

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor (Bertha) Elementary	43696256097430	May 11, 2026	Pending June 18, 2026

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.

Taylor Elementary is committed to educating the whole child by integrating academic excellence with social-emotional development, family partnership, and inclusive practices. We work collaboratively with families, staff, and district leadership to ensure that every student is known, valued, and supported. Through ongoing analysis of student performance data, we continuously refine our instructional practices to meet the diverse needs of our learners. At Taylor, we recognize that meaningful academic growth is inseparable from a student’s sense of belonging, safety, and emotional well-being. Our classrooms are intentionally designed to foster engagement, student voice, and strong relationships, creating an environment where all students can thrive.

To support the whole child, we prioritize reducing chronic absenteeism and strengthening systems that address students’ social-emotional and behavioral needs. We are committed to building a safe, inclusive, and connected school climate where students feel confident and supported in their learning. A key focus of our work is ensuring that our Multilingual Learners receive high-quality Designated and Integrated English Language Development (ELD) instruction, allowing them to access grade-level content while developing language proficiency. Our five schoolwide goals, outlined in the Single Plan for Student Achievement (SPSA), align with district priorities and reflect a shared commitment to equity, access, and continuous improvement for every student.

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.

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

Taylor Elementary maintains a structured and transparent process for gathering, reviewing, and incorporating input from staff and the community to ensure that decisions are informed, inclusive, and aligned to student needs. Through regular data cycles, our School Site Council (SSC) engages in the analysis of academic performance, student subgroup progress, and program effectiveness. Staff input is collected through grade-level teams, Professional Learning Communities (PLCs), and staff meetings, where educators reflect on instructional practices and identify priorities for improvement. This feedback is brought forward to the SSC, where it is reviewed, discussed, and used to shape revisions to the Single Plan for Student Achievement (SPSA). This intentional process ensures that the SPSA is not developed in isolation, but rather reflects the collective expertise and perspectives of those directly supporting students.

In addition to staff input, Taylor Elementary prioritizes meaningful family and community engagement as part of the SPSA development and review process. Families are invited to provide input through surveys, ParentSquare communications, and both virtual and in-person meetings, ensuring accessibility and broad participation. Feedback gathered from these avenues is shared with the SSC and considered during plan revisions. Ongoing communication through newsletters and classroom updates keeps families informed and engaged, while collaboration with the PTA strengthens trust and partnership. By consistently seeking, reviewing, and acting on input from our educational partners, Taylor ensures that the SPSA reflects a shared commitment to student success and continuous improvement.

Involvement Process for the SPSA and Annual Review and Update

Opportunities for input from educational partners included:

- Discussions with staff regarding priorities,
- Staff Budget Priorities- March 12, 2026
- ELAC-April 27, 2026
- PTA- April 28, 2026
- SSC- May 11, 2026

The SSC parents were among those who reviewed data, and they approved the SPSA on May 11, 2026.

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.

ELA

- Taylor Elementary's California Dashboard data indicates that while overall performance in English Language Arts (ELA) is in the **Green** performance level (20.3 points above standard, +13.6 increase), there are **significant areas of concern among specific student groups**, particularly **Socioeconomically Disadvantaged (SED) students**. This group is performing at the **Orange level**, scoring **57.2 points below standard** and declining by **7.1 points**, representing a substantial performance gap when compared to overall school performance. Additionally, **English Learners and Hispanic students are in the Yellow level**, indicating that while they are not in the lowest performance band, they are not yet meeting proficiency expectations and require targeted support. These gaps highlight a need for more consistent and effective Tier 1 instruction, as well as strategic intervention systems that specifically address the needs of these student groups.

Math

- Taylor Elementary's Mathematics data indicates overall performance in the **Green level**, with students performing **14.6 points above standard**; however, growth has **stagnated (-0.1 points)**, signaling a need to re-accelerate progress. While no student groups fall in the Red level, there are **notable performance gaps** among specific groups. **Hispanic students and Socioeconomically Disadvantaged (SED) students are performing at the Orange level**, indicating they are significantly below standard and not experiencing the same success as the overall student population. In contrast, **English Learners, Asian students, and White students are performing in the Blue level**, and students identified as **Two or More Races are in the Green level**, further highlighting inequities in outcomes. These gaps point to inconsistent access to rigorous, grade-level mathematics instruction and differences in conceptual understanding across student groups.

Chronic Absenteeism

- Taylor Elementary's Chronic Absenteeism data shows overall improvement, decreasing from **17% to 10.1%**, resulting in a **Yellow performance level** and a **6.9% decline in chronic absenteeism**. While this reflects meaningful progress, chronic absenteeism remains an area requiring continued focus, particularly due to **significant disparities among student groups**. Students with Disabilities are identified in the **Red performance level**, indicating the highest level of concern and a need for targeted intervention. Additionally, **English Learners and Socioeconomically Disadvantaged students are in the Orange level**, and **Hispanic students are in the Yellow level**, highlighting ongoing gaps in consistent school attendance. In contrast, Asian, White, and Two or More Races student groups are performing in the Green level, further emphasizing inequities in attendance outcomes.
- Summative ELPAC
Taylor Elementary's Student English Language Acquisition Results (Summative ELPAC) indicate **inconsistent progress in English learner (EL) growth over time**, with clear areas needing improvement. While 2022 showed a strong rate of students progressing at least one ELPI level (**71.2%**), this declined significantly to **50% in 2023** and only slightly recovered to **52% in 2024**. At the same time, the percentage of students **maintaining lower ELPI levels increased to 32% in 2024**, signaling that a substantial group of EL students is not accelerating as expected. Although the percentage of students' decreasing performance improved from **31.3% in 2023 to 8% in 2024**, the variability across years reflects a lack of consistent instructional impact. Additionally, the relatively low percentage of students maintaining ELPI Level 4 (**8% in 2024**) suggests limited movement into and sustainment at the highest proficiency level. These trends point to **performance gaps within the EL population**, particularly among long-term English learners and students at intermediate levels who are not progressing at a steady rate. Local data further indicates that challenges in **academic language development, structured discourse, and writing proficiency** are contributing factors to stalled progress. In response, Taylor has implemented several targeted strategies to address these gaps. The school has strengthened implementation of **SEAL (Sobrato Early Academic Language)** strategies to integrate language development across content areas and build culturally responsive instruction. Teachers are incorporating **explicit language objectives, structured student talk, and scaffolded writing supports** to increase access for EL students. Additionally, **data-driven PLC cycles** are being used to monitor EL progress, analyze student work, and adjust instruction in real time. Targeted **small group instruction and designated ELD** are focused on students who are maintaining lower proficiency levels to accelerate growth. Ongoing professional development emphasizes academic language, differentiation, and consistent Tier 1 instruction. Moving forward, Taylor will continue to prioritize closing EL achievement gaps by strengthening instructional coherence, increasing opportunities for student discourse, and ensuring sustained progress toward English proficiency for all learners.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal # 1

Goal # 1	
Description	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 they all can 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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Annual Measurable Outcomes

Metric	2023-2024	2024-2025	2025-2026	Desired Outcome for 2026-2027
SBAC Scores	ELA-52% Declined Math-59%	ELA-56% Increased Math-55% Maintained	Annual Growth of 3% overall	Annual Growth of 3% overall
CA Dashboard Academic Indicator	ELA- 6.8 points above standard/declined 11.7 points Math- 14.7 points above standard/declined 7.4 points	ELA- 13.6 points above standard Math- 14.6 points above standard/maintained - .1% points	Data will be released in Fall 2026	Data will be released in Fall 2026
Local ELA Benchmark	60%	60%	62%	Annual Growth of 5%

Assessments (iReady Mid-Year)	On or above grade level	On or above grade level	On or above grade level	overall
Local Math Benchmark Assessments (iReady Mid-Year)	50% On or above grade level	53% On or above grade level	53% On or above grade level	Annual Growth of 5% overall

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$1200.00	LCFF
[Strategy/ Activity #2]	To address the 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	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$8435.00	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #3]	All K-3rd teachers and students will have RAZ Kids licenses. Teachers will leverage the skills students have developed in having access to online resources and tools.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$2000	LCFF
[Strategy/ Activity #4]	Supplemental and instructional materials 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 CCSS.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$2700	LCFF
[Strategy/ Activity #5]	Reading & Math Daily Spiral Review and Foundational Skill Reinforcement Teachers implement daily spiral review activities that revisit previously taught standards alongside current-grade level content. In ELA, this may include fluency, grammar, vocabulary and comprehension warm-ups. In Math, students engage in number talks, problem-solving tasks, and review of foundational skills. This repeated exposure strengthens retention and addresses unfinished learning identified through local benchmark assessments.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$1000	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
[Strategy/ Activity #6]	Grade Level Planning Grade level teams will have the option to meet outside of the school day (selected afternoons) and be paid after their contractual day.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$3000	LCFF

Annual Review

SPSA Year Reviewed: 2025-26

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.

As a staff, we reviewed the usage reports for Raz Kids. Data showed that teachers were using the licenses that were purchased and would like to continue for 2026-27. These licenses will also assist teachers in implementing small-group guided reading instruction.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet Goal 1.

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.

There are no changes being made to this goal.

Goal # 2

Goal # 2	
Description	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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric	2023-2024 Data	2024-2025	2025-2026	Desired Outcome for 2026-2027
English Learner Reclassification Rate	12%	29%	28%	15-20% of English Learners Reclassified Annually

Long Term English Learner (LTEL) Rate	10%	0%	0%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>34% of Latino students scored at or above grade level</i> <i>50% of Black students scored at or above grade level</i> <i>25% of English learners scored at or above grade level</i>	<i>36% of Latino students scored at or above grade level</i> <i>33% of Black students scored at or above grade level</i> <i>25% of English learners scored at or above grade level</i>	<i>36% of Latino students scored at or above grade level</i> <i>50% of Black students scored at or above grade level</i> <i>21% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>24% of Latino students scored at or above grade level</i> <i>67% of Black students scored at or above grade level</i> <i>20% of English learners scored at or above grade level</i>	<i>26% of Latino students scored at or above grade level</i> <i>0% of Black students scored at or above grade level</i> <i>32% of English learners scored at or above grade level</i>	<i>27% of Latino students scored at or above grade level</i> <i>0% of Black students scored at or above grade level</i> <i>24% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	Orange declined 21%	Green increased by 7.9% 60% making progress	Green increased by 13.6% in ELA	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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, Socioeconomic Disadvantaged students, Foster Youth, and Students with Disabilities.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	Funded in Goal 1	LCFF
Strategy/ Activity #2	An English Learner Teacher Partner will continue to support implementation of Integrated and Designated ELD strategies in all grades.	English Language Learners	N/A	District Funded
Strategy/ Activity #3	Release time will be provided for teachers of students with SSTs, IEPs, and 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.	Multilingual Learners who are At-Risk or LTEL, Students with Disabilities who have an IEP or a 504 plan and African American students	\$1200	LCFF

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.

Taylor continued to build on the foundational work to strengthen outcomes for English Learners and other student groups. A key strategy has been the use of the ELTP to provide ongoing professional development during AB days, with follow-up support to ensure effective classroom implementation. This has strengthened instructional practices, particularly in language development and culturally

responsive teaching. In addition, the school has maintained a structured system of SST meetings to monitor and support At-Risk Long-Term English Learners in grades 4–6, using data to guide targeted interventions and track student progress over time.

These efforts have contributed to measurable gains, including improved ELA performance among Latino and English Learner students and an overall shift from Orange to Green on the CA Dashboard, reflecting increased academic achievement. However, despite these successes, a significant concern emerged in mathematics, where Black students experienced a sharp decline in performance. Mid-year data indicates that this group may not have consistently received the targeted support needed to access rigorous math instruction. This highlights an urgent need for equity-focused action, including more intentional identification, progress monitoring, and differentiated support in mathematics to ensure all student groups experience success.

During the 2025–26 school year, Taylor is continuing to build on this work by sustaining SEAL implementation in Kindergarten and First Grade while expanding to Second and Third Grade for the first time. This phased approach is intentional, allowing teachers to deepen instructional practices, refine implementation, and ensure consistency across grade levels. The expansion reflects a commitment to addressing the identified gaps by providing multilingual learners with increased access to language-rich instruction aligned to content standards.

Early indicators suggest that SEAL is beginning to shift instructional practices, particularly in student engagement, language use, and collaborative learning. However, as implementation expands, the focus will be on ensuring fidelity, aligning instructional strategies across grade levels, and monitoring student outcomes closely. Continued professional development, coaching, and data analysis will be critical to ensure that SEAL implementation translates into improved academic performance for English Learners and Hispanic students, ultimately closing achievement gaps and increasing long-term success.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet Goal 2.

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.

There are no changes being made to this goal.

Goal # 3

Goal # 3	
Description	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

Metric	2023-2024 Data	2024-2025 Data	2025-2026 Data	Desired Outcome for 2026-2027
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>49% of Students with Disabilities Performed at or above grade level</i>	<i>21% of Students with Disabilities Performed at or above grade level</i>	<i>18% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>17% of Students with Disabilities Performed at or above grade</i>	<i>18% of Students with Disabilities Performed at or above grade</i>	<i>10% of Students with Disabilities Performed at or above grade</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	No Performance Color	No Performance Color Special Education Student Group	No Performance Color Special Education Student Group	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	84.38%	63%	73%	District Target: Students with Disabilities in General Education Settings for at least 80% of their day

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Teachers will utilize district professional development and continue to implement a MTSS with a focus on planning rigorous, differentiated learning experiences to meet the needs of Students with Disabilities.	Students with Disabilities	Funded in Goal 1	LCFF
Strategy/ Activity #2	Release time will be provided for teachers of students with SSTs, IEPs, and 504 plans in order to make time for additional meetings and time for collaboration with the principal and/or service providers.	Multilingual Learners who are At-Risk or LTEL, Students with Disabilities who have an IEP or a 504 plan	\$1200	LCFF

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.

During the 2025-26 school year, we continued to prioritize improving academic outcomes and inclusive practices for students with disabilities. Analysis of local benchmark data and instructional trends demonstrated that students receiving special education services continue to require increased academic support in both ELA and Mathematics. Although benchmark performance remains below desired outcomes, staff worked collaboratively to strengthen instructional consistency, increase access to grade-level curriculum, and provide targeted interventions aligned to individual student needs. Teachers, special education staff, and related service providers met regularly to review student progress, discuss instructional strategies, and monitor implementation of accommodations and supports.

An area of focus this school year was strengthening inclusive practices while balancing the needs of students requiring more intensive services. Taylor continued implementing inclusive opportunities for students with disabilities through participation in grade level instruction, assemblies, field trips, schoolwide activities, and enrichment opportunities whenever appropriate. At the same time, the addition of the TK and Kindergarten Special Day Classes impacted overall inclusion percentages, as these classrooms serve students requiring more specialized support throughout the instructional day. Despite this shift in placement data, the school remains committed to increasing meaningful inclusion opportunities and ensuring all students feel connected, supported, and valued within the school community.

To support implementation of this goal, the school established dedicated release days for IEP, SST, and 504 meetings, which improved collaboration among general education teachers. Special Education staff, school psychologist, service providers and families. This structure was especially important because several staff members are shared across multiple sites and have limited availability outside of the instructional day. These release days allowed teams to engage in more comprehensive planning, progress monitoring, problem-solving conversations centered on student needs. Moving forward, we will continue refining instructional practices, strengthening intervention systems, and increasing collaboration between general education and special education staff to improve outcomes for students with disabilities.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet Goal 3.

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.

There are no changes being made to this goal.

Goal # 4

Goal # 4	
Description	We will provide an inclusive learning environment for Students with Disabilities to best support social, emotional and academic development.

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), The Village (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.

Annual Measurable Outcomes

Metric	2023-2024 Data	2024-2025 Date	2025-2026 Date	Desired Outcome for 2026-2027
Attendance at School Parent Meetings	Average ELAC attendance: 2 parents Average PTA Attendance: 25 parents Average Koffee Klatch attendance: 0 parents Average HABLA attendance: 12 parent	Average ELAC attendance: 0 parents Average PTA Attendance: 25 parents Average Koffee Klatch attendance: 2 parents Average HABLA attendance: 0 parent	Average ELAC attendance: 0 Average PTA Attendance: 20 parents Average The Village attendance: 5 parents Average HABLA attendance: 10 parent	Average ELAC attendance: 5 Average PTA Attendance: 30 parents Average The Village attendance: 5 parents Average HABLA attendance: 15 parent
Parent Engagement Events/ Community Events	Events: TK/Kinder Orientation Back to School Night Harvest Festival Bingo Night Movie Nights Open House 5th-6th Grade Musical Taylor Olympics TK Promotion Kinder Growing Ceremony 6th Grade Promotion Ceremony	Events: TK/Kinder Orientation Back to School Night Harvest Festival Bingo Night Movie Nights Open House 5th-6th Grade Musical Family Dance Taylor Olympics TK Promotion Kinder Growing Ceremony 6th Grade Promotion Ceremony	Events: TK/Kinder Orientation Back to School Night Harvest Festival Bingo Night Movie Nights Open House 5th-6th Grade Musical Family Dance Taylor Olympics TK Promotion Kinder Growing Ceremony 6th Grade Promotion Ceremony	Events: TK/Kinder Orientation Back to School Night Harvest Festival Bingo Night Movie Night Open House 5th-6th Grade Musical Family Dance Taylor Olympics TK Promotion Kinder Growing Ceremony 6th Grade Promotion Ceremony
Parent Square Delivery and Post Data	98% of parents are contactable on ParentSquare	Increase to 100% the number of students that are contactable.	Increase to 100% the number of students that are contactable.	Maintain 100% the number of students that are contactable.

	Interactions: 590/601	Interactions: 516/519	Interactions: 506/509	
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Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Our school community will be included in engaging, student-centered events, such as student presentations, Tigers of the Month, and other events that showcase the learning, talent, community contributions, and social-emotional achievement of our students.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$2500	LCFF
Strategy/ Activity #2	Our school community will encourage involvement of African American, Hispanic and English learner families by attending The Village, HABLA, and ELAC meetings and creating a bridge between the various community groups (The Village, HABLA, ELAC, PTA, SSC, and other volunteer committees).	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$500	LCFF
Strategy/ Activity #3	Our school community will advertise the events in multiple ways including ParentSquare posts and newsletters, our school website and calendar, and school marquee. We will also generate interest during assemblies and announcements to actively engage families and community members	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$2500	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #4	Our school community will seek out parental input in a variety of ways, and advertise via ParentSquare with shorter messages in more manageable chunks so that the parents notice that their opinion is being sought out. We will create posters and flyers to further highlight our efforts and provide translators in all languages needed to actively engage families and community members	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$500	LCFF

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.

Taylor has implemented a range of strategies to strengthen family engagement as part of achieving our schoolwide goals, with a particular focus on communication, relationship-building, and increasing participation in both community and academic spaces. We are incredibly grateful for the continued support of our parent community. From strong attendance at major school events to consistent communication through ParentSquare, it is clear that families are invested in their children's educational experience. While attendance at formal meetings such as ELAC and HABLA have remained low: averaging 0-2 parents, there has been consistent participation in community-based events, with up to 25 parents attending PTA meetings, Open House, Movie Night, and promotion ceremonies. This pattern indicates that families are engaged, but may prefer more accessible, relationship-centered opportunities over formal meeting structures.

Communication efforts have been a clear strength. Our data shows that 99.4% of families are connected through ParentSquare, with over 500 interactions recorded annually over the past two years. This level of engagement demonstrates that families are responsive and willing to partner with the school when communication is clear, timely, and accessible. However, the effectiveness of our strategies reveals a need to better bridge communication into participation in academic-focused meetings and decision making spaces.

As we move into 2026-27, the focus will be on increasing attendance and engagement in ELAC, HABLA and other academic meetings by making them more relevant, accessible, and aligned to family needs. This includes integrating these meetings with existing high-attendance events, offering flexible formats (in-person and virtual), and clearly connecting topics to student outcomes such as attendance and academic progress. In addition, the school will continue to strengthen parent outreach and education around the

importance of consistent student attendance by incorporating attendance discussions into family meetings and communications. By aligning engagement with family preferences while maintaining a focus on student success, Taylor aims to improve both family participation and student attendance outcomes.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet Goal 4.

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.

There are no changes being made to this goal.

Goal # 5

Goal # 5	
Description	We will provide safe, engaging, and creative learning environments.

Identified Need

Chronic absenteeism remains a priority area, and increasing student attendance continues to be essential to ensuring access to instruction and engagement in learning. Taylor will maintain a proactive approach by monitoring attendance data, sending timely communication to families of students with excessive absences, and conducting SART meetings in partnership with the principal and community liaison to address barriers and provide support.

To strengthen a safe and engaging environment, Taylor has prioritized students’ social-emotional well-being. We are implementing daily emotional check-ins to monitor student needs and respond with appropriate supports or interventions. Additionally, all Kindergarten through 6th grade teachers received training in Restorative Practices, strengthening their ability to build relationships, address conflicts, and create inclusive classroom communities. Survey data indicates that most students feel safe at school; however, increasing the number of students who feel they have a trusted adult remains a key focus. Our goal is for 100% of students to feel known, valued, and supported.

Recognizing the growing need for mental health services, the school will continue to expand access to counseling and targeted supports. Taylor remains committed to maintaining low suspension rates by prioritizing proactive, restorative approaches over exclusionary discipline. Ongoing staff development and community engagement around PBIS and Restorative Practices will ensure consistent implementation of systems that promote positive behavior, belonging, and student success.

Annual Measurable Outcomes

Metric	2023-2024 Data	2024-2025 Data	2025-2026 Data	Desired Outcome for 2026-27
Attendance Annual Average	94.8%	96.02%	96.02%	97%
Chronic Absenteeism	15.36%	9.73%	9.33%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0.4%	0.18%	0.18%	1%
Expulsion Rate	0%	0%	0 students	0 students
Student Safety, Connectedness and Belonging	<i>3rd-6th Grade, 83% feel safe at school</i> <i>5th Grade, 59% feel connected/have a sense of belonging at school</i>	<i>3rd-6th Grade, 89% feel safe at school</i> <i>5th Grade, 83% feel connected/have a sense of belonging at school</i>	<i>3rd-6th Grade, 93% feel safe at school</i> <i>5th Grade, 87% feel connected/have a sense of belonging at school</i>	<i>3rd-6th Grade, 95% feel safe at school</i> <i>5th Grade, 90% feel connected/have a sense of belonging at school</i>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Taylor staff along with Community Liaison 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.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	\$500	LCFF
Strategy/ Activity #2	Students will be provided with emotional and behavioral support by having two days/week by a social worker intern assigned to our school. This support will include one-on-one services and social groups.	For students in need of support as identified by parents and staff members	\$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 boards, read-alouds by staff, community focus through morning messages, student presentations, and newsletters.	All students	\$1,000	LCFF
Strategy/ Activity #4	We will ensure that all students have access to the Second Step curriculum as a core component of our social-emotional learning program. Through this digital platform, students receive explicit instruction in skills such as emotion management, empathy, problem-solving, and responsible decision-making. Second Step provides a consistent, schoolwide language that students and staff use to communicate about feelings, behaviors, and conflict resolution. The shared vocabulary strengthens classroom expectations, supports positive interactions, and allows students to apply social-emotional skills across settings with clarity and confidence.	All students	\$8600	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #5	We will continue to implement the Welcoming and Affirming unit from SEAL to establish inclusive, culturally responsive learning environments. Through this unit, students explore their identities, build an understanding of others, and develop a sense of belonging within a diverse community	All students	N/A	Funded by the district
Strategy/ Activity #6	The San Jose Crime Prevention Department provided anti-bullying presentations for grades 4th-6th grade and to families. Also, 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 prioritize digital safety discussions.	All students	N/A	City Program Funded
Strategy/ Activity #7	Two sixth grade teachers will accompany our 6th grade students to the Science Camp experience. Adult supervision is needed for our 6th grade students, which will last three days and three nights.	6th grade students	\$600	LCFF
Strategy/ Activity #8	The district has provided Restorative Practice Professional Development to teachers and administrators. This training brings culturally relevant and inclusive practices to our classrooms and schools.	All Students including students with disabilities, English Language Learners, Foster Youth and Socioeconomically Disadvantaged students	N/A	District Funded

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.

During the 2025-26 school year, Taylor implemented a comprehensive set of strategies aligned to improving student attendance, reducing chronic absenteeism, maintaining low suspension rates, and strengthening student safety, connectedness, and belonging. These efforts included consistent monitoring of attendance data, proactive communication with families, SART meetings, and targeted outreach for students with attendance concerns. As a result, the school maintained a strong annual attendance rate of 96.02%, reflecting sustained improvement from prior years, while chronic absenteeism decreased to 9.33%.

In the area of student behavior and school climate, the implementation of PBIS and Restorative Practices contributed to maintaining a low suspension rate of 0.18% and zero expulsions, demonstrating the effectiveness of proactive restorative approaches over exclusionary discipline. Additionally, intentional efforts to support students' social-emotional well-being including daily emotional check-ins and expanded access to counseling resulted in measurable gains in student perception data. The percentage of students in grades 3rd-6th who reported feeling safe at school increased to 93% and 5th grade students reporting a sense of connectedness and belonging rose to 87%, showing continued progress toward schoolwide climate goals.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet Goal 5.

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.

There are no changes being made to this goal.

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	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 42,435

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.

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.

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 Consolidated Application (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 California *Education Code (EC)* sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- 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: 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, June 2024



Monday, May 11, 2026

3:15 pm

SSC Mtg. (Virtual)

Video call link: meet.google.com/pfb-atzw-niq

- Welcome
- Attendance:
- Approval of Meeting Minutes from last meeting
[W](#) Taylor School Site Council Meeting Minutes 4-16.docx
- Review 2026-27 SPSA Goals & Activities [Taylor 26-27 SPSA](#)
- Approval of 2026-27 SPSA
- Meeting Dates and platform for 2026-27
- Adjournment

School Site Council Meeting 5/11/26:

Meeting started at 3:17 p.m.

Attendance: Ms. Ferrari, Mrs. Montero, Mrs. Conner, Mrs. Hop, Mrs. Emerson, Ms. Gomes, Mrs. Lambert, Mrs. Cruz, Mr. Do, Mrs. Bennett

Approval of minutes from April 27, 2026

1st- Mrs. Hop motioned to approve minutes

2nd- Mr. Do

SPSA: Reviewing SPSA and approving it

-Goals same as last year

-Progress & feedback (teachers, parents) which is budget priority

-Staff 3/12

-PTA 4/28

-10% less budget

-School Site Council will approve today

-SDC classes take buses to and from school

-Next year will have a 1st grade SDC class

-Emerson: Can the buses go to the student's door instead of one stop? Does having them go to a stop, prevent them from coming to school?

-One pick-up is 7:15, when school doesn't start until 8:45

-Get picked up from school at 2pm and won't get back to stop until 3:45-4:10

Is that causing attendance to stop?

-We call where they are at. If they were picked up at house, would they more likely to come to school? (Not Sure)

-SEAL PD given to K-1(finished) 2-3 are going into second year. (centered around language functions

-PLC-grade level-universal Tier 1 support

-Tier 2-small group

-designated ELD

Maintain ELA/Math-3% growth-goal growth 5.6%

i-Ready:

- No minutes next year (budget cuts)

- Benchmarks will still happen.

Mrs. Montero: -What will replace it? (teachers piloted new program and waiting for approval)

Chromebooks- \$8,400

- \$300-\$500 to replace

- TK will not get them unless the teacher requests them

- Printshop/workbooks: \$2,700

- Frog street

- Sondra

- Interventions

All special ED

Activity 5:

- Small group-vocab, fluency, number talks

- Teachers work outside of school to help support students (\$2,000)

Goal 2: English language learners, foster youth, classifying students

- 28% reclassified

- Next year work with African American students and go over with staff how we can help support them

- Newly adopted curriculum for Language Arts

- SSTs for grades 4-6

-Include students with disabilities as much as possible

=How can we get them mainstream and on grade level?

-Ms. Kassie has 3 students exited back to home school with RSP support

-Ms. Sun will mainstream two students 90 minutes weekly.

-Money for translators during any parent conferences who are needing it.

-Goal 5: Attendance

-Hard to learn if not here

-96% attendance

-93% feeling safe at school

-\$8,600 Second Steps for the next 3 years

=Crime Prevention Assembly

-About cyber and internet

-4-6th grade parents only in the Library

Motion to vote for SPSA:

- 1) Ms. Gomes
- 2) Ms. Gia
- 3) All in favor 10/10

Next year's platform: Mondays Work

- 1) Virtual
- 2) In Person
- 3) First meeting will be October 26, 2026

Motion to adjourn meeting:

- 1- Mrs. Gomes
- 2- Ms. Gia

Adjourn: 4:19 p.m.

First name	Last name	Email	Duration	Time joined	Time exited
Michelle	Bennett	mari*****@***.com	1 hr 5 min	3:14 PM	4:19 PM
Jeremia	Canlas-Cruz	jcruz@ogsd.net	1 hr 8 min	3:11 PM	4:19 PM
Christina	Conner	CConner@ogsd.net	1 hr 3 min	3:13 PM	4:16 PM
Andrew	Do	andr*****@***.com	1 hr 5 min	3:14 PM	4:19 PM
Krystle	Emerson	keme*****@***.com	1 hr 2 min	3:16 PM	4:19 PM
Gia	Ferrari	gferrari@ogsd.net	1 hr 7 min	3:12 PM	4:19 PM
Jacinta	Gomes	JGomes@ogsd.net	1 hr 7 min	3:12 PM	4:19 PM
T	Hop	tram****@***.com	59 min	3:20 PM	4:19 PM
Kerrie	Lambert	KLambert@ogsd.net	1 hr 4 min	3:15 PM	4:19 PM
Jennifer	Montero	jenn*****@***.com	1 hr 5 min	3:14 PM	4:19 PM