Santa Maria-Bonita School District
Taylor Elementary School

Grades TK through 6
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2014-15 School Accountability Report Card
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2015-16
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Principal's Message

Taylor Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

Mission Statement

Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Profile

Taylor Elementary School is located in the northern region of Santa Maria and serves students in grades transitional kindergarten through six following a modified year-round calendar. At the beginning of the 2014-15 school year, 932 students were enrolled, including 9% in special education, 48% qualifying for English Language Learner support, and 76.5% qualifying for free or reduced price meals.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	1.10%	Transitional Kindergarten	29
Amer. Indian or Alaskan Native	0.10%	Kindergarten	116
Asian	1.40%	Grade 1	135
Filipino	4.90%	Grade 2	126
Hisp. or Latino	82.40%	Grade 3	135
Pacific Islander	0.00%	Grade 4	135
Caucasian	8.90%	Grade 5	135
Multi-Racial	1.20%	Grade 6	121
Students with Disabilities	9.00%	Ungraded	0
Economically Disadvantaged	76.50%		
English Learners	48.00%		
Foster Youth	0.50%		
		Total Enrollment	932

Student Achievement

Physical Fitness

In the spring of each year, Taylor Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart provided in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	19.4	18	1.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	TES	SMBSD	California
Overall Results	Yes	Yes	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Taylor Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	TES	SMBSD
PI Status	In PI	In PI
First Year of PI	2011-2012	2004-2005
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		18
% of Schools Currently in PI		94.7%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Taylor Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	30	25	26	37	34	30	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	30
All Students (School)	26
Male	25
Female	26
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	37
Hisp. or Latino	20
Pacific Islander	--
Caucasian	50
Multi-Racial	--
English Learners	9
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	21
Foster Youth	--

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Taylor Elementary School	District	California
English-Language Arts/Literacy	30	23	44
Mathematics	17	17	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this cateogry is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	127	126	99.2	46	28	18	7
Male	127	74	58.3	54	23	15	8
Female	127	52	40.9	35	35	23	6
African-Amer.	127	2	1.6	--	--	--	--
Asian	127	1	0.8	--	--	--	--
Filipino	127	5	3.9	--	--	--	--
Hisp. or Latino	127	109	85.8	51	29	14	5
Caucasian	127	6	4.7	--	--	--	--
Multi-Racial	127	3	2.4	--	--	--	--
English Learners	127	64	50.4	53	25	13	9
Economically Disadvantaged	127	97	76.4	48	28	15	8
Migrant Educ.	127	4	3.1	--	--	--	--
Students with Disabilities	127	10	7.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	127	126	99.2	44	31	20	6
Male	127	74	58.3	45	27	19	9
Female	127	52	40.9	42	37	21	0
African-Amer.	127	2	1.6	--	--	--	--
Asian	127	1	0.8	--	--	--	--
Filipino	127	5	3.9	--	--	--	--
Hisp. or Latino	127	109	85.8	48	29	17	6
Caucasian	127	6	4.7	--	--	--	--
Multi-Racial	127	3	2.4	--	--	--	--
English Learners	127	64	50.4	50	31	13	6
Economically Disadvantaged	127	97	76.4	47	28	19	6
Migrant Educ.	127	4	3.1	--	--	--	--
Students with Disabilities	127	10	7.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	129	126	97.7	51	22	18	9
Male	129	58	45.0	59	22	16	3
Female	129	68	52.7	44	22	21	13
African-Amer.	129	2	1.6	--	--	--	--
Asian	129	3	2.3	--	--	--	--
Filipino	129	5	3.9	--	--	--	--
Hisp. or Latino	129	107	82.9	54	21	17	7
Caucasian	129	9	7.0	--	--	--	--
Multi-Racial	129	0	0.0	--	--	--	--
English Learners	129	64	49.6	58	22	16	5
Economically Disadvantaged	129	95	73.6	54	21	16	9
Migrant Educ.	129	7	5.4	--	--	--	--
Students with Disabilities	129	7	5.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	129	126	97.7	56	36	7	1
Male	129	58	45.0	52	38	7	2
Female	129	68	52.7	59	34	7	0
African-Amer.	129	2	1.6	--	--	--	--
Asian	129	3	2.3	--	--	--	--
Filipino	129	5	3.9	--	--	--	--
Hisp. or Latino	129	107	82.9	59	34	7	0
Caucasian	129	9	7.0	--	--	--	--
Multi-Racial	129	0	0.0	--	--	--	--
English Learners	129	64	49.6	63	31	6	0
Economically Disadvantaged	129	95	73.6	58	34	7	0
Migrant Educ.	129	7	5.4	--	--	--	--
Students with Disabilities	129	7	5.4	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	139	136	97.8	43	24	26	6
Male	139	76	54.7	47	28	18	5
Female	139	60	43.2	38	20	35	7
Asian	139	1	0.7	--	--	--	--
Filipino	139	15	10.8	33	13	33	13
Hisp. or Latino	139	105	75.5	47	28	22	4
Caucasian	139	14	10.1	29	7	50	14
Multi-Racial	139	1	0.7	--	--	--	--
English Learners	139	54	38.8	72	24	2	0
Economically Disadvantaged	139	98	70.5	48	22	24	5
Migrant Educ.	139	6	4.3	--	--	--	--
Students with Disabilities	139	9	6.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	139	137	98.6	53	31	9	7
Male	139	76	54.7	51	33	8	8
Female	139	61	43.9	56	28	11	5
Asian	139	1	0.7	--	--	--	--
Filipino	139	16	11.5	50	38	0	13
Hisp. or Latino	139	105	75.5	59	28	8	6
Caucasian	139	14	10.1	14	50	29	7
Multi-Racial	139	1	0.7	--	--	--	--
English Learners	139	55	39.6	78	18	4	0
Economically Disadvantaged	139	98	70.5	54	30	8	8
Migrant Educ.	139	6	4.3	--	--	--	--
Students with Disabilities	139	9	6.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	120	119	99.2	24	39	31	7
Male	120	53	44.2	30	36	30	4
Female	120	66	55.0	18	41	32	9
African-Amer.	120	2	1.7	--	--	--	--
Amer. Indian or Alaskan Native	120	1	0.8	--	--	--	--
Asian	120	4	3.3	--	--	--	--
Filipino	120	6	5.0	--	--	--	--
Hisp. or Latino	120	97	80.8	24	40	29	7
Caucasian	120	8	6.7	--	--	--	--
Multi-Racial	120	1	0.8	--	--	--	--
English Learners	120	42	35.0	36	50	12	2
Economically Disadvantaged	120	91	75.8	27	37	31	4
Migrant Educ.	120	4	3.3	--	--	--	--
Students with Disabilities	120	4	3.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	120	119	99.2	42	37	17	3
Male	120	53	44.2	45	32	17	4
Female	120	66	55.0	39	41	17	3
African-Amer.	120	2	1.7	--	--	--	--
Amer. Indian or Alaskan Native	120	1	0.8	--	--	--	--
Asian	120	4	3.3	--	--	--	--
Filipino	120	6	5.0	--	--	--	--
Hisp. or Latino	120	97	80.8	44	38	15	2
Caucasian	120	8	6.7	--	--	--	--
Multi-Racial	120	1	0.8	--	--	--	--
English Learners	120	42	35.0	64	31	5	0
Economically Disadvantaged	120	91	75.8	44	35	18	2
Migrant Educ.	120	4	3.3	--	--	--	--
Students with Disabilities	120	4	3.3	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), parent conferences, the school marquee, school newsletters, and the school website. Contact the school office at (805) 361-6250 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities
PTO Volunteer

Committees
English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities
Back to School Night
Fall Festival
Open House
Jog-A-Thon
Red Ribbon Week
6th Grade Promotion Activities
Parent Nights
Top Timberwolf Awards Ceremonies
Student of the Month Celebrations
Parent Teacher Conferences

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Taylor Elementary School's original facilities were built in 2002; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Installation of new flooring and life skills kitchen for special education
• Installation of a kitchen roof access ladder
• Asphalt repairs
• Addition of Chromebooks for grades 3-6 for a 1:1 ratio

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Taylor Elementary School. The day custodian is responsible for:

• Classroom cleaning
• Cafeteria setup/cleanup
• General grounds maintenance
• Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Cafeteria cleanup
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2002
Acreage	10.83
Square Footage	-
	Quantity
Permanent Classrooms	37
Portable Classrooms	4
Restrooms (sets)	4
Multipurpose Room/Cafeteria	1
Library	1
Computer Lab	1
Garden	1
Outdoor Stage Area	1
Playground	1
Portable for ASES Program	1
Staff Lounge	1
Staff Work Room	1

Deferred Maintenance

Santa Maria-Bonita School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Santa Maria-Bonita School District allocated $37,595 of deferred maintenance funds for HVAC projects at Taylor Elementary School.

Facilities Inspection

The district's maintenance department inspects Taylor Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Taylor Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 29, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, September 29, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and classified staff are strategically assigned to designated entrance areas and the playground. During recess, playground supervisors monitor playground activity. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and playground supervisors monitor student behavior to ensure a safe and orderly departure.

Taylor Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Taylor Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2015.

Classroom Environment

Discipline & Climate for Learning

Taylor Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty

following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	TES		
# of Students Suspended	56	39	21
# of Students Expelled	0	0	0
	SMBSD		
# of Students Suspended	738	860	908
# of Students Expelled	5	1	2
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
		2012-13		
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	29.5		4	
1	26.0		5	
2	26.0	1	4	
3	35.8		4	
4	30.3		4	
5	28.0		5	
6	32.3		2	2
		2013-14		
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.0	2	5	
1	24.0	3	11	1
2	24.0	5	7	4
3	22.0	4	12	2
4	27.0	3	6	6
5	18.0	11	7	3
6	22.0	9	3	7
		2014-15		
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.4		5	
1	31.5		4	
2	30.3		4	
3	31.5		4	
4	31.8		2	2
5	32.8		2	2
6	30.0		3	1

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

Curriculum & Instruction

Staff Development
All training and curriculum development activities at Taylor Elementary School revolve around the California State Standards. During the 2014-15 school year, Taylor Elementary School held staff development training devoted to:

• Data Analysis
• Instructional Strategies
• Strategies for English Language Learners
• Common Core State Standards – Math
• Common Core State Standards – English Language Arts
• Technology for Teaching

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Taylor Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are

provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Taylor Elementary School's teachers attended the following workshops or events hosted by the Santa Maria-Bonita School District:

• Anchor Standards & ELA Shifts
• Assessment Planning
• Close Reading
• Collaborative Conversations
• Common Core Art/Music
• Common Core Curriculum Development
• Common Core Physical Education
• Digging Deeper
• English Language Arts
• GATE Training
• Google for Education
• Language Development / Vocabulary
• Lead Learners
• Math
• Report Cards
• Safety: First Aid/Search & Rescue
• Science
• SharpSchool Administration
• Smarter Balanced Using OARS/INSPECT
• Social Studies
• Technology Training
• Transitional Kindergarten Planning

Taylor Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
1	1	1

Instructional Materials
All textbooks used in the core curriculum at Taylor Elementary School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 09, 2015, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students.

The Board of Education adopted Resolution 15-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Macmillan/McGraw-Hill, *California Treasures*	0 %
English/Language Arts with ELD Materials		
2010	National Geographic / Hampton Brown, *Inside Language, Literacy and Content*	0 %
History-Social Science		
2006	Harcourt School Publishers, *Reflections: California Series*	0 %
Mathematics		
2015	Houghton Mifflin Harcourt School Publishers, *California Go Math*	0 %
2015	McGraw Hill, *My Math*	0 %
Science		
2008	Harcourt School Publishers, *California Science*	0 %
2008	Scott Foresman, *California Science*	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are placed in a designated GATE class or GATE cluster for their grade level. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Taylor Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team teaching approach. Taylor Elementary School's teachers utilize McMillan McGraw Hill's California Treasures series, a state-approved reading intervention program and textbook adoption. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Taylor Elementary School's special education program is staffed by five special education teachers, instructional aides, and a resource specialist staff. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Taylor Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Taylor Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. Intervention strategies include:

• ASES (After School Education & Safety)
• Imagine Learning
• Computer Instruction
• Intervention Block
• Teacher Tutors

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Taylor Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Taylor Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Computer Lab Technician	1	1.0
Health Assistant	1	1.0
Library Media Technician	1	0.5
Nurse	1	0.2
Outreach Consultant	1	1.0
Psychologist	1	0.2
Speech Therapist	1	1.0

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Taylor Elementary School had 29 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Taylor Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	TES			SMBSD
	13-14	14-15	15-16	15-16
Total Teachers	30	29	30	585
Teachers with full credentials	30	29	30	585
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	$47,483	$43,091
Mid-Range Teacher Salary	$75,982	$70,247
Highest Teacher Salary	$94,830	$89,152
Superintendent Salary	$194,647	$192,072
Average Principal Salaries:		
Elementary School	$113,792	$112,492
Percentage of Budget:		
Teacher Salaries	40%	41%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student

For the 2013-14 school year, Santa Maria-Bonita School District spent an average of $7,703 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

• After School Learning & Safe Neighborhood
  Partnerships
• California Clean Energy Jobs Act
• Common Core State Standards Implementation
• Education Protection Account
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other Local: Locally defined
• Quality Education Investment Act
• Special Education
• State Lottery
• Title I
• Title II
• Title III
• Title X, McKinney-Vento Homeless Assistance

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	TES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	902	N/A	N/A	N/A	N/A
Total**	$5,501	N/A	N/A	N/A	N/A
Restr.†	$1,074	N/A	N/A	N/A	N/A
Unrestr.††	$4,427	$4,581	96.63	$5,348	82.77
Avg. Teacher Salary	$81,229	$74,999	108.31	$72,993	111.28

Note: Cells with N/A values do not require data.
* Average Daily Attendance

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Taylor Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location
Parents may access Taylor Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Taylor Elementary School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria
Phone Number: (805) 925-0994
WebSite: http://www.ci.santa-maria.ca.us/210.shtml
Number of Computers Available: 107

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.