

Taylor Leadership Academy

1101 Lever Blvd. • Stockton, CA 95206 • (209) 933-7290 • Grades K-8

Connor Sloan, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

Principal's Message

Taylor Leadership Academy serves an ethnically diverse population of students, 99% of students receive free and reduced breakfast and lunch, and 36% of the student population are identified as English Language Learners. We are committed to fostering a place of learning for all students to learn and excel within a democratic society through collaboratively engaging the heads and hearts of all learners, inspiring and promoting the use of their imaginations, and the desire to always put forth your best effort. The vision for Taylor Leadership Academy is to provide a safe learning environment for all students while implementing rigorous instructional practices that inspire and promote students' active participation in their learning while enjoying the learning process and developing their capacity to be creative.

Taylor Leadership Academy provides educational opportunities that are aligned with AVID, Direct Interactive Instruction, Common Core State Standards, STEM, Academic Parent Teacher Team meetings, Saturday Enrichment Program, and the development of a professional learning community driven by student data. Some of the programs that are utilized at Taylor Leadership Academy to support student achievement and social-emotional growth are: ST Math, Compass Learning, Point Break Anger Management groups, No Bully, PBIS, and PEER PLUS. Teachers utilize Units of Study as a framework for delivery of Common Core State Standards instruction in the areas of ELA, Math, and ELD and utilize MAP, CCSS pre, post, and performance task assessments as well as teacher created common formative assessments to measure student academic growth.

Taylor Leadership Academy currently receives funding for community based services through the Community Schools Partnership Grant that serves our community through the Taylor Family Resource Center. Our Family Resource Center offers on-going programs for learning opportunities for parents, guardians, and community members including health, medical, and dental services, parent and student counseling, and tax services.

School wide goals represent our desire to reduce chronic absenteeism, increase daily student attendance, provide research-based instructional practices utilizing DII and AVID that prepare all students to be proficient readers by the end of third grade, provide CCSS math instruction that supports increasing students' problem solving and mathematical reasoning abilities so they will be successful in understanding higher level math and pass Algebra courses, and through utilizing AVID instructional strategies preparing students to be college and career ready. At Taylor Leadership Academy we are actively facilitating the development of active leaders, learners, and thinkers.

The school goals in the areas of Math and Reading for the 2014-2015 school year are:

By June of 2015, the school-wide percentage of students who meet their projected growth target for Reading on the MAP assessment will increase by 25% in reading, as compared to the 2014 MAP growth data. Students will move from 63% to 72%.

By June of 2015, the school-wide percentage of students who meet their projected growth target for Math on the MAP assessment will increase by 25% as compared to the 2014 MAP growth data. Students will move from 64% to 73%.

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7290.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	59
Gr. 1	61
Gr. 2	64
Gr. 3	48
Gr. 4	57
Gr. 5	57
Gr. 6	56
Gr. 7	55
Gr. 8	58
Total	515

SOURCE: California Department of Education

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	16.9
American Indian or Alaska Native	6.2
Asian	17.3
Filipino	10.3
Hispanic or Latino	43.7
Native Hawaiian/Pacific Islander	0.6
White	3.1
Two or More Races	1.6
Socioeconomically Disadvantaged	94.0
English Learners	36.1
Students with Disabilities	9.1

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Taylor Leadership Academy	12-13	13-14	14-15
Fully Credentialed	24	17	18
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0

Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School

Taylor Leadership Academy	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	3	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.44	5.56
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-8 Math, Algebra I & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>FOSS (Full Option Science System)</p> <p>Adopted in 2007</p> <p>Earth Science</p> <p>Adopted in 2007</p> <p>Life Science</p> <p>Adopted in 2007</p> <p>Physical Science</p> <p>Adopted in 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>K-5 Scott Foresman</p> <p>Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past</p> <p>Adopted in 2006</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Taylor School has been in operation for 56 years. The site hosts grades K-8, has a multipurpose room, a library and an administration building. Our site is comprised of the original school building as well as portable classrooms to accommodate our enrollment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure service requests and that emergency repairs are addressed.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

This year the team at Taylor will be working with community partners on gardening and cultural history projects to provide a more beautiful, inviting and informative campus. In the 2013-2014 school year we will be extending these projects and working with the community to add public art such as murals to support our identity as The Taylor Leadership Academy.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/5/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Interior: Interior Surfaces	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		rm-12: light out needs to be changed. rm-38: carpet torn
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Electrical: Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Safety: Fire Safety, Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Structural: Structural Damage, Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Rating	Exemplary	Good	Fair	Poor	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	33	25	22	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	23	26	28	36	38	37	54	56	55
Math	21	25	28	34	34	34	49	50	50
HSS	17	21	14	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	1	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.2	19.6	41.1
7	10.3	36.2	22.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	22
Male	29
Female	17
Black or African American	17
American Indian or Alaska Native	
Asian	
Filipino	47
Hispanic or Latino	19
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	21
English Learners	11
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	6	40	38
Black or African American			
American Indian or Alaska Native			
Asian	6	73	5
Filipino			
Hispanic or Latino	15	20	57
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	6	40	37
English Learners	-4	19	56
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Taylor Leadership Academy recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. Taylor Leadership Academy offers several opportunities and programs to encourage parent involvement.

- Academic Parent Teacher Teams (APTT)
- AVID Parent Academies
- Quarterly Academic Growth Assembly Celebrations
- Community Partnership Community School Program and Events
- Adult Education Classes
- After School Programs
- Valley Community Counseling Services
- English Language Advisory Committee (ELAC)
- Family Health Center and programs
- Parent Resource Center
- Student Success Teams
- Preschool Program
- School Site Council (SSC)
- Community & School Garden

Taylor Leadership Academy urges parents who are interested in getting involved with their children's learning and or participating in their own personal growth to contact Jennifer Morales in the Taylor Family Center at 1-209-933-7290.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety is extremely important to us at Taylor. Our school places a strong emphasis on ensuring the safety of all students, staff and community members. We do this through annual and on-going reviews of our safety plans, procedures and needs as well as proactive measures to address health and safety. July 31st, 2014 & August 11, 2014 were the first two dates at which the safety plan was reviewed, updated, and discussed with the entire school staff for the 2014-2015 school year.

The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a school wide cleaning process occurs during the summer, and strategic cleaning occurs during the fall, winter, and spring breaks. In the event of a school site emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, staff, and all people on campus based upon the site and district emergency preparedness plans (REMS). Emergency drills are conducted on a regular basis and are scheduled monthly to ensure all safety procedures are practiced.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. We work to ensure the playground is safe for all students by using proactive interventions and conflict resolution strategies. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

The following is a summary of data provided by the district:

5 TAYLOR (37) Loss 529.00
 1 SUBSTANCE ABUSE-MARIJUANA Pos. Marj. Sch. Campus Loss 0.00
 1 PROPERTY Found Property Loss 0.00
 1 BURGLARY Forcible Entry Loss 100.00
 1 THEFT Auto Burglary - No Forced Entry Loss 0.00
 1 THEFT Auto Larceny-F/E Burglary Loss 460.00
 1 CITY MUNI CODE Curfew 11:00 PM to 6:00 AM Loss 0.00
 Total Loss= \$529.00

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	14.1	12.1	9.4
Expulsions Rate	0.1	0.2	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	.33
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	.50
Resource Specialist	1.0
Other	.40
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	32	19	20	0	4	3	2			0		
Gr. 1	27	32	31	0			2	2	2	0		
Gr. 2	31	25	32	0			2	2	2	0		
Gr. 3	29.5	28	24	0			2	2	2	0		
Gr. 4	23.7	28	19	1		2	2	2	2	0		
Gr. 5	29	31	19	0		1	2	2	2	0		
Gr. 6	31.5	26	28	0			2	2	2	0		
Other	0			3			0			0		
English	28.3	32	13	1		1	4	3		1	1	
Math	28.8	31		0			4	5		0		
Science	28.8	31		0			4	4		0		
SS	28.8	31		0			4	3		0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,838	\$3,760	\$4,078	\$54,310
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-18.1	-11.2
Percent Difference: School Site/ State			-13.0	-23.2

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Taylor Leadership Academy

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Taylor Leadership Academy

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. At Taylor Leadership Academy all teaching and instructional support staff meets on a weekly basis every Monday for 90 minutes collaborating around the use of student data to improve and inform research-based instructional practices. Staff also meets every third Tuesday of the month for 60 minutes to collaboratively work on the development of common formative assessments. The collaborative meetings utilize the format of professional learning community meetings focused on data team actions. Teachers collaborate both in grade level and cluster groupings as well as vertical articulation. All staff take part in quarterly AVID professional development that is site based as well as attending AVID Summer Institutes. West ED also provides professional development to teachers throughout the year in the areas of CCSS instructional shifts, coaching support in developing rigorous instructional practices, development of setting SMART goals, collecting and monitoring student data, and having critical conversations. The consulting group Solution-Tree provides quarterly PD for teachers in the areas of developing CCSS Units of Study, common formative assessments, and utilizing Direct Interactive Instruction. The district provides three trainings throughout the year for teachers in the area of facilitating effective ELD instruction and utilizing SDAIE strategies across the curriculum.