



# Taylor Leadership Academy

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

Benjamin Yang, Principal

byang@stocktonusd.net

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

## 2017-18 School Accountability Report Card Published During the 2018-19 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
- AngelAnn Flores
- Kathleen Garcia
- Lange Luntao
- Maria Mendez
- Scot McBrian
- Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Dr. Reyes Gauna

**Assistant Superintendent of  
Educational Support Services**

Craig Wells

**Assistant Superintendent of  
Human Resources**

Sonjhia Lowery

**Assistant Superintendent of  
Educational Services**

### 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 2019, 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 2018 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 2019, 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 2018 SBAC growth data. Students will move from 16% to 26%.

By June of 2019, 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 2018 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 2019, 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 2018 SBAC growth data. Students will move from 13% to 23%.

Benjamin Yang  
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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	69
Grade 2	54
Grade 3	53
Grade 4	33
Grade 5	63
Grade 6	63
Grade 7	29
Grade 8	51
<b>Total Enrollment</b>	<b>490</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.4
American Indian or Alaska Native	3.7
Asian	10.0
Filipino	10.2
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.2
White	1.4
Socioeconomically Disadvantaged	90.0
English Learners	30.2
Students with Disabilities	9.6
Foster Youth	1.6

## 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			
Taylor Leadership Academy	16-17	17-18	18-19
With Full Credential	18	18	22
Without Full Credential	4	5	2
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Taylor Leadership Academy	16-17	17-18	18-19
Teachers of English Learners	1	0	0
<b>Total Teacher Misassignments</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 California Studies Weekly Adopted in 2017  6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <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 over 56 years. The site hosts grades PK-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 extended these projects and worked with the community to add public art such as murals to support our identity as The Taylor Leadership Academy.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	North Boys R/R: ceiling light cover missing-replace, other Light cover insects-clean, ceiling-paint, handicap stall on wall cover plate-paint(blue) RM-1: entrance door and frame-paint, south cubbies-paint RM-23: entrance door and frame-paint, interior walls-paint,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Multipurpose ? Kitchen: entrance doors and frames-paint, stage floor-sand and re- varnish, Kitchen r/r light cover missing-replace, kitchen r/r other light cover insect-clean North Boys R/R: ceiling light cover missing-replace, other Light cover insects-clean, ceiling-paint, handicap stall on wall cover plate-paint(blue) North Girls R/R: ceiling light covers-insects-clean, entrance door and frame-paint, sanitary dispensers-replace all
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	North Girls R/R: ceiling light covers-insects-clean, entrance door and frame-paint, sanitary dispensers-replace all
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Multipurpose ? Kitchen: entrance doors and frames-paint, stage floor-sand and re- varnish, Kitchen r/r light cover missing-replace, kitchen r/r other light cover insect-clean North Girls R/R: ceiling light covers-insects-clean, entrance door and frame-paint, sanitary dispensers-replace all RM-1: entrance door and frame-paint, south cubbies-paint RM-11: entrance door and frame-paint, west cabinets and shelving-paint RM-23: entrance door and frame-paint, interior walls-paint, RM-31: South BoysR/R: entrance door and frame-paint, partitions- paint

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		South Girls R/R: entrance door and frame-paint,
<b>Overall Rating</b>	<b>Fair</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	21.0	16.0	26.0	28.0	48.0	50.0
Math	15.0	13.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.8	6.1	9.1
7	9.7	29.0	

\* 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.

**School Year 2017-18 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>	304	301	99.01	16.28
<b>Male</b>	155	154	99.35	11.69
<b>Female</b>	149	147	98.66	21.09
<b>Black or African American</b>	59	58	98.31	8.62
<b>American Indian or Alaska Native</b>	13	12	92.31	0.00
<b>Asian</b>	36	36	100.00	30.56
<b>Filipino</b>	34	34	100.00	50.00
<b>Hispanic or Latino</b>	146	145	99.32	10.34
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	277	275	99.28	14.18
<b>English Learners</b>	109	108	99.08	13.89
<b>Students with Disabilities</b>	29	29	100.00	3.45
<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 2017-18 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>
All Students	304	301	99.01	12.96
Male	155	154	99.35	14.29
Female	149	147	98.66	11.56
Black or African American	59	58	98.31	5.17
American Indian or Alaska Native	13	12	92.31	0
Asian	36	36	100	27.78
Filipino	34	34	100	50
Hispanic or Latino	146	145	99.32	6.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	277	275	99.28	10.91
English Learners	109	108	99.08	11.11
Students with Disabilities	29	29	100	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

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
- Garden Support Group
- 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. July 31st,, 2018, August 23rd, 2018 & August 24th, 2018 were the first three dates at which the safety plan was reviewed, updated, and discussed with the entire school staff and community for the 2018-2019 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 2017-July 2018:

Incident Summary by Common Name: TAYLOR

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	12.3	8.0	9.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	.02
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.75
Social Worker	.12
Nurse	.2
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	.8
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	23	17	2		16	16	16	1			
1	24	26	20	1	2	3	5	10	15			
2	27	24	24	2	2	2	10	10	10			
3	26	24	23	2	2	2	10	10	10			
4	28	29	14	2	2	12	5	5		5	5	
5	28	28	28	1	2	2	5	10	10			
6	23	27	28	2	1	2	10	5	10			
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 integrated and embedded strategies across the curriculum as well as focusing on rigorous curriculum development and ongoing development of common formative assessments.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* 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/).

### 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7047.97	1360.61	5687.36	71687.09
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-8.7	4.0
Percent Difference: School Site/ State			-14.5	-10.0

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.