



[VIEW TRANSLATION DISCLAIMER](#)

Select Language

Powered by Translate

Taylor (Bertha) Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

[About](#)

[Conditions](#)

[Outcomes](#)

[Engagement](#)

[Other](#)

Address:

410 Sautner Dr.
 San Jose, CA , 95123-5252

Principal:

Ashley Morefield, Principal

Phone:

(408) 226-0462

Grade Span:

K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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.

About This School

Ashley Morefield, Principal

Principal, Taylor (Bertha) Elementary

About Our School

Contact

Taylor (Bertha) Elementary
410 Sautner Dr.
San Jose, CA 95123-5252

Phone: [\(408\) 226-0462](tel:(408)226-0462)

Email: amorefield@ogsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

jmanzo@ogsd.net

Website

www.ogsd.net

School Contact Information (School Year 2021—2022)

School Name

Taylor (Bertha) Elementary

Street

410 Sautner Dr.

City, State, Zip

San Jose, CA , 95123-5252

Phone Number

(408) 226-0462

Principal

Ashley Morefield, Principal

Email Address

amorefield@ogsd.net

Website

<https://taylor.ogsd.net>

County-District-School (CDS)**Code**

43696256097430

Last updated: 1/19/22

School Description and Mission Statement (School Year 2021—2022)

Taylor Elementary School is located on the northwestern side of the Oak Grove School District. We currently serve approximately 563 students in grades TK through 6th grade on a traditional calendar schedule. Our school is a cohesive partnership of students, parents, educators, support staff, and community members. Our school community takes pride in providing a quality education in a caring, supportive, and challenging environment. We have rigorous academic expectations combined with a climate that promotes student creativity and respect for cultural diversity.

Our school motto of “Be Safe, Be Kind, and Always Do Your Personal Best” is prevalent across our campus. Dedicated, collaborative, and caring staff work to support each other, our students, and our Taylor families. Our group of highly qualified, effective educators demonstrate a positive attitude toward their profession, the Oak Grove School District, and the community they serve.

Taylor’s Vision

Taylor Elementary is a 21st century school that fosters collaborative, real-world experiences with high expectations in a safe and nurturing environment while preparing students to be productive citizens.

At Taylor Elementary we work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. We are committed to focusing on six school-wide goals to improve the outcomes for all students:

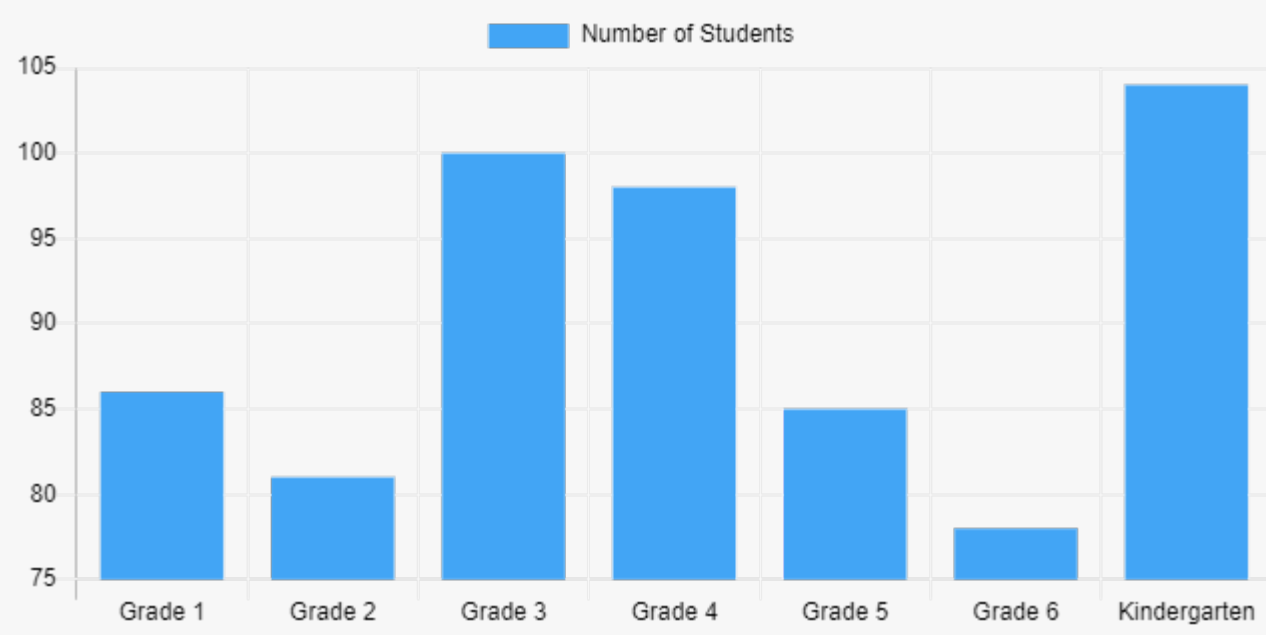
- (1) All students will be proficient in meeting and/or exceeding all Common Core State Standards.
- (2) We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for ELs.
- (3) We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.
- (4) Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity.
- (5) School and classroom environments support learning, creativity, safety, and engagement.
- (6) We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

| Grade Level | Number of Students |
|-------------|--------------------|
| Grade 1 | 86 |

| | |
|------------------|-----|
| Grade 2 | 81 |
| Grade 3 | 100 |
| Grade 4 | 98 |
| Grade 5 | 85 |
| Grade 6 | 78 |
| Kindergarten | 104 |
| Total Enrollment | 632 |



Last updated: 1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 49.10% |
| Male | 50.90% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.20% |
| Asian | 29.40% |

| | |
|-------------------------------------|--------|
| Black or African American | 1.70% |
| Filipino | 1.10% |
| Hispanic or Latino | 29.70% |
| Native Hawaiian or Pacific Islander | 0.50% |
| Two or More Races | 11.20% |
| White | 25.90% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 11.60% |
| Foster Youth | 0.00% |
| Homeless | 0.00% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 15.00% |
| Students with Disabilities | 8.20% |

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|--------------------------|---------------------------|----------------------------|-----------------------------|-------------------------|--------------------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

| Authorization/Assignment | Number |
|---|---------------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

| Indicator | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

Last updated:

Class Assignments (School Year 2020—2021)

| Indicator | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning | Yes | 0% |

| | | | |
|------------------------------------|---|-----|----|
| | Adopted 2015 | | |
| Mathematics | K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015 | Yes | 0% |
| Science | K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007 | No | 0% |
| History-Social Science | K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019 | Yes | 0% |
| Foreign Language | N/A | | 0% |
| Health | N/A | | 0% |
| Visual and Performing Arts | N/A | | 0% |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0% |

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

The maintenance staff completed the FIT inspection in January 2022. The overall rating for the site is Good. There were very minor work orders generated to address normal wear and tear items. The majority of work orders needed are to address relamps needed.

Last updated: 1/27/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No action needed. |
| Interior: Interior Surfaces | Good | No action needed. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | No action needed. |
| Electrical: Electrical | Poor | Several work orders generated to complete relamps and ballast replacements. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Work order generated to inspect hot water supply. |
| Safety: Fire Safety, Hazardous Materials | Good | No action needed. |
| Structural: Structural Damage, Roofs | Good | No action needed. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | No action needed. |

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/27/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by

the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2019- 2020 | School 2020- 2021 | District 2019- 2020 | District 2020- 2021 | State 2019- 2020 | State 2020- 2021 |
|---|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to

administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/19/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven

(School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 359 | NT | NT | NT | NT |
| Female | 170 | NT | NT | NT | NT |
| Male | 189 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 100 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 111 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 40 | NT | NT | NT | NT |
| White | 93 | NT | NT | NT | NT |
| English Learners | 41 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 64 | NT | NT | NT | NT |

| | | | | | |
|---|----|----|----|----|----|
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 38 | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/19/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 359 | NT | NT | NT | NT |
| Female | 170 | NT | NT | NT | NT |
| Male | 189 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 100 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 111 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 40 | NT | NT | NT | NT |
| White | 93 | NT | NT | NT | NT |
| English Learners | 41 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---|----|----|----|----|----|
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 22 | 19 | 86 | 14 | 11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 38 | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/20/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): iReady Diagnostic Reading Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|-------------------------------------|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students | 359 | 353 | 98 | 2 | 67 |
| Female | 170 | 169 | 99 | 1 | 73 |
| Male | 189 | 184 | 97 | 3 | 61 |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |

| | | | | | |
|---|----|----|-----|---|----|
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | 41 | 39 | 95 | 5 | 23 |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 22 | 21 | 95 | 5 | 10 |
| Students Receiving Migrant Education Services | 1 | 1 | 100 | 0 | 0 |
| Students with Disabilities | 44 | 41 | 93 | 7 | 24 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/20/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): iReady Diagnostic Math Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---------------|------------------|---------------|----------------|--------------------|---------------------------------|
| All Students | 405 | 398 | 98 | 2 | 49 |
| Female | 141 | 138 | 98 | 2 | 52 |
| Male | 165 | 164 | 99 | 1 | 45 |

| | | | | | |
|---|----|----|----|----|----|
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | 29 | 27 | 93 | 7 | 30 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 22 | 19 | 86 | 14 | 9 |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | 34 | 32 | 94 | 6 | 16 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/19/22

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2019- 2020 | School 2020- 2021 | District 2019- 2020 | District 2020- 2021 | State 2019- 2020 | State 2020- 2021 |
|--|-------------------------|-------------------------|---------------------------|---------------------------|------------------------|------------------------|
| Science (grades 5, 8, and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/20/22

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 87 | NT | NT | NT | NT |
| Female | 43 | NT | NT | NT | NT |
| Male | 44 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 26 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 26 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 20 | NT | NT | NT | NT |

| | | | | | |
|---|----|----|----|----|----|
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 13 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/20/22

State Priority: Other Pupil Outcomes

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

California Physical Fitness Test Results (School Year 2020—2021)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/20/22

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2021-2022)

At Taylor Elementary School, we greatly value our family and community member involvement to support our efforts to provide the best possible education for our students. We want our families to be involved and to feel appreciated and valued. Taylor has more than 25 languages represented, and we are proud of our ethnically and culturally diverse community. We offer interpreters for all conferences and even large group meetings. We elicit feedback via surveys, principal office hours, and meetings of various parent groups, including School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Council (ELAC), HABLA for our Hispanic and Latino families and Koffee Klatch for our Black and African American families. All groups work closely with the principal on a regular basis to generate and implement ideas that make Taylor Elementary School the best possible place for children to learn and grow.

During school closures, we promoted many community building events and activities, such as principal office hours for parents, virtual recesses, which parents sometimes attended with their children, Monday morning Tiger Time Assemblies, numerous family activities, including a virtual multi-cultural fair.

We greatly value parents' and guardians' input and we are proactive in seeking it and doing so in a way that is accessible to all.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2020—2021)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 661 | 653 | 47 | 7.2 |
| Female | 324 | 319 | 20 | 6.3 |
| Male | 337 | 334 | 27 | 8.1 |
| American Indian or Alaska Native | 193 | 191 | 0 | 8.1 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 15 | 14 | 2 | 14.3 |
| Filipino | 7 | 7 | 0 | 0.0 |
| Hispanic or Latino | 196 | 195 | 32 | 16.4 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 0 | 0.0 |
| Two or More Races | 76 | 76 | 6 | 7.9 |
| White | 170 | 166 | 7 | 4.2 |
| English Learners | 93 | 93 | 8 | 8.6 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 3 | 3 | 1 | 33.3 |
| Socioeconomically Disadvantaged | 127 | 126 | 34 | 27.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 58 | 58 | 9 | 15.5 |

Last updated:

State Priority: School Climate

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2018-2019 | School 2020–2021 | District 2018-2019 | District 2020–2021 | State 2018-2019 | State 2020–2021 |
|-------------|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| Suspensions | 0.14% | 0.00% | 2.81% | 0.02% | 3.47% | 0.20% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.08% | 0.00% |

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-2020 | District 2019-2020 | State 2019-2020 |
|-------------|---------------------|-----------------------|--------------------|
| Suspensions | 0.00% | 0.84% | 2.45% |
| Expulsions | 0.00% | 0.00% | 0.05% |

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Last updated: 1/20/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

| | Suspensions | Expulsions |
|--|-------------|------------|
|--|-------------|------------|

| Student Group | Rate | Rate |
|---|------|------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

Last updated:

School Safety Plan (School Year 2021-2022)

Taylor Elementary has a comprehensive safety plan that has been in effect for many years. Our school operates on three basic principles: "Be Safe, Be Kind, and Always Do Your Personal Best". Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices are used schoolwide to support

students. Discipline issues are handled respectfully and restorative practices are used to solve problems among the students. There is an extensive Disaster Plan in the event of an earthquake or emergency which includes collecting disaster food packets and plans for an evacuation of the school, if necessary. The school safety plan was reviewed and approved by the School Site Council on January 5, 2022.

Last updated: 1/26/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | 24.00 | | 5 | |
| 1 | 25.00 | | 3 | |
| 2 | 25.00 | | 4 | |
| 3 | 24.00 | | 4 | |
| 4 | 32.00 | | 2 | |
| 5 | 30.00 | | 4 | |
| 6 | 30.00 | | 3 | |
| Other** | 23.00 | | 1 | 0 |

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

| Grade | Average Class | Number of Classes | Number of Classes | Number of Classes |
|-------|---------------|-------------------|-------------------|-------------------|
|-------|---------------|-------------------|-------------------|-------------------|

| Level | Size | *1-20 | *21-32 | 33+ |
|---------|-------|-------|--------|-----|
| K | 25.00 | | 4 | |
| 1 | 24.00 | | 3 | |
| 2 | 23.00 | | 4 | |
| 3 | 23.00 | | 4 | |
| 4 | 30.00 | | 3 | |
| 5 | 32.00 | | 2 | |
| 6 | 29.00 | | 3 | |
| Other** | 26.00 | | 3 | |

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K | 21.00 | 2 | 3 | |
| 1 | 24.00 | | 3 | |
| 2 | 23.00 | | 3 | |
| 3 | 23.00 | | 4 | |
| 4 | 32.00 | | 2 | |
| 5 | 29.00 | | 2 | |
| 6 | 33.00 | | 1 | |
| Other** | 27.00 | | 4 | |

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

| Title | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 0.0 |

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.20 |
| Psychologist | 0.50 |
| Social Worker | 0.00 |
| Nurse | 0.00 |
| Speech/Language/Hearing Specialist | 0.80 |
| Resource Specialist (non-teaching) | 0.00 |
| Other | 0.30 |

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11166.00 | \$2964.00 | \$8202.00 | \$86895.00 |
| District | N/A | N/A | \$8460.00 | \$85750.00 |
| Percent Difference – School Site and District | N/A | N/A | -2.08% | 0.88% |
| State | N/A | N/A | \$8443.83 | \$85863.00 |
| Percent Difference – School Site and State | N/A | N/A | -1.95% | 0.80% |

Last updated: 1/14/22

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

Types of Services Funded (Fiscal Year 2020–2021)

During distance learning, Taylor School offered various services to support and assist students and families. We offered afternoon small group support for struggling upper grade students, virtual clubs that provide enrichment opportunities to all students, and technology platforms, such as Dreambox for math and Raz Kids and Accelerated Reader (AR) for reading, that students could access during asynchronous time. We offered counseling services for students in need. We continuously evaluated and adjusted our plans, especially during these rapidly changing times, to ensure that students' and families' needs were being met.

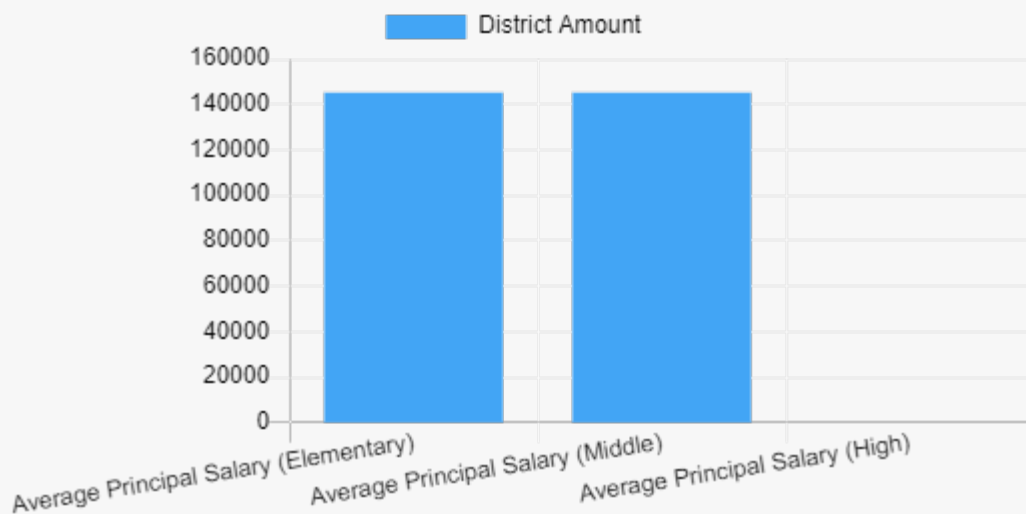
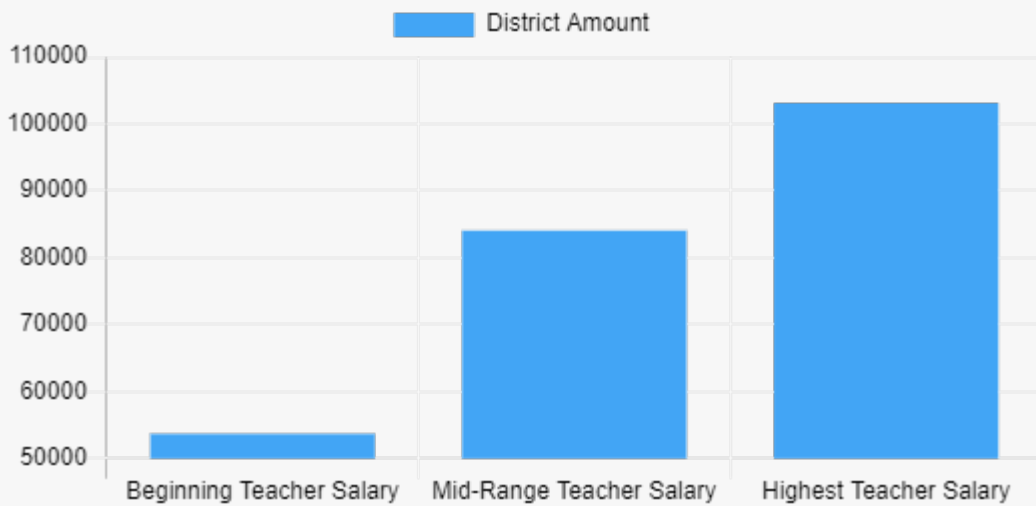
Last updated: 1/20/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

| Category | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$53709.00 | \$52060.00 |
| Mid-Range Teacher Salary | \$84060.00 | \$84043.00 |
| Highest Teacher Salary | \$103129.00 | \$107043.00 |

| | | |
|---|-------------|-------------|
| Average Principal Salary (Elementary) | \$141017.00 | \$133582.00 |
| Average Principal Salary (Middle) | \$145187.00 | \$138803.00 |
| Average Principal Salary (High) | \$0.00 | -- |
| Superintendent Salary | \$298043.00 | \$240628.00 |
| Percent of Budget for Teacher Salaries | 35.00% | 35.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

| Subject | Number of AP Courses Offered* |
|---------------------------|-------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered* | 0.00% |

Last updated: 1/20/22

* Where there are student course enrollments of at least one student.

Professional Development

| Measure | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via

the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| LEAwide | 6226 | 4 | 0.06 | 99.94 | -- |
| Female | 3021 | 0 | 0.00 | 100.00 | -- |
| Male | 3205 | 4 | 0.12 | 99.88 | -- |
| American Indian or Alaska Native | 14 | 0 | -- | 100.00 | -- |
| Asian | 1344 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 191 | 0 | 0.00 | 100.00 | -- |
| Filipino | 197 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 3044 | 1 | 0.03 | 99.97 | -- |
| Native Hawaiian or Pacific Islander | 57 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 456 | 0 | 0.00 | 100.00 | -- |
| White | 923 | 3 | 0.33 | 99.67 | -- |
| English Learners | 1302 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | 18 | 0 | 0.00 | 100.00 | -- |

| | | | | | |
|---|------|----|------|-------|----|
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2286 | 1 | 0.04 | 99.96 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 817 | 4 | 0.49 | 99.51 | -- |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.
 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.

Last updated: 1/27/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
 for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| LEAwide | 6226 | 4 | 0.06 | 99.94 | -- |
| Female | 3021 | 0 | 0.00 | 100.00 | -- |
| Male | 3205 | 4 | 0.12 | 99.88 | -- |
| American Indian or Alaska Native | 14 | 0 | -- | 100.00 | -- |
| Asian | 1344 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 191 | 0 | 0.00 | 100.00 | -- |
| Filipino | 197 | 0 | 0.00 | 100.00 | -- |
| Hispanic or Latino | 3044 | 1 | 0.03 | 99.97 | -- |
| Native Hawaiian or Pacific Islander | 57 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 456 | 0 | 0.00 | 100.00 | -- |
| White | 923 | 3 | 0.33 | 99.67 | -- |

| | | | | | |
|---|------|----|------|--------|----|
| English Learners | 1302 | 0 | 0.00 | 100.00 | -- |
| Foster Youth | 18 | 0 | 0.00 | 100.00 | -- |
| Homeless | | | | | |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 2286 | 1 | 0.04 | 99.96 | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 817 | 4 | 0.49 | 99.51 | -- |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/28/22

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s: iReady Diagnostic Reading Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|----------------------------------|------------------|---------------|----------------|--------------------|---------------------------------|
| LEAwide | 6181 | 5771 | 93 | 7 | 56 |
| Female | 3006 | 2806 | 93 | 7 | 60 |
| Male | 3175 | 2965 | 93 | 7 | 52 |
| American Indian or Alaska Native | 12 | 11 | 92 | 8 | 64 |
| Asian | 1334 | 1292 | 97 | 3 | 78 |
| Black or African American | 192 | 170 | 89 | 11 | 42 |
| Filipino | 412 | 398 | 97 | 3 | 71 |

| | | | | | |
|---|------|------|----|----|----|
| Hispanic or Latino | 2960 | 2674 | 90 | 10 | 39 |
| Native Hawaiian or Pacific Islander | 59 | 57 | 97 | 3 | 40 |
| Two or More Races | 293 | 284 | 97 | 3 | 70 |
| White | 910 | 876 | 96 | 4 | 68 |
| English Learners | 1275 | 1168 | 92 | 8 | 17 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 821 | 751 | 91 | 9 | 27 |
| Students Receiving Migrant Education Services | 45 | 43 | 96 | 4 | 2 |
| Students with Disabilities | 903 | 809 | 90 | 10 | 23 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: iReady Diagnostic Math Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent At or Above Grade Level |
|---------------|------------------|---------------|----------------|--------------------|---------------------------------|
|---------------|------------------|---------------|----------------|--------------------|---------------------------------|

| | | | | | |
|---|------|------|----|----|----|
| LEAwide | 6192 | 5833 | 94 | 6 | 41 |
| Female | 3011 | 2843 | 94 | 6 | 41 |
| Male | 3181 | 2990 | 94 | 6 | 40 |
| American Indian or Alaska Native | 12 | 11 | 92 | 8 | 36 |
| Asian | 1336 | 1300 | 97 | 3 | 72 |
| Black or African American | 192 | 172 | 90 | 10 | 26 |
| Filipino | 413 | 402 | 97 | 3 | 52 |
| Hispanic or Latino | 2964 | 2708 | 91 | 9 | 21 |
| Native Hawaiian or Pacific Islander | 59 | 57 | 97 | 3 | 14 |
| Two or More Races | 294 | 286 | 97 | 3 | 52 |
| White | 913 | 888 | 97 | 3 | 50 |
| English Learners | 1278 | 1170 | 92 | 6 | 13 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 821 | 758 | 92 | 8 | 16 |
| Students Receiving Migrant Education Services | 46 | 42 | 91 | 9 | 13 |
| Students with Disabilities | 814 | 721 | 89 | 11 | 13 |

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics

assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

California Department of Education
1430 N Street
Sacramento, CA 95814