance Color

American Indian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

26.1% suspended at least one day

Increased 22.2% ▲

Number of Students: 23

Two or More Races



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 22

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

African American



Red

25.8% suspended at least one day

Increased 18.5% ▲

Number of Students: 93

Hispanic



Red

8.5% suspended at least one day

Increased 5.6% ▲

Number of Students: 260

Socioeconomically Disadvantaged



Red

9.6% suspended at least one day

Increased 6.7% ▲

Number of Students: 415

Students with Disabilities



Red

8.5% suspended at least one day

Increased 0.6% ▲

Number of Students: 71

English Learners



Orange

4.9% suspended at least one day

Increased 2.9% ▲

Number of Students: 103

Filipino



Orange

2.6% suspended at least one day

Increased 2.6% ▲

Number of Students: 39

Asian



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 41

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.2%	10.2%

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
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	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
---------	-------------

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
---------	-------------

K

Acronym	Description
---------	-------------

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
---------	-------------

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
---------	-------------

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
------	--

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/selpacontentlead18fa.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