

# Taylor Leadership Academy

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

Connor Sloan, Ed. D., Principal

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

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
Andrea Burrise  
Kathleen Garcia  
Lange P. Luntao  
Maria Mendez  
Angela Phillips  
Steve Smith

#### District Administration

Dan Wright, Acting Superintendent  
**Superintendent**  
Dr. Ward Andrus  
**Assistant Superintendent,  
Educational Services**

### School Description

#### Principal's Message

The Professional Learning Community at Taylor Leadership Academy begins each day with assuming positive intent and taking part in a collective mindfulness activity. 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, Imagine Learning, Point Break Anger Management groups, PBIS, Restorative Justice Circles, 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.

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, health and parenting classes, community social events, and weekly Thursday 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 2017-2018 school year are:

By June of 2018, the school-wide percentage of students who meet their projected growth target for Reading on the MAP assessment will increase by 10% in reading, as compared to the 2017 MAP growth data. Students will move from 49% to 59% of students meeting their projected growth target in Reading as measured by MAP.

By June of 2018, the school-wide percentage of students who have met or exceeded the standard target for Reading as measured on the SBAC will increase by 10% in reading, as compared to the 2017 SBAC growth data. Students will move from 20% to 30%.

By June of 2018, the school-wide percentage of students who meet their projected growth target for Math on the MAP assessment will increase by 10% as compared to the 2017 MAP growth data. Students will move from 48% to 58% of students meeting their projected growth target in Math as measured by MAP. .

By June of 2018, the school-wide percentage of students who have met or exceeded the standard target for Math as measured on the SBAC will increase by 10% in Math, as compared to the 2017 SBAC growth data. Students will move from 15% to 25%.

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Principal  
Taylor Leadership Academy  
Stockton, CA  
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(209)-933-7290

**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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	57
Grade 2	54
Grade 3	54
Grade 4	65
Grade 5	63
Grade 6	31
Grade 7	55
Grade 8	56
<b>Total Enrollment</b>	<b>527</b>

**2016-17 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	19.7
American Indian or Alaska Native	4.6
Asian	10.2
Filipino	10.2
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.4
White	1.5
Two or More Races	3.8
Socioeconomically Disadvantaged	87.1
English Learners	28.1
Students with Disabilities	7.8
Foster Youth	0.9

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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			
<b>Taylor Leadership Academy</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
With Full Credential	18	18	18
Without Full Credential	2	4	5
Teaching Outside Subject Area of Competence	0	0	0
<b>Stockton Unified School District</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
<b>Taylor Leadership Academy</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	4	0
Vacant Teacher Positions	1	0	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### 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.

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month in which data were collected: 7/27/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	by M/P Boys R/R: handicap stall north wall metal cover rusted-paint Multipurpose/ Kitchen: stage-sand and varnish, west stage hallway stairs-sand and varnish,west of stage hallway-patch walls and paint P-44: ramp and handrails-paint, east wall dumtar-repair, east and west baseboard-repair, ceiling tile has holes and tears-replace P-46: east baseboard-repair,south and east wall dumtar-repair, entrance door and frame-paint Rm-13: entrance door and frame-paint, cabinets west wall -paint Rm-31: entrance door and frame-paint, south wall-paint, west tall cabinet door handle missing-replace Rm-34: entrance door and frame-paint, west wall cubbies and cabinets-paint, south wall -paint south/west Boys R/R: west wall stucco cracks-repair and paint, toilet partitios-repair, entrance door and frame-paint
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			p 47: rips on ceiling tile, internet connection hanging.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		by M/P Girls R/R: sanitary napkin dispensers rusted-replace all south/west Girls R/R: trash can 33 gal. metal-replace, entrance door and frame-paint
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/27/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	P-44: ramp and handrails-paint, east wall dumtar-repair, east and west baseboard-repair, ceiling tile has holes and tears-replace P-46: east baseboard-repair,south and east wall dumtar-repair, entrance door and frame-paint Rm-13: entrance door and frame-paint, cabinets west wall -paint Rm-25: entrance door and frame-paint Rm-31: entrance door and frame-paint, south wall-paint, west tall cabinet door handle missing-replace Rm-34: entrance door and frame-paint, west wall cubbies and cabinets-paint, south wall -paint south/west Boys R/R: west wall stucco cracks-repair and paint, toilet partitios-repair, entrance door and frame-paint south/west Girls R/R: trash can 33 gal. metal-replace, entrance door and frame-paint
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	16	21	25	26	48	48
Math	14	15	21	20	36	37

\* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	25	21	29	30	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.7	3.2	
7	3.7	9.3	1.9

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	321	319	99.38	21
<b>Male</b>	157	156	99.36	18.59
<b>Female</b>	164	163	99.39	23.31
<b>Black or African American</b>	61	61	100	9.84
<b>American Indian or Alaska Native</b>	20	20	100	5
<b>Asian</b>	39	39	100	28.21
<b>Filipino</b>	34	34	100	55.88
<b>Hispanic or Latino</b>	144	143	99.31	15.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	13	12	92.31	41.67
<b>Socioeconomically Disadvantaged</b>	282	280	99.29	19.29
<b>English Learners</b>	121	121	100	17.36
<b>Students with Disabilities</b>	31	31	100	6.45
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	321	318	99.07	15.46
<b>Male</b>	157	156	99.36	15.48
<b>Female</b>	164	162	98.78	15.43
<b>Black or African American</b>	61	61	100	6.67
<b>American Indian or Alaska Native</b>	20	20	100	5
<b>Asian</b>	39	39	100	20.51
<b>Filipino</b>	34	34	100	44.12
<b>Hispanic or Latino</b>	144	142	98.61	11.97
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	13	12	92.31	25
<b>Socioeconomically Disadvantaged</b>	282	279	98.94	13.67
<b>English Learners</b>	121	121	100	11.57
<b>Students with Disabilities</b>	31	31	100	3.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)**

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)

Individual Teacher & Parent Conferences

AVID/STEM Showcases

Thursday Parent Coffees

AVID Parent Academies

Trimester 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 Meetings  
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](http://beamentor.org) online.

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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, 2017, August 8th, 2017 & August 25th, 2017 were the first three dates at which the safety plan was reviewed, updated, and discussed with the entire school staff and community for the 2017-2018 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 2015-July 2016:

Incident Summary by Common Name: TAYLOR

15-1606 VANDALISM, Vandalism/less than \$400 08/20/2015 - 08/20/2015 11:18 - 11:25 0.00 08/20/2015  
15-1623 INJURY TO PERSON, Injury to Person 08/21/2015 - 08/21/2015 11:56 - 12:52 0.00 08/21/2015  
15-1913 BURGLARY, Forcible Entry 09/21/2015 - 09/21/2015 08:29 - 11:14 4,350.00 09/21/2015  
15-1990 THEFT, Petty Theft 09/30/2015 - 09/30/2015 19:46 - 21:25 50.00 09/30/2015  
15-1993 THEFT, Petty Theft - of school property 08/27/2015 - 10/02/2015 05:01 - 05:01 0.00 10/01/2015  
15-2235 TRANSPORTING, TRANSPORTING PERSON(S) 10/30/2015 - 10/30/2015 17:06 - 19:05 0.00 10/30/2015 15-2440 INJURY TO PERSON, Injury to Person 11/19/2015 - 11/19/2015 11:24 - 11:39 0.00 11/19/2015  
15-2486 VANDALISM, Vandalism-Graffiti 11/28/2015 - 11/28/2015 12:58 - 13:03 0.00 11/28/2015  
15-2487 BURGLARY, Unlawful Entry-No Force 11/29/2015 - 11/29/2015 17:45 - 18:22 0.00 11/29/2015  
15-2556 VANDALISM, Vandalism more than \$400 12/06/2015 - 12/06/2015 07:08 - 07:41 0.00 12/06/2015  
15-2600 PROPERTY, Found Property 12/09/2015 - 12/09/2015 14:08 - 14:54 0.00 12/09/2015  
16-0067 VANDALISM, Vandalism/less than \$400 01/09/2016 - 01/09/2016 00:36 - 00:39 0.00 01/09/2016  
16-0143 BURGLARY, Forcible Entry 01/17/2016 - 01/17/2016 21:23 - 22:28 100.00 01/17/2016  
16-0570 VANDALISM, Vandalism more than \$400 02/27/2016 - 03/01/2016 16:00 - 08:30 0.00 03/01/2016  
16-0706 SUSPICIOUS CIRCUMSTA, Suspicious Circumstance/Person 03/11/2016 - 03/11/2016 11:01 - 12:43 0.00 03/11/2016  
16-0801 BURGLARY, Forcible Entry 03/22/2016 - 03/22/2016 10:57 - 11:49 0.00 03/22/2016  
16-0809 BURGLARY, Forcible Entry 03/23/2016 - 03/23/2016 17:12 - 18:19 0.00 03/23/2016  
16-0848 SUSPICIOUS CIRCUMSTA, Suspicious Circumstance/Person 03/31/2016 - 03/31/2016 08:41 - 10:30 0.00 03/31/2016  
16-0940 ASSAULT, Assault at School on Student 04/08/2016 - 04/08/2016 08:54 - 11:20 0.00 04/08/2016  
16-1097 JUVENILE, Out of Control 04/22/2016 - 04/22/2016 14:20 - 16:00 0.00 04/22/2016  
16-1336 INJURY TO PERSON, Injury to Person 05/14/2016 - 05/14/2016 11:00 - 14:32 0.00 05/14/2016  
16-1375 SUSPICIOUS CIRCUMSTA, Suspicious Circumstance/Person 05/18/2016 - 05/18/2016 08:55 - 10:26 0.00 05/18/2016  
16-1474 SUBSTANCE ABUSE-MARIJUANA, Pos. Marj. Sch. Campus 05/28/2016 - 05/28/2016 09:21 - 09:49 0.00 05/28/2016  
16-1561 LOCK & KEY, Lost keys or locks, etc 06/20/2016 - 06/20/2016 04:35 - 04:36 0.00 06/20/2016  
Grand total of 24 incidents at Taylor Leadership Academy = Total Loss: \$4,500.00

**Suspensions and Expulsions**

School	2014-15	2015-16	2016-17
Suspensions Rate	10.4	12.3	8.0
Expulsions Rate	0.2	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.00
Other	1.00
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	16	22	23	3	2		4	16	16			
1	21	24	26	1	1	2	1	5	10			
2	20	27	24	2	2	2	2	10	10			
3	21	26	24	2	2	2	2	10	10			
4	22	28	29	1	2	2	1	5	5		5	5
5	18	28	28	2	1	2	2	5	10			
6	18	23	27	2	2	1	2	10	5			
Other		4			1							

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**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 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 Thursday 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 formatted professional development is also provided 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7079.77	1802.37	5277.40	72946.42
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-27.2	5.9
Percent Difference: School Site/ State			-19.7	-7.9

\* Cells with ♦ do not require data.

### 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)
- Valley Community Counseling Social-Emotional Services

### 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.