

Taylor Leadership Academy

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

Connor Sloan, Principal

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<http://www.stocktonusd.net/Taylor>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Eliseo Dávalos, Ph.D.
Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

Principal's Message

Taylor Leadership Academy serves an ethnically diverse population of students, 100% of students receive free and reduced breakfast and lunch, and around 28% 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. Our vision is that we are leaders, learners, and thinkers preparing for our future. Our mission is working collaboratively as a professional learning community we will close the achievement gap by preparing all students for college, career readiness, to be successful in a global society, and utilizing their imagination and critical thinking skills. Our social-emotional learning commitment is that we will treat ourselves and others with respect and kindness at all times. As a staff we pride take pride in creating an inspiring school environment, that promotes creativity and respectful self-expression, critical thinking, solution oriented approaches, and all learners developing and utilizing a growth mindset.

At Taylor Leadership Academy we strive 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, innovative, and transfer their academic knowledge into practice. Taylor Leadership Academy provides educational opportunities that are aligned with AVID, Direct Interactive Instruction, Common Core State Standards, STEM, Academic Parent Teacher Team meetings, and the development of a professional learning community driven by student data and the needs of the learners we serve. Some of the programs that are utilized at Taylor Leadership Academy to support student achievement and social-emotional growth are: AVID, PLUS, ST Math, Compass Learning, Imagine Learning, Point Break Anger Management groups, PBIS, and No Bully Solution Teams. 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. Science and Social Studies are taught using core textbooks and all students receive their P.E. instructional minutes as outlined by the CDE guidelines.

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 and training that provide learning opportunities for parents, guardians, and community members including health, medical, and dental services, parent and student counseling, tax services, and weekly Friday parent coffees.

School wide goals represent our desire to reduce chronic absenteeism, increase daily student attendance, provide research-based instructional practices utilizing DII and AVID research-based strategies that engage and 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 graduate high school with A-G requirements so they are 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 2016-2017 school year are:

By June of 2017, the school-wide percentage of students who meet their projected growth target for Reading on the MAP assessment will increase by 30% in reading, as compared to the 2016 MAP growth data. Students will move from 58.4% to 88.4% of students meeting their projected growth target in Reading as measured by MAP.

By June of 2017, the school-wide percentage of students who have met or exceeded the standard target for Reading as measured on the SBAC will increase by 50% in reading, as compared to the 2016 SBAC growth data. Students will move from 17% to 25.5%.

By June of 2017, the school-wide percentage of students who meet their projected growth target for Math on the MAP assessment will increase by 30% as compared to the 2016 MAP growth data. Students will move from 51.6% to 81.6% of students meeting their projected growth target in Math as measured by MAP. .

By June of 2017, the school-wide percentage of students who have met or exceeded the standard target for Math as measured on the SBAC will increase by 100% in Math, as compared to the 2016 SBAC growth data. Students will move from 14% to 28%.

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Principal
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About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	48
Grade 2	51
Grade 3	59
Grade 4	64
Grade 5	32
Grade 6	54
Grade 7	58
Grade 8	53
Total Enrollment	504

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.1
American Indian or Alaska Native	4.8
Asian	13.3
Filipino	10.1
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	0.4
White	2.6
Two or More Races	3.8
Socioeconomically Disadvantaged	80.6
English Learners	30.2
Students with Disabilities	7.9
Foster Youth	0.4

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	14-15	15-16	16-17
With Full Credential	18	18	18
Without Full Credential	1	2	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Taylor Leadership Academy	14-15	15-16	16-17
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	4
Vacant Teacher Positions	0	1	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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	100.0	0.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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 16, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 7/18/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		p 35: carpet worn p 47: rips on ceiling tile, internet connection hanging. p 55: rips on walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			p 47: rips on ceiling tile, internet connection hanging.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	25	16	24	25	44	48
Math	16	14	18	21	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	22	25	21	31	29	30	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.5	25.8	
7	25.5	27.3	3.6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	86	84	97.7	21.4
Male	40	40	100.0	15.0
Female	46	44	95.7	27.3
Black or African American	12	12	100.0	25.0
Asian	14	14	100.0	28.6
Hispanic or Latino	41	40	97.6	12.5
Socioeconomically Disadvantaged	63	61	96.8	18.0
English Learners	25	25	100.0	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	59	96.7	16.9
	4	64	64	100.0	7.9
	5	32	31	96.9	12.9
	6	52	51	98.1	17.6
	7	57	57	100.0	29.8
	8	53	51	96.2	11.8
Male	3	33	32	97.0	15.6
	4	31	31	100.0	3.2
	5	16	15	93.8	13.3
	6	24	24	100.0	12.5
	7	29	29	100.0	31.0
	8	24	24	100.0	8.3
Female	3	28	27	96.4	18.5
	4	33	33	100.0	12.5
	5	16	16	100.0	12.5
	6	28	27	96.4	22.2
	7	28	28	100.0	28.6
	8	29	27	93.1	14.8
Black or African American	6	11	10	90.9	
Hispanic or Latino	3	31	30	96.8	10.0
	4	30	30	100.0	
	5	15	15	100.0	6.7
	6	20	20	100.0	15.0
	7	24	24	100.0	20.8
	8	25	24	96.0	4.2
Socioeconomically Disadvantaged	3	45	43	95.6	13.9
	4	49	49	100.0	6.3
	5	22	21	95.5	9.5
	6	42	41	97.6	12.2
	7	39	39	100.0	20.5
	8	40	38	95.0	5.3
English Learners	3	18	18	100.0	5.6
	4	14	14	100.0	
	8	17	17	100.0	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	59	96.7	25.4
	4	64	64	100.0	7.8
	5	33	32	97.0	3.1
	6	52	51	98.1	15.7
	7	58	58	100.0	19.0
	8	58	58	100.0	19.0
Male	3	33	32	97.0	31.3
	4	31	31	100.0	3.2
	5	16	15	93.8	
	6	24	24	100.0	12.5
	7	29	29	100.0	17.2
	8	29	29	100.0	17.2
Female	3	28	27	96.4	18.5
	4	33	33	100.0	12.1
	5	17	17	100.0	5.9
	6	28	27	96.4	18.5
	7	29	29	100.0	20.7
	8	29	29	100.0	20.7
Black or African American	6	11	10	90.9	
Hispanic or Latino	3	31	30	96.8	20.0
	4	30	30	100.0	
	5	16	16	100.0	
	6	20	20	100.0	10.0
	7	24	24	100.0	12.5
	8	24	24	100.0	12.5
Socioeconomically Disadvantaged	3	45	43	95.6	20.9
	4	49	49	100.0	6.1
	5	23	22	95.7	
	6	42	41	97.6	12.2
	7	40	40	100.0	15.0
	8	40	40	100.0	15.0
English Learners	3	18	18	100.0	16.7
	4	14	14	100.0	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

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 and volunteer opportunities both in the classroom and around the school campus. 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

ESL Classes

After School Programs

Valley Community Counseling Services

English Language Parent Involvement Committee (ELPIC)

Family Health Center and programs

Parent Resource Center

Student Success Teams

Preschool Program

School Site Council (SSC)

Community & School Garden

Weekly Parent Coffees

Valley Days Volunteer Opportunities

Crossing Guards

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 and you can sign up through beamentor.org online.

Parents and community members who wish to become a part of the school community and participate are encouraged to call the school's office.

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. August 8th, 2016, August 25, 2016 & August 26th, 2016 were the first two dates at which the safety plan was reviewed, updated, and discussed with the entire school staff and community for the 2016-2017 school year, the Leadership Team, and the School Site Council.

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 Sgt. Tim Kegarice with the SUSD police department representing incidents at Taylor Leadership Academy from July 2014-July 2015:

Child Abuse Reporting 3 incidents

Poss. of Marijuana 1 incidents

Pos. Marj. Sch. Campus 1 incidents

False Fire Alarm 1 incidents

Battery at School on other employee 1 incidents

Unlock 1 incidents

Lost keys or locks, etc 1 incident

Suspicious Circ./Person Lockdown 1 incidents

Found Property 1 incidents
 Suspicious Circumstance/Person 11 incidents
 Crime Prevention-Talk or activity 6 incidents
 Missing 2 incidents
 Traffic Enforcement 6 incidents
 Disturbing the Peace 5 incidents
 Disturb Peace School (fighting) 1 incidents
 Forcible Entry 4 incidents
 Truancy - 4 or more truancies in a school year 1 incidents
 Trespassing 1 incidents
 Weapon on Sch/Campus 1 incidents
 Threaten Teacher 1 incidents
 CAMPUS CHECK 7 incidents
 FOLLOW-UP 4 incidents
 PERIMETER CHECK 12 incidents
 Vandalism/less than \$400 1 incidents
 Alarm mechanical problem 35 incidents
 Telephone Fraud (911 hang-ups) 6 incidents
 Alarm Problem - Service Call 28 incidents
 Alarm - No Code Out 3 incidents
 Alarm - False 4 incidents
 FIRE DRILL/TESTING 3 incidents
 Battery 1 incidents

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	9.4	10.4	12.3
Expulsions Rate	0.0	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		50
Percent of Schools Currently in Program Improvement		86.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.00
Social Worker	0.09
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.50
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	16	24	3	3	0		4	2			0
1	31	21	28		1	0	2	1	1			0
2	32	20	30		2	0	2	2	1			0
3	24	21	30		2	0	2	2	2			0
4	23	22	31	1	1	0	2	1	2			0
5	29	18	32		2	0	2	2	32			0
6	28	18	28		2	0	2	2	2			0
Other	8			1								

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	13	18	18	1	1	1		1	1			
Mathematics												
Science												
Social Science												

* 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.

Professional Development provided for Teachers

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 first and fourth Tuesday for 60 minutes and every second and third Tuesday for 90 minutes collaborating around the use of student data to improve and inform research-based instructional practices, address implementation needs for highly effective schools, and focus on essential learning outcomes and questions. Staff also meets every first and fourth Wednesday of the month for 60 minutes to collaboratively work on the development of common formative assessments and high leverage instructional practices. 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. Solution Tree also provides professional development to teachers throughout the year in the areas of CCSS instructional shifts, PLC coaching support in developing rigorous instructional practices, development of setting SMART goals, collecting and monitoring student data, and having crucial conversations. Teachers train teachers sessions are developed twice a month to provide teacher identified training areas focused on CCSS instruction, developing common formative assessments, Checking for understanding strategies, STEM projects, development of rubrics, and integration of technology. The district provides training throughout the year for teachers in the area of facilitating effective ELD instruction and utilizing SDAIE strategies across the curriculum as well as focusing on rigorous curriculum development and ongoing development of common formative assessments.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

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

Types of Services Funded

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)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8115.43	3561.38	4554.06	72946.42
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-34.2	-5.7
Percent Difference: School Site/ State			-23.8	-26.7

* Cells with ♦ do not require data.