

Santa Maria-Bonita School District Taylor Elementary School

Grades TK through 6
Samuel Humphrey, Principal
shumphrey@smbdsd.net



1921 Carlotti Drive
Santa Maria, CA 93454
PH: (805) 361-6250 FAX: (805) 346-2683
CDS #: 42691206119812

2019-20 School Accountability Report Card *Published January 2021*

Santa Maria-Bonita School District
708 South Miller Street
Santa Maria, CA 93454-6230
(805) 928-1783
www.smbdsd.org

2020-21 Board of Education

Linda Cordero
President

Ricky Lara
Vice President

Vedamarie Alvarez Flores
Member

John Hollinshead
Member

Ricardo Valencia
Member

District Administration

Luke Ontiveros
Superintendent of Schools

Contents

- Principal's Message
- Mission
- School Description
- Student Achievement
- Local Control Accountability Plan (LCAP)
- Parent Involvement
- School Facilities & Maintenance
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- District Expenditures
- SARC Data

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

Taylor Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each student reaches his or her maximum potential.

This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities, as well as the school's 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

We are a united group of dedicated professionals who advocate for all students. We are here to inspire and support our students to achieve their full potential in order to become successful and contributing citizens of a global society. We are committed to building a school community of growth minded students by meeting their needs through continuous reflection and adjustment. We value and foster personal connections, collaboration, critical thinking, and perseverance. We are the Timberwolves!

School Description

Taylor Elementary School is located in Santa Maria and serves students in grades transitional kindergarten through six. At the beginning of the 2019-20 school year, 894 students were enrolled, including 9.8% in special education, 35.3% qualifying for English Language Learner support, and 78.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	0.40%	Transitional Kindergarten	18
Amer. Indian or Alaska Native	0.00%	Kindergarten	109
Asian	1.30%	Grade 1	137
Filipino	3.90%	Grade 2	114
Hisp. or Latino	87.10%	Grade 3	127
Native Hawaiian or Pacific Islander	0.00%	Grade 4	130
White	6.30%	Grade 5	124
Two or More Races	0.80%	Grade 6	135
Students with Disabilities	9.80%	Ungraded	0
Socioeconomically Disadvantaged	78.70%		
English Learners	35.30%		
Foster Youth	0.10%		
Homeless	9.50%		
Total Enrollment			894

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 reported 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 2019-20			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and

Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	43.0	N/A	34.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	29.0	N/A	26.0	N/A	39.0	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities)

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

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

The most recent Santa Maria-Bonita School District Local Control Accountability Plan (LCAP) can be located on the district's website at <http://www.smbd.org/LCAP>.

Parent Involvement

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

Parents stay informed on upcoming events and school activities through Parent Square (automated message delivery system and classroom/school level posts in English and Spanish), parent conferences, the school marquee, school newsletters, and the school website. Parents wishing to get involved at Taylor Elementary School should 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 (ELAC)
Parent Teacher Organization (PTO)
School Site Council (SSC)

School Activities

6th Grade Promotion Activities
Back to School Night
Fall Festival
Grade Level Parent Nights
Jog-A-Thon
Kinder Roundtables
Lunch on the Lawn

Movie Nights
 Open House
 Parent Nights
 Parent Teacher Conferences
 Red Ribbon Week
 Top Timberwolf Awards Ceremonies/Student of the Month Celebrations
 Trimester 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:

- Repairs to student field
- Repaint exterior of school
- Completion of a six classroom building
- Repaint striping on the playground blacktop

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

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 Thursday, January 07, 2021. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, January 07, 2021			
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
(B)	K2 - Water stain ceiling tiles
(H)	E26 - Hole in asphalt seam on walkway; trip hazard

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 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 playground supervisors are strategically assigned to designated entrance areas and the playground. During recess, playground supervisors supervise playground activity. Playground supervisors 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 Spring 2020.

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			
	17-18	18-19	19-20
	School		
% Students Suspended	1.5	2.3	2.7
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	3.4	3.2	2.2
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Average Class Size and Class Size Distribution				
2017-18				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	28.0		5	
1	25.0		5	
2	27.0		5	
3	29.3		4	
4	27.4		5	
5	29.0		4	
6	30.0		4	
Other**	9.2	5		
2018-19				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.2	1	5	
1	28.3		4	
2	23.2		5	
3	25.2		5	
4	28.8		4	
5	25.6		5	
6	31.3		4	
Other**	8.4	6		
2019-20				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.0		5	
1	26.0		5	
2	26.5		4	
3	24.4		5	
4	30.3		4	
5	28.5		4	
6	25.8		5	
Other**	8.7	6		

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

***"Other" category is for multi-grade level classes.

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 2019-20 school year, Taylor Elementary School held staff development training devoted to:

- Student Performance Data Analysis
- Instructional Strategies Specific to Literacy
- Strategies for English Language Learners
- California State Standards
- Technology for Teaching
- Distance Learning Platforms

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 2018-19, 2019-20, and 2020-21 school years, Taylor Elementary School's teachers had the opportunity to attend the following events hosted by the Santa Maria-Bonita School District:

2018-19 Training Topics:

- Benchmark Advance
- English Language Learners
- Guided Reading
- History/Social Studies
- Mathematics
- Next Generation Science Standards (NGSS)
- Technology Training

2019-20 Training Topics:

- ASI: StudySync ELD
- Best Practices in Co-Teaching
- California History-Social Science myWorld Interactive
- Conscious Classroom Management
- CPM Training
- Daily 5
- Guided Reading Lesson Planning
- Professional Learning Communities
- Science Pilotees
- Technology Training
- Unassisted Writing

2020-21 Training Topics:

- Distance Learning Playbook - Parts 1 & 2
- Curriculum Pacing Guides using Achieve the Core Priority Standards (Benchmark, StudySync, GoMath, CPM, myWorld, Twig, Amplify)
- Google Suite Training
- Key Information, Videos, Strategies for all Core and Supplemental Curriculum, and Technology Integration Tools

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2018-19	2019-20	2020-21
2	2	2

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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, October 14, 2020, the Santa Maria-Bonita'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 20-05 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Santa Maria-Bonita 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		
2017	Benchmark Education, <i>Benchmark Advance</i>	0 %
History-Social Science		
2019	Pearson/Savvas, <i>California: My World</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2015	McGraw Hill, <i>My Math</i>	0 %
Science		
2020	Twig Science, <i>California Science</i>	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 GATE clusters across 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. English Language Development (ELD) instruction is provided through a team teaching approach. Taylor Elementary School's teachers utilize Benchmark for grades K-5 and Study Sync for grade 6, both state-approved textbook adoptions. English learners are assessed annually using the English Language Proficiency Assessment for California (ELPAC) exam; results are used to evaluate student progress, intervention programs, and teaching strategies.

Taylor Elementary School's special education program is staffed by six Special Day Class teachers, instructional aides, two Resource Specialist Program teachers, 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, 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 (K-3 & 4-6)
- Teacher Tutors & Intervention Teacher
- Leveled Literacy Intervention (LLI)
- IXL for Math, Science & English Language Arts
- Common Formative Assessment (CFA)
- Imagine Learning Math
- Tutor.com (online tutoring program)

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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2019-20		
	No. of Staff	FTE
Academic Counselor	0	0
Speech Therapists	3	2.0
Outreach Mentors	2	2.0
Community Liaison	1	1.0
Computer Lab Technician	1	1.0
Health Assistant	1	1.0
Library Media Clerk	1	1.0
Nurse	1	0.2
Psychologist	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 2019-20 school year, Taylor Elementary School had 32 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	33	32	32	644
Teachers With Full Credentials	33	32	32	644
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	0
Misassignments of Teachers of 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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

	Teacher and Administrative Salaries 2018-19	
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,429	\$51,004
Mid-Range Teacher Salary	\$85,893	\$82,919
Highest Teacher Salary	\$107,197	\$104,604
Superintendent Salary	\$220,033	\$230,860
Average Principal Salaries:		
Elementary School	\$130,357	\$131,277
Middle School	\$129,047	\$136,163
High School	N/A	\$128,660
Percentage of Budget:		
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

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 2018-19 school year, Santa Maria-Bonita School District spent an average of \$13,139 of total general funds to educate each student (based on 2018-19 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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Classified School Employee Professional Development Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2018-19					
	Dollars Spent per Student				
	School	District	% Diff.	State	% Diff.
			School & Dist.		School & State
Total**	\$8,638	N/A	N/A	N/A	N/A
Restricted	\$1,808	N/A	N/A	N/A	N/A
Unrestricted	\$6,830	\$9,980	68.44	\$13,080	52.22
Average Teacher Salary	\$77,932	\$84,340	92.40	\$84,183	92.57

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Taylor Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita. 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 December 2020. Data to prepare the school facilities section were acquired in January 2021.