

Santa Maria-Bonita School District Taylor Elementary School

Grades K through 6
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2012-13 School Accountability Report Card *Published January 2014*

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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 kindergarten through six following a traditional calendar. At the beginning of the 2012-13 school year, 931 students were enrolled, including 8% in special education, 47% qualifying for English Language Learner support, and 79% qualifying for free or reduced price lunch. Taylor Elementary School achieved a 2013 Academic Performance Index (API) score of 788.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	2.30%	Kindergarten	125
Amer. Indian or Alaskan Native	0.30%	Grade 1	142
Asian	1.30%	Grade 2	131
Filipino	4.70%	Grade 3	143
Hisp. or Latino	78.90%	Grade 4	121
Pacific Islander	0.10%	Grade 5	140
Caucasian	10.20%	Grade 6	129
Multi-Racial	2.10%		
Total Enrollment			931

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at star.cde.ca.gov. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at star.cde.ca.gov/star2013/aboutSTAR.aspx.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Taylor Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	44	49	48	37	38	36	54	56	55
Math	56	55	57	50	49	50	50	50	50
Science	36	29	30	38	40	38	57	60	59
Social Science				28	28	29	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Taylor Elementary School							
	African Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts				59	66	45		
Math	64			66	71	54		
Science				56		22		
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	SMBSD	Taylor Elementary School						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	36	48	40	56	44	48	16	33
Math	50	57	53	58	54	56	32	44
Science	38	30	29	31		30		
Social Science	29							

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 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	22.1%	15%	5%

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2010	2011	2012
Statewide Rank	3	3	3
Similar Schools Rank	6	5	6

Results generated from 2010, 2011, and 2012 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	9	9	10
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	13	9	12
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	9	9	8
English Learners	8	8	17

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	TES		SMBSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	616	788	10,716	727	465,598	790
Students with Disabilities	44	594	990	469	527,476	615
Economically Disadvantaged	598	786	10,545	725	277,464	743
English Learners	303	765	7,529	706	148,231	721
African-Amer.	14	844	76	750	296,463	708
Amer. Indian or Alaskan Native	3		28	737	30,394	743
Asian	10		63	839	406,527	906
Filipino	35	863	193	846	121,054	867
Hisp. or Latino	488	772	9,918	721	243,895	744
Multi-Racial	9		21	804		
Pacific Islander	1		16	747	25,351	774
Caucasian	56	846	401	782	120,012	853

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

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 assessment by the year 2014. Meeting Adequate Yearly Progress (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.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 770 or increasing the API growth by 1 point.

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 Indicator & Compared to District Performance 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	TES	SMBSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	No
Graduation Rate	N/A	N/A

Reported data based upon performance of all subgroups for each of the areas listed

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 2012-13, 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 cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	TES	SMBSD
PI Status	In PI	In PI
Implementation Year	2011-2012	2004-2005
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		19
% of Schools Currently Identified for PI		100.0%

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 parent conferences, school newsletters, the school website, and ConnectEd (automated telephone message delivery system). 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

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:

- Addition of a new computer lab with 37 computer workstations
- Installation of new phone system
- Upgrade of wireless technology services

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 with Gazebo	1
Outdoor Stage Area	1
Playground	1
Portable for ASES Program	1
Staff Lounge	1
Staff Work Room	1

Deferred Maintenance

Taylor Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, Taylor Elementary School received a portion of \$560,810 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Electrical Systems
- Floor Systems

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 Friday, August 30, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Friday, August 30, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External			✓

Repair Needed and Action Taken or Planned	
Section Number	Comment
(E)	Portable Restroom - Urinal not flushing
(H)	Playground - Add wood fiber fall protection

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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, classified staff supervise 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 classified staff 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 August 2013.

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 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			
	TES		
	10-11	11-12	12-13
Suspensions (#)	105	45	58
Suspensions (%)	11.41 %	4.67 %	6.23 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
SMBSD Elementary Schools			
Suspensions (#)	565	503	536
Suspensions (%)	4.96 %	4.28 %	4.19 %
Expulsions (#)	0	0	1
Expulsions (%)	0.00 %	0.00 %	0.01 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

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.

Taylor Elementary School's kindergarten classes participate in Option 2 of the Class Size Reduction Program. That means the students benefit from the presence of an additional teacher for 1.5 hours each day during language arts instruction sessions. Class size is 50% smaller during this time.

Class Size Distribution Self-Contained Classes				
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.3		4	
1	32.0		4	
2	31.4		5	
3	26.6		5	
4	32.5		2	2
5	31.0		4	1
6	34.0		1	3
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.8	1		4
1	30.0		4	
2	29.5		4	
3	30.5		4	
4	30.2		5	
5	32.8		1	3
6	29.8		5	
Grade	2012-13			
	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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Taylor Elementary School revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Taylor Elementary School held staff development devoted to:

- Data Analysis
- Instructional Strategies
- Strategies for English Language Learners
- Common Core State Standards - Math

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 2012-13 school year, Taylor Elementary School's teachers attended the following events hosted by the Santa Maria-Bonita School District:

- Treasures ELA Training
- GATE Strategies
- Introduction to Common Core State Standards
- Inside Training
- Triumphs Training
- ELA Benchmark & Advanced Learners
- Technology Training

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. Substitute teachers are invited to participate in designated staff development activities. 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		
2010-11	2011-12	2012-13
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Taylor Elementary School are aligned to the California Content Standards and Frameworks. 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 11, 2013, 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 13-04 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 2013-14 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 with ELD Materials		
2010	National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
Language Arts		
2010	Macmillan/McGraw-Hill, <i>California Treasures</i>	0 %
Math		
2001	Scott Foresman, <i>California Mathematics</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Pearson Scott Foresman, <i>Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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 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 class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some 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 two 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 STAR test results, 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:

- 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) 2012-13		
	No. of Staff	FTE
Counselor	0	0
Computer Lab Technician	1	0.5
Health Assistant	1	0.6
Library Media Technician	1	0.5
Nurse	1	0.2
Outreach Consultant	1	0.5
Psychologist	1	0.2
Speech Therapist	1	0.6

FTE = Full-Time Equivalent

Teacher Assignment

During the 2012-13 school year, Taylor Elementary School had 34 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 2012-13		
	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 %

Teacher Credentials & Assignments				
	TES			SMBSD
	10-11	11-12	12-13	12-13
Total Teachers	31	33	34	568
Teachers with full credentials	31	33	34	568
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area	0	0	0	4
Total teacher misassignments	0	0	0	4
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	TES	SMBSD
	13-14	13-14
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Teacher vacancies	0	0

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,008	\$41,451
Mid-Range Teacher Salary	\$70,424	\$67,655
Highest Teacher Salary	\$87,893	\$85,989
Superintendent Salary	\$171,715	\$182,548
Average Principal Salaries:		
Elementary School	\$108,228	\$108,589
Percentage of General Fund Expenditures for:		
Teacher Salaries	4300%	4200%
Administrative Salaries	500%	500%

Expenditures Per Student

For the 2011-12 school year, Santa Maria-Bonita School District spent an average of \$7,278 of total general funds to educate each student (based on 2011-12 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 cde.ca.gov/ds/fd/ec/ and 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title V
- Transportation
- Transportation: Special Education
- Other Local: Locally defined
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	TES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	924	N/A	N/A	N/A	N/A
Total**	\$4,615	N/A	N/A	N/A	N/A
Restr.†	\$690	N/A	N/A	N/A	N/A
Unrestr.††	\$3,925	\$5,205	75.41	\$5,537	70.88
Avg. Teacher Salary	\$77,683	\$71,821	108.16	\$70,193	110.67

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

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 API, AYP, STAR 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 section were acquired in November 2013. Data to prepare the school facilities section were acquired in January 2014.