

School Year: [2024-25](#)

# School Plan for Student Achievement Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Taylor (Bertha) Elementary	43696256097430	May 13, 2024	June 20, 2024

## Plan Description

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

At Taylor School, we work closely with educational partners throughout the school, community, and district. We analyze student performance data on an ongoing basis to refine practices and provide the best possible education for our students.

Ongoing data and feedback collection Taylor Elementary School continues to compel us to reflect and identify the impacts that a year-and-a-half of distance learning had on our school community. These impacts continue influencing our school community as students return from in-person learning. Chronic absenteeism and social and emotional learning continue to be a priority, as students' emotional needs have increased due to distance from their peers. Our top goals, actions, and strategies continue supporting our student's social and emotional well-being and developing their sense of safety and connectedness within a positive school climate. Knowing that a student's social and emotional state directly impacts learning, this continues to be our top priority at Taylor for the coming year.

Our school's five goals, which are detailed below, are not only our own but also align with the broader goals of our district. These goals have been identified as the focus of our Single Plan for Student Achievement (SPSA), reflecting our commitment to improving outcomes for all students.

*Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.*

*Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for ELs.*

*Goal 3 - We will provide an inclusive learning environment for students with disabilities.*

*Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.*

*Goal 5 - We will provide safe, engaging, and creative learning environments.*

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## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Our educational partners include teachers, staff, and parents, with the School Site Council (SSC) representing them to provide input and approval of the final plan.

We continue to engage families via virtual and/or in-person meetings. School information is communicated via Parent Square, bi-monthly school newsletters, and weekly communications from classroom teachers. Our teachers and staff work closely with the PTA to build partnerships with the Taylor community.

### **Involvement Process for the SPSA and Annual Review and Update**

Opportunities for input from educational partners included:

- Discussions with staff regarding priorities, April 9, 2024
- Staff Budget Priorities, April 9, 2024
- PTA, April 16, 2024

- ELAC, May 6, 2024
- SSC, May 13, 2024

The SSC parents were among those who reviewed data, and they approved the SPSA on May 13, 2024.

[Respond here]

## Resource Inequities

Based on our five goals outlined in this plan, the following have risen as priorities and opportunities:

People: Mental health services to support students in need (Goal 5). English Learner Teacher Partner to help teachers and students (Goal 2).

Funding: Planning days (substitute release days) for teachers to plan lessons, collaborate, and review student data (Goal 1). Technology (Renaissance Learning, RAZ Kids, & Second Step-Digital SEL Curriculum) to master the 21st-century skills of collaboration, communication, critical thinking, and creativity and increase student mastery of core academic subjects (Goal 1). Instructional supplies and printed materials to support mastery of Common Core standards (Goal 1).

## Comprehensive Needs Assessment

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

- Data shows that our English Learners, Hispanics, and Socio-Economically Disadvantaged students are performing at a lower level in English Language Arts. The 2023 CA Dashboard level for these groups is orange, at least two levels below all students. When reviewing this data with staff and teachers, it is imperative to provide targeted instruction in small groups. Starting 2024-25, Taylor will implement SEAL in Kindergarten and 1st grade. All teachers in all grades will implement SEAL strategies, and professional development will be provided to all teachers.
- Our Hispanic students' data show that they're also in the orange for Math. Therefore, we will continue to provide our teachers professional development through Big Ideas in Mathematics. Two teachers have provided professional development in math to our teachers. We will continue to implement Multi-Tiered Support Systems school-wide.

- Our students with two or more races and students with disabilities are in orange for Suspension. We will continue to monitor the restorative practices and reteach behavior expectations through our social-emotional learning curriculum, Second Step.
- California Dashboard data indicates that 19.5% of our school's students are chronically absent. From the beginning of the 2023-24 school year, we have communicated with the Taylor community that our monthly attendance goal is 96%. We will continue to increase our community events to build the connection from home to school. We continue to raise awareness among parents, students, and staff about the importance of regular attendance and the negative consequences of chronic absenteeism through parent/guardian newsletters, parent/teacher conferences, and parent meetings. We send home attendance letters to parents whose child has 10% or more absences. The community liaison and principal hold parent meetings to discuss interventions and strategies to improve their child's attendance.

[Respond here]

## Goals, Strategies/Activities, and Expenditures

### Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards.

#### Identified Need

We will focus on meeting the needs of each individual student so that all reach their full potential. We will continue our Professional Learning Community (PLC) work, which includes data analysis and collaboration to implement instructional strategies that will demonstrate growth. We will also develop a professional learning plan to support teachers and staff to continue to grow in ways that will support all students to gain academic proficiency.

#### Annual Measurable Outcomes

Metric	2021-2022 Data	2022-2023	2023-2024	Desired Outcome for 2024-2025
<b>SBAC Scores</b>	ELA-57.67% Met or Exceeded Math-56.76%	ELA-62% Met or Exceeded Math-57%	Available August 2024	Annual Growth of 3% overall

	Met or Exceeded	Met or Exceeded		
<b>CA Dashboard Academic Indicator</b>	ELA- 21.2 points above standard Math- 10.7 points above standard	ELA- 18.5 points above standard Math- 22.1 points above standard	Available August 2024	Blue, Green or Increase of One Performance Level
<b>Local ELA Benchmark Assessments (iReady Mid-Year)</b>	46% On or above grade level	60% On or above grade level	60% On or above grade level	Annual Growth of 5% overall
<b>Local Math Benchmark Assessments (iReady Mid-Year)</b>	37% On or above grade level	51% On or above grade level	50% On or above grade level	Annual Growth of 5% overall

**Strategy/Activity 1**

Teachers will use the district-adopted curriculum with fidelity to implement Multi-Tiered Systems of Support for all students. This will include small group targeted interventions in the classroom, such as guided reading instruction.

**Students to be Served by this Strategy/Activity**

This action is for all students, including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$2,000	LCFF

**Strategy/Activity 2**

To address learning needs or foundational skill gaps for students, instructional materials, technology supplies will be provided for teachers to implement CCSS in ELA and Math with the goals of increasing student proficiency.

**Students to be Served by this Strategy/Activity**

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$8,435	LCFF

**Strategy/Activity 3**

All teachers and students will have RAZ Kids licenses (K-3rd) or Renaissance Learning licenses (4th-6th). Teachers should leverage the skills students have developed in having access to online resources and tools.

**Students to be Served by this Strategy/Activity**

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$7500	LCFF

**Strategy/Activity 4**

Supplemental and instructional materials  
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**Students to be Served by this Strategy/Activity**

This action will support students who need to accelerate their progress in reading in order to continue to access their grade level curriculum and meet the Common Core State Standards.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$2700	LCFF

**Strategy/Activity 5: iReady Implementation**

**Students to be Served by this Strategy/Activity**

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

**Strategy/Activity**

Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs of students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$0	District Funded

**Strategy/Activity 6: District Adopted Curriculum**

**Students to be Served by this Strategy/Activity**

All Students

**Strategy/Activity**

In addition to specific release time provided through the school district, grade level teams will have the option to meet outside of the school day (selected afternoons) and be paid directly should they choose. To address learning needs or foundational skill gaps for students, professional development days will be provided with a focus on planning rigorous, differentiated learning experiences that meet the needs of all students, with an emphasis on supporting our students with disabilities, English Language Learners (ELL), foster youth and socioeconomically disadvantaged (SED) students. Providing extensions and challenges for those students already meeting and exceeding standards will also be addressed.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	<b>Funding Source</b>
<b>\$1500</b>	<b>District Funded</b>

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

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

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

Instead of having two collaboration days, there was one. With the mid-year i-Ready data, 2nd and 6th-grade teachers provided after-school math intervention to students. Also, two of our teachers provided Math Professional Development to all of our teachers during our AB Day and Tuesdays.

As a staff, we reviewed the usage reports for Raz Kids and Renaissance Learning. Data showed that not all teachers were using the licenses that were purchased. Therefore, for the 2024-25 school year, Kindergarten through 3rd grade will have Raz Kids, and 4th through 6th grade will have Renaissance Learning. These licenses will also assist teachers in implementing small-group guided reading instruction.

By reducing the cost of these licenses, we are able to allocate \$5,000 to mental health support in Goal 3 for 2024-25.

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

It was necessary to reduce two collaboration days to one so that after school math intervention can take place for students who needed the targeted intervention.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SPSA goal 1 and goal 4 from 2023-24 are combined for 2024-25

## Goal # 2

### Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as, increase the language proficiency for Emerging Bilingual students.

#### Identified Need

Based on the California Dashboard, our Hispanic ELL students scored low (orange) in state testing.

We strive to provide equity for all students and would like to see data indicate that all subgroups are progressing towards mastery of the standards.

#### Annual Measurable Outcomes

Metric	2021-2022 Data	2022-2023 Data	2023-2024	Desired Outcome for 2024-2025
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<b>English Learner Reclassification Rate</b>	15%	23%	12%	15-20% of English Learners Reclassified Annually
<b>Long Term English Learner (LTEL) Rate</b>	12%	15%	20% or Less of English Learners Identified as LTEL	20% or Less of English Learners Identified as LTEL
<b>Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	<i>37% of Latino students scored at or above grade level 63% of Black students scored at or above grade level 37% of English learners scored at or above grade level</i>	<i>23% of Latino students scored at or above grade level 33% of Black students scored at or above grade level 20% of English learners scored at or above grade level</i>	<i>34% of Latino students scored at or above grade level 50% of Black students scored at or above grade level 25% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
<b>Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	<i>37% of Latino students scored at or above grade level 63% of Black students scored at or above grade level 42% of English learners scored at or above grade level</i>	<i>14% of Latino students scored at or above grade level 33% of Black students scored at or above grade level 8% of English learners scored at or above grade level</i>	<i>24% of Latino students scored at or above grade level 67% of Black students scored at or above grade level 20% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
<b>CA Dashboard Academic Indicator</b>	21.2 points above standard	Orange	Blue, Green or Increase of One Performance Level for Listed Student Groups	Blue, Green or Increase of One Performance Level for Listed Student Groups

**Strategy/Activity 1**

Teachers will utilize district professional development and after school planning days with a focus on planning rigorous, differentiated learning experiences to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color and students with disabilities.

**Students to be Served by this Strategy/Activity**

This action is for English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

**Amount**

**Funding Source**

<b>Funded in Goal 1</b>	<b>LCFF</b>
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**Strategy/Activity 2**

Teachers will utilize Raz Kids and/or Accelerated Reader to enhance instruction and provide targeted, differentiated reading support to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color.

**Students to be Served by this Strategy/Activity**

This action is for low performing students, including English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

**Proposed Expenditures for this Strategy/Activity**

**Amount**

**Funding Source**

<b>\$7,500</b>	<b>LCFF</b>
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**Strategy/Activity 3**

An English Learner Teacher Partner (ELTP) will support implementation of integrated and designated ELD strategies in all grades.

**Students to be Served by this Strategy/Activity**

This action is for English learners, foster youth and socioeconomically disadvantaged (SED).

We have started addressing this goal for 2023-24 and will continue for 2024-25. Our ELTP provided professional development on AB Days and followed up the implementation process with teachers.

# Annual Review

**SPSA Year Reviewed:** 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

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

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

2023 California Dashboard and i-Ready data provided that we are not meeting the needs of our ELL and Hispanic students. Therefore, 2024-25 is the first year that SEAL will be implemented.

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

The money allocated for this goal was spent according to the activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

### Identified Need

Students with disabilities are performing well below other students on standardized benchmark assessments.

### Annual Measurable Outcomes

<b>Metric</b>	<b>2021-2022 Data</b>	<b>2022-2023 Data</b>	<b>2023-2024</b>	<b>Desired Outcome for 2024-2025</b>
<b>Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)</b>	<i>30% of Students with Disabilities Performed at or above grade level</i>	<i>26% of Students with Disabilities Performed at or above grade level</i>	<i>49% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
<b>Local Math Benchmark Assessments for Special Education (iReady Mid-Year)</b>	<i>19% of Students with Disabilities Performed at or above grade level</i>	<i>27% of Students with Disabilities Performed at or above grade</i>	<i>17% of Students with Disabilities Performed at or above grade</i>	Annual Growth of 5% for Special Education Student Group
<b>CA Dashboard Academic Indicator</b>	ELA-101.2 points below standards Math-101.5 points below standards	No Performance Color	No Performance Color	Blue, Green or Increase of One Performance Level for Special Education Student Group
<b>Inclusion Data of Students with Disabilities</b>	62%	83%	84.38%	District Target: Students with Disabilities in General Education Settings for at least 80% of their day

**Strategy/Activity 1**

Teachers will utilize professional development and continue to implement a MTSS (Multi-Tiered System of Supports) with a focus on planning rigorous, differentiated learning experiences to meet the needs of students with disabilities.

**Students to be Served by this Strategy/Activity**

This action is for all students including students with disabilities.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	<b>Funding Source</b>
<b>Funded in Goal 1</b>	<b>LCFF</b>

**Strategy/Activity 2**

Release time will be provided for teachers of students with IEPs or 504 plans in order to make time for additional meetings and time for collaboration with the principal and/or service providers. This release time can be provided by a district-funded roving sub, although the caveat is that the first priority of this substitute teacher is to cover classrooms when there is a shortage of subs available.

**Students to be Served by this Strategy/Activity**

This action is for students with disabilities who have an IEP or a 504 plan.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$1,200	District-funded

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

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

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

Having release days for IEP and 504 has been effective because some of Taylor staff are shared with other sites which cause time constraints to have meetings before or after school.

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

The allotted funds are spent according to the activity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## Goal 4

We will actively engage families and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

### Identified Need

At Taylor Elementary School, we greatly value our family and community member involvement to support our efforts to provide the best possible education for our students. We want them to be involved and feel appreciated and valued. We would like to continue our outreach in order to increase diversity among the families that interact with teachers and staff and participate in community events

- Meeting attendance for parent groups such as HABLA (Hispanic and Latinx families), Koffee Klatch (Black and African American families) and ELAC (English Learner Advisory Committee) had been lower than usual. Our PTA meetings are well attended and are more diverse.
- Community events continue to increase at Taylor. Harvest Festival is scheduled for September 2024.

### Annual Measurable Outcomes

Metric	2021-2022 Data	2022-2023 Data	2023-2024 Date	Desired Outcome for 2024-2025
<b>Attendance at School Parent Meetings</b>	Average ELAC attendance: 2 parents	Average ELAC attendance: 2 parents	Average ELAC attendance: 0 parents	Average ELAC attendance: 5
	Average PTA	Average PTA	Average PTA	

	<p>Attendance: 25 parents</p> <p>Average Koffee Klatch attendance: 2-3 parents</p> <p>Average HABLA attendance: 1 parent</p>	<p>Attendance: 25 parents</p> <p>Average Koffee Klatch attendance: 0 parents</p> <p>Average HABLA attendance: 12 parent</p>	<p>Attendance: 25 parents</p> <p>Average Koffee Klatch attendance: 0 parents</p> <p>Average HABLA attendance: 0 parent</p>	<p>Average PTA Attendance: 30 parents</p> <p>Average Koffee Klatch attendance: 5 parents</p> <p>Average HABLA attendance: 15 parent</p>
<b>Parent Engagement Events/Community Events</b>	<p>Events: Bingo Night Movie Night Open House Taylor Olympics Awards Assembly</p>	<p>Events: TK/Kinder Orientation Back to School Night Harvest Festival Bingo Night Movie Nights Open House 4th-6th Grade Musical Taylor Olympics TK Promotion Kinder Growing Ceremony 6th Grade Promotion Ceremony</p>	<p>Events: TK/Kinder Orientation Back to School Night Harvest Festival Bingo Night Movie Nights Open House 4th-6th Grade Musical Taylor Olympics TK Promotion Kinder Growing Ceremony 6th Grade Promotion Ceremony</p>	<p>Events: TK/Kinder Orientation Back to School Night Harvest Festival Bingo Night Movie Nights Open House 4th-6th Grade Musical Taylor Olympics TK Promotion Kinder Growing Ceremony 6th Grade Promotion Ceremony</p>
<b>Parent Square Delivery and Post Data</b>	<p>99% of parents are contactable on ParentSquare</p> <p>Interactions: 501/861 Interacted</p>	<p>98% of parents are contactable on ParentSquare</p> <p>Interactions: 590/601</p>	<p>Increase to 100% the number of students that are contactable.</p>	<p>Maintain 100% the number of students that are contactable.</p>

**Strategy/Activity 1**

Our school community will be included in engaging, student-centered events, such as student presentations, Tiger of the Month, and other events that showcase the learning, talent, community contributions, and achievement of our students.

**Students to be Served by this Strategy/Activity**

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$1000.00	LCFF

**Strategy/Activity 2**

Our school community will encourage involvement of African American, Hispanic and English learner families by attending Koffee Klatch, HABLA and ELAC meetings, and creating a bridge between the various community groups (Koffee Klatch, HABLA, ELAC, PTA, SSC and other volunteer committees).

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$500.00	LCFF

**Strategy/Activity 3**

Our school community will advertise the events in multiple ways including ParentSquare posts and newsletters, our school website & calendar, and the school marquee. We will also generate interest during assemblies and announcements to actively engage families and community members.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$500.00	LCFF

**Strategy/Activity 4**

Our school community will seek out parental input in a variety of ways, and advertise via Parent Square with shorter messages in more manageable chunks so that parents notice that their opinion is being sought out. We will create flyers to further highlight our efforts and provide translators in all languages needed to actively engage families and community members.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$500.00	LCFF

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

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

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

We have increased the number of community events for families to engage in. Our PTA supports this initiative by asking parents to volunteer their time. They host the Harvest Festival which increases the engagement in our community. We are needing parents to attend ELAC, Koffee Klatch, and Habla meetings.

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

The money allocated for these activities were spent according to the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

[Respond here]

[Respond here]

## Goal 5

We will provide safe, engaging, and creative learning environments.

### Identified Need

Chronic Absenteeism is a need that we need to continue to address. We want to increase attendance so that all students are in school as much as possible. We will continue to send out attendance letters to families whose child has excessive absences.

This year we devoted much time and effort to promote students' social/emotional health. Every teacher did an emotional check-in daily and responded or intervened, as appropriate. According to the Safety, Connectedness and Belonging Survey, our students generally feel safe at school. However, we would like more students to feel that there is an adult they can talk to at school if needed. Our goal is always that 100% of students feel valued, known and cared about.

For a variety of reasons, there is currently an increased need for mental health support through counseling.

We would like to continue to maintain low rates of suspension, as exclusion from school is not an effective practice for correcting unwanted behavior. We will continue to increase staff and community awareness regarding PBIS and Restorative Practices.

It is a priority for us that all children see themselves represented and valued through literature, classroom discussions, and schoolwide activities.

**Annual Measurable Outcomes**

<b>Metric</b>	<b>2021-2022 Baseline</b>	<b>2022-2023 Data</b>	<b>2023-2024 Data</b>	<b>Desired Outcome for 2024-25</b>
<b>Attendance Annual Average</b>	96.8%	93.5%	94.8%	<b>96%</b>
<b>Chronic Absenteeism</b>	7.2%	18.1%	15.36%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
<b>Suspension Rate</b>	0%	0.5%	.5%	<b>1%</b>
<b>Expulsion Rate</b>	0%	0%	0%	<b>0 students</b>
<b>Student Safety, Connectedness and Belonging</b>	<i>Survey not available in 2020-2021</i>	<i>3rd-5th Grade, 95% feel safe at school  3rd-5th Grade, 61% feel connected/have a sense of belonging at school</i>	<i>3rd-5th Grade, 83% feel safe at school  5th Grade, 59% feel connected/have a sense of belonging at school</i>	<i>3rd-5th Grade, 90% feel safe at school  5th Grade, 70% feel connected/have a sense of belonging at school</i>

**Strategy/Activity 1**

We will work closely with families to identify causes of absenteeism and to increase average daily attendance rate, especially for those who have been chronically absent. This includes monitoring absence and intervening early with phone calls home, strategizing with students and families for success, and continuing to build positive connections to school for students and families.

**Students to be Served by this Strategy/Activity**

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$500.00	LCFF

**Strategy/Activity 2**

Students will be provided with emotional and behavioral support an additional two days/week by a social worker intern(s) assigned to Taylor Elementary School. This support will include one-on-one services and social groups, as appropriate, based on students' needs.

**Students to be Served by this Strategy/Activity**

This action for all students in need of support as identified by students, parents, teachers, and other staff members.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$5,000	LCFF

**Strategy/Activity 3**

We will continue our monthly plan for celebrating diversity in order to learn about and show our appreciation and admiration for marginalized groups. This includes our bulletin board, read-alouds by teacher and principal, and community focus through morning messages, student presentations, etc.

**Students to be Served by this Strategy/Activity**

This action is for all students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$1200.00	LCFF

**Strategy/Activity 4**

We will utilize Second Step Curriculum in order to support the social and emotional learning of all of our students. We will utilize the Welcoming and Affirming unit from SEAL in order to establish a welcoming and inclusive classroom and school environment in which students have the opportunity to develop an understanding of their own identities and how they fit into a diverse community.

**Students to be Served by this Strategy/Activity**

This action is for all students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$0	District Funded

**Strategy/Activity 5**

Teachers will use Common Sense Media and/or other resources to teach and reinforce the importance of a safe, respectful, responsible online presence, emphasizing cyberbullying prevention. All classes should make a priority of discussing online safety at least weekly, and address online bullying at least monthly.

**Students to be Served by this Strategy/Activity**

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$0	Common Sense Media

**Strategy/Activity 6**

Two 6th-grade teachers will accompany our 6th-grade students to the Science Camp experience. Adult supervision is needed for this once-in-a-lifetime experience for our 6th-grade students, which will last three days and three nights.

**Students to be Served by this Strategy/Activity**

This action is for 6th grade students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$1200.00	LCFF

**Strategy/Activity 7**

The district has provided Restorative Practice Professional Development to teachers and administrators. This training will bring culturally relevant and inclusive practices to our classrooms and schools.

**Students to be Served by this Strategy/Activity**

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

**Proposed Expenditures for this Strategy/Activity**

Amount	Funding Source
\$0	District Funded

# Annual Review

**SPSA Year Reviewed:** 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

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

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

Front office staff have asked teachers to reach out to families whose child has been absent. It is helpful when teachers communicate with families and discuss the reason for their absence. For students who continue to be absent, we hold SART meetings with parents. We have sent six students to SARB due to continuous absences after the SART meeting. These students were chronically absent pre pandemic years.

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

The money allocated for these activities were spent according to the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[Respond here]

[Respond here]

[Respond here]

# Budget Summary

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

## Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 41,235

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 64001(g)(1)*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

### **Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

# Appendix A: Plan Requirements for Title I Schoolwide Programs

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
  - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
  - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
      - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. Use methods and instructional strategies that:
        - i. Strengthen the academic program in the school,
        - ii. Increase the amount and quality of learning time, and
        - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        - i. Strategies to improve students' skills outside the academic subject areas;
        - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and



- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

## Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



## SSC Agenda

**May 13, 2024**

[meet.google.com/wtx-tgaa-aiy](https://meet.google.com/wtx-tgaa-aiy)

- Welcome
- Attendance
- Approval of minutes from April 29, 2024
- Brief overview of SPSA 2024-25
- Approval of SPSA 2024-25
- Meeting dates for 2024-25 school year (10/21, 12/9, 2/10, 4/14, 5/12 & 5/19)
- Adjournment

**April 29, 2024**

[meet.google.com/sqn-jvmi-mwp](https://meet.google.com/sqn-jvmi-mwp)

- Welcome
- Attendance
- Review of SPSA Goal 1- We will prepare students to be proficient in meeting and/or exceeding all Common Core State Standards.
- Review SPSA Goal 4- Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- Information on combining Goal 1 and Goal 4 for next year's SPSA.
- Review SPSA Goal 5- We will provide safe, engaging, and creative learning environments.
- Information on the new SPSA format.
- Adjournment

**Minutes from April 29, 2024**

- Attendance: Ms. Hop, Ms. Emerson, Mr. Beasley, Ms. Pullara, Ms. Lambert, Ms. Conner, Ms. Campos, Mrs. Cruz
- Review Minutes from March 25, 2024. Motion to approve by Ms. Emerson and seconded by Ms. Campos

- Reviewed SPSA Goal 1-Reviewed i-Ready Window 3 ELA/Math scores for the whole school and each grade level. The number of students in Kindergarten included TK. However, TK does not take i-Ready assessment at all.
- Reviewed SPSA Goal 4-Mrs. Cruz stated that Goal 4 will be embedded in Goal 1 starting in 2024-25. This question was asked in the LCAP district survey. Teachers use Google Classroom to post assignments and homework. This is helpful for students who need to make up work due to absences. Mrs. Cruz also mentioned the usage report for RAZ Kids and Renaissance Learning. Due to limited usage, Mrs. Cruz asked teachers' opinions on which application is more useful for their grade level.
- Reviewed SPSA Goal 5-Mrs. Cruz shared that PBIS Team is working with Ms. Susan Kind on how we can improve our implementation of PBIS. The PBIS Team suggested having our PBIS matrix be translated into Spanish. This will improve the inclusivity of our Spanish speaking students. Mrs. Cruz briefly mentioned a new law going into effect next year in regard to not taking away recess as a form of consequence. PBIS Team and three other teachers attended Restorative Practice professional development. This PD gave teachers strategies on how our teaching practices can be more inclusive.
- There is a new SPSA format. Goal 4 will be embedded in Goal 1. Therefore, there will be five goals instead of six.
- Future meeting is on Monday, May 13, 2024. This will be the meeting to approve 2024-25 SPSA.
- Adjournment

## March 25, 2024

- Welcome
- Attendance: Kerrie Lambert, Cheryl Pullara, Sheri Campos, Jennifer Montero, Christina Conner, Ms. Hop, Ms. Emerson, Ms. Garcia, and Mr. Beasley
- Review Minutes from January 29, 2024 Motion moved by Ms. Hop and seconded by Ms. Sheri
- Review SPSA Goal 2 -We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as, increase the language proficiency for Emerging Bilingual students.
- Quick overview of SEAL-<https://seal.org/about/>
- Review SPSA Goal 3- We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.
- Review SPSA Goal 6- We will actively engage families and community members in supporting the implementation of CCSS instruction and providing input to program decisions.
- Future Meeting Dates: April 29th, May 13th, and May 20th (Maybe needed due to LCAP survey results and new SPSA format)
- Adjournment- Ms. Emerson motioned to adjourn and Ms. Campos seconded. All approved at 3:54 pm.


## Minutes from March 25, 2024

- Motion to approve minutes-Ms. Hop approved the minutes. Seconded by Ms. Sheri. All approved.

- SPSA Goal 2- California Dashboard signifies that our ELL students are not progressing at a rate that they should be. Therefore, our ELL students are in the orange status. The preferred color status is green or blue.
- Overview of SEAL- Starting the 2024-25 school year, Taylor will join SEAL. Training will start with Kindergarten and 1st grade students. Then, 2nd & 3rd grade will follow.
- SPSA Goal 3- Students who receive pull out RSP services are missing out on general education instruction. So far, we have exited out two RSP students and two speech students this school year. We are making sure that all teachers are aware of MTSS. Currently, Ms. Peggy is providing Tier II intervention services to students who are reading two years or more below grade level. This support will end this school year.
- SPSA Goal 6- How do we engage more parents/guardians? After the Pandemic, we know that parents want to engage more in the school sites.
- Future Meeting Dates-April 29th, May 13th, and maybe May 20th
- Adjournment- Ms. Sheri adjourned the meeting and Ms. Conner seconded at 3:48 pm. All approved.

## January 29, 2024

Link <https://meet.google.com/bif-borm-jag?authuser=0>

- Welcome at 3:15 pm
- Attendance
- Approval of SSC Minutes from Nov. 13, 2023
- Review of  Taylor School Safety Plan 2023-2025
- Approval of Taylor School Safety Plan 2023-2025
- LCFF (AB Days for Collaboration and After School Intervention to support 2nd grade & 6th grade students)
- Quick overview of California Dashboard [Taylor's Information 2022-23](#)
- Future Meeting Dates: March 25th, April 29th, May 13th
- Adjournment

## Minutes from Jan. 29, 20024

Link <https://meet.google.com/bif-borm-jag?authuser=0>

- Welcome at 3:15 pm
- In Attendance- Sheri Campos, Christina Conner, Kerrie Lambert, Cheryl Pullara, Jennifer Montero, Krystle Emerson, Tram Hop, Tim Beasley, Jacqueline Garcia
- Approval of SSC Minutes from Nov. 13, 2023

Motion to approve-Ms. Sheri Seconded by Ms. Conner

- Review of [Taylor School Safety Plan 2023-2025](#)

Mrs. Cruz reviewed the safety plan. She mentioned the new goal: Cameras installed. Student store was vandalized about four times before the cameras were installed. Water line was cut and new doors had to be ordered and installed. The new door needs to be painted. Items inside the student store were trashed. Refrigerator had to be picked up and trashed due to people vandalizing the student store.

With the construction under the solar panel taking place, during evacuations for fire and earthquake drills, TK and Kinder students will be outside by the Kinder playground area. The estimated time that construction will be completed is at the end of February 2024.

Ms. Emerson asked about the Taylor picture. "Can there be an updated picture of Taylor and the parking lot?" Mrs. Cruz will ask Mr. Ortiz.

There were no other questions or concerns from the members.

Ms. Sheri put a motion to approve the safety plan. Ms. Conner seconded the motion. Eight members approved.

- LCFF (AB Days for Collaboration and After School Intervention to support 2nd grade & 6th grade students)

With teachers needing to provide target instruction afterschool, the second set of teacher collaboration days will be integrated during AB Days (Feb, 16th and March 29th). Ms. Lambert asked if there is still time to apply for academies since there are EL students in Kinder and 1st grade. Mrs. Cruz replied "With Mrs. Ancheta being our new ELTP, she will support Taylor teachers in implementing integrated ELD." The funds that were allocated for teacher collaboration release days will now be allocated for after school intervention.

- Quick overview of California Dashboard [Taylor's Information 2022-23](#)

Mrs. Cruz went over the California Dashboard. She emphasized how our English Learners have dipped to orange status. Also, she explained how our Chronic Absenteeism rate went up from 18.1% to 19.5%. Saturday Academies are offered to our families so that we can redeem ADA and omit an OTX from their child's attendance. Ms. Monae, our Community Liaison, and Mrs. Cruz are meeting with parents whose child has been identified with Chronic Absenteeism and their attendance is not improving this year. The goal is to have 96% of our students attend school everyday.

Mrs. Emerson asked, "Are parents requesting independent studies for their child if they are going to miss at least five days of school?"

Mrs. Cruz responded, "Yes, for those who are traveling. When their child is sick with COVID-19, Ms. Ardell and Ms. Sheri offer independent study."

- Future Meeting Dates: March 25th, April 29th, May 13th

- Adjournment at 4:15 pm-Ms. Sheri motioned to adjourn and Ms. Emerson seconded. All approved.

**November 13, 2023 - 3:15-4:15 pm**

Link [meet.google.com/ncw-wntv-dek](https://meet.google.com/ncw-wntv-dek)

- Welcome
- Attendance-Sheri Campos, Cheryl Pullara, Jennifer Montero (K), Christina Conner, Tram Hop (5th & 2nd), Tim Beaseley (6th, 2nd, 4th), Krystle Emerson (2nd), Kerrie Lambert, Jacqueline Garcia (1st)
- Approval of Meeting Minutes from last meeting
  - ☰ Taylor SSC Meeting Minutes 22-23

Ms. Campos put a motion to approve, Ms. Montero seconded. Seven approved
- Overview and purpose of SPSA
  - ☰ Taylor SPSA 2023-2024

Explained the six goals of SPSA, ELAC and ELPAC,  
Attendance Discussion: We've been in school for 61 days. 10% of missing school is considered as chronically absent  
18.1 % Chronic Absenteeism, COVID-19, Excessive Illness Letters, RSV, OTX  
Reasons (vacation, not all funeral are excused, deployment to serve, family emergencies, not able to validation for absences within a week)  
By attending one Saturday Academy erases one OTX.
- Feedback & Questions
- Future Meeting Dates: December 11 and/or **January 29, 2024**
- Adjournment at-motion Ms. Sheri, seconded- Ms. Lambert  
All in favor- all at 4:15 pm



## SSC Minutes

May 13, 2024

[meet.google.com/wtx-tgaa-aiy](https://meet.google.com/wtx-tgaa-aiy)

- Welcome
  - Mtg. started at 3:21 pm
- Attendance
  - Ms. Sheri, Ms. Pullara, Ms. Conner, Ms. Lambert, Ms. Hop, Ms. Garcia, Ms. Emerson, Mr. Beasley, Mrs. Cruz
- Approval of minutes from April 29, 2024
  - Motion to approve, Ms. Lambert
  - Seconded by Ms. Sheri
  - All approved.
- Brief overview of SPSA 2024-25
  - Mrs. Cruz went over the goals and activities prior to today's meeting.
  - Questions: Ms. Emerson asked, "How do you become a Title I school?" Mrs. Cruz responded, "In California at least 40% of students qualify for free and reduced lunch."
  - Ms. Lambert asked, "Do we have money for print shop?" Mrs. Cruz responded, "As long as the copies that are being made are aligned to the grade level standards that supplements district adopted curriculum."

- Approval of SPSA 2024-25
  - Motion to approve SPSA, Ms. Emerson
  - Seconded by Ms. Sheri
  - All approved.
- Meeting dates for 2024-25 school year (10/21, 12/9, 2/10, 4/14, 5/12 & 5/19)
- Adjournment at 4:13 pm by Ms. Sheri and seconded by Ms. Lambert
  - All approved.

<b>First name</b>	<b>Last name</b>	<b>Email</b>	<b>Duration</b>	<b>Time joined</b>	<b>Time exited</b>
Timothy	Beasley	timb***@***.com	1 hr 1 min	3:13 PM	4:14 PM
Sheri	Campos	scampos@ogsd.net	59 min	3:14 PM	4:14 PM
Jeremia	Canlas-Cruz	jcruz@ogsd.net	1 hr 1 min	3:12 PM	4:14 PM
Christina	Conner	CConner@ogsd.net	47 min	3:27 PM	4:14 PM
Krystle	Emerson	keme*****@***.com	58 min	3:16 PM	4:14 PM
Jacqueline	Garcia	jacq*****@***.com	47 min	3:26 PM	4:13 PM
Kerrie	Lambert	KLambert@ogsd.net	57 min	3:16 PM	4:13 PM
Cheryl	Pullara	CPullara@ogsd.net	1 hr	3:14 PM	4:13 PM
Tram Hop			54 min	3:19 PM	4:13 PM