

Taylor (Bertha) Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

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

Principal: Mrs. Jeremia (Mia)
Canlas-Cruz, Principal

Phone: (408) 226-0462

Grade K-6
Span:

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 and access to prior year reports, 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Mrs. Jeremia (Mia) Canlas-Cruz, 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:4082260462)

Email: jcruz@ogsd.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jose
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)

School Name	Taylor (Bertha) Elementary
Street	410 Sautner Dr.
City, State, Zip	San Jose, CA , 95123-5252
Phone Number	(408) 226-0462
Principal	Mrs. Jeremia (Mia) Canlas-Cruz, Principal
Email Address	jcruz@ogsd.net
Website	https://taylor.ogsd.net
County-District-School (CDS) Code	43696256097430

Last updated: 1/19/24

School Description and Mission Statement (School Year 2023–24)

Taylor Elementary School is located on the northwestern side of the Oak Grove School District. We currently serve approximately 530 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. 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:

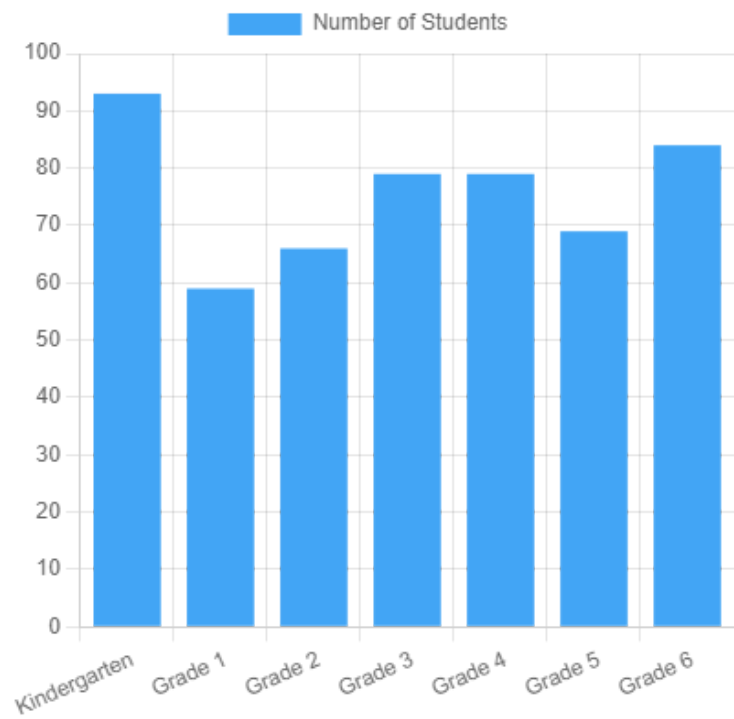
- (1) All students will be proficient in meeting and/or exceeding all Common Core State Standards.
- (2) We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase 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: 1/19/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	93
Grade 1	59
Grade 2	66
Grade 3	79
Grade 4	79
Grade 5	69
Grade 6	84
Total Enrollment	529



Last updated: 1/19/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	52.70%
Male	47.30%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.10%
Foster Youth	0.80%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.20%
Asian	30.20%
Black or African American	1.10%
Filipino	1.50%
Hispanic or Latino	33.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	10.60%
White	22.90%

Student Group (Other)	Percent of Total Enrollment
Homeless	0.40%
Migrant	0.00%
Socioeconomically Disadvantaged	18.70%
Students with Disabilities	7.40%

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 2020–21)

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)	26.80	100.00%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.30	1.98%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.60	0.39%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	22.40	5.32%	18854.30	6.86%
Total Teaching Positions	26.80	100.00%	420.90	100.00%	274759.10	100.00%

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 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: 1/30/24

Teacher Preparation and Placement (School Year 2021–22)

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)	24.60	100.00%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	24.60	100.00%	412.30	100.00%	279044.80	100.00%

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 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: 1/30/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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) 3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a new adoption in the 2024-2025 school year.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Taylor Elementary underwent a major site work, roof, and HVAC modernization in the past 10 years. The campus is comprised of a large central building that houses the administration office, classroom wings, library, and cafeteria. The site houses several classroom portable buildings.

At the time of the inspection, the District found the site to be in Fair condition. Work orders have been placed to address minor lights being out. The District has expanded the asphalt for student learning and play during the Summer 2023 and continuing January 2024. The District hopes to expand the interior modernization in the coming years.

Last updated: 1/31/24

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Numerous lights out in each of the main building areas. Work order have been placed to address such issues.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Fair
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Last updated: 1/31/24

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 [CAA] 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. CAA 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:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	58%	62%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	57%	56%	41%	41%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/19/24

CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	311	97.19%	2.81%	61.74%
Female	165	160	96.97%	3.03%	68.75%
Male	155	151	97.42%	2.58%	54.30%
American Indian or Alaska Native	--	--	--	--	--
Asian	99	97	97.98%	2.02%	81.44%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	102	94.44%	5.56%	32.35%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	37	37	100.00%	0.00%	64.86%
White	70	69	98.57%	1.43%	76.81%
English Learners	42	36	85.71%	14.29%	22.22%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	61	60	98.36%	1.64%	31.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	26	92.86%	7.14%	26.92%

Note: ELA 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	321	318	99.07%	0.93%	55.97%
Female	165	164	99.39%	0.61%	57.93%
Male	156	154	98.72%	1.28%	53.90%
American Indian or Alaska Native	--	--	--	--	--
Asian	99	98	98.99%	1.01%	80.61%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	108	99.08%	0.92%	23.15%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	37	37	100.00%	0.00%	59.46%
White	70	69	98.57%	1.43%	71.01%
English Learners	42	42	100.00%	0.00%	19.05%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	61	61	100.00%	0.00%	29.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	26	92.86%	7.14%	34.62%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	49.41%	44.44%	36.27%	35.97%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/19/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63%	1.37%	44.44%
Female	33	32	96.97%	3.03%	34.38%
Male	40	40	100.00%	0.00%	52.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	21	20	95.24%	4.76%	75.00%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	27	27	100.00%	0.00%	11.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	17	100.00%	0.00%	70.59%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	15	100.00%	0.00%	26.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)
– divided by –
(The total number of students enrolled at time of testing)

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	92%	95%	97%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

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, 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.?

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	564	110	19.5%
Female	309	299	61	20.4%
Male	273	265	49	18.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	172	167	8	4.8%
Black or African American	7	6	1	16.7%
Filipino	9	8	4	50.0%
Hispanic or Latino	201	195	71	36.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	63	61	8	13.1%
White	129	126	18	14.3%
English Learners	121	119	30	25.2%
Foster Youth	4	4	3	75.0%
Homeless	13	12	9	75.0%
Socioeconomically Disadvantaged	126	123	44	35.8%
Students Receiving Migrant Education	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Services				
Students with Disabilities	47	44	12	27.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.49%	0.52%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/19/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.52%	0.00%
Female	0.00%	0.00%
Male	1.10%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.59%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.79%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.26%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/19/24

Oak Grove School District

SB 187

Comprehensive School Safety Plan

Taylor School, 2022-2024



410 Sautner Drive
San Jose, CA 95123
Phone: (408) 226-0462
Fax: (408) 224-3279
Board Adopted: _____

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TABLE OF CONTENTS

The following document is an addendum to the District Comprehensive Safety Plan. The District Comprehensive Safety Plan is the main body of the document. Each school has a site specific document that works in tandem with the District's plan. The Comprehensive Safety Plan is designed to be utilized as a resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the guidelines of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS) and Title 1, Division 4, Chapter 8 Government Code.

It is a living document to meet site, district and community needs, forms or requirements. It is NOT to be a "grab and go" guide in an actual emergency.

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All sites will refer to the District Comprehensive Safety Plan for all emergency preparedness, safety and operation protocol. All procedures have been standardized throughout the District.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- **A representative from the local law enforcement agency**

- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

TAYLOR SCHOOL SAFETY TEAM

The members listed below of the Taylor School Safety Planning Committee certify that the requirements of the SB 187 Safety Plan have been met. The meeting minutes and sign-in sheet will substitute for signatures.

Mia Cruz, Principal

Sheri Campos, Classified Employee Representative

Cheryl Pullara, Teacher

Kerrie Lambert, Teacher

Monica Lun, Teacher

Nick Prychodko, Parent

Raja Shah, Parent

Kamaldeep Varmani, Parent

Dexter Arver, Parent/SSC Chairperson

Oscar Ortiz, District Safety Committee Chair

**THE TAYLOR SAFE SCHOOL PLAN WAS APPROVED
VIRTUALLY BY THE TAYLOR SCHOOL SITE COUNCIL on
January 9, 2023.**

TAYLOR ELEMENTARY SCHOOL
Safety Plan Goals

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported.

TAYLOR ELEMENTARY SCHOOL

Safety Plan Goals

2022-2024

GOAL 1: Establish systems and protocols to maintain the safety of all students and staff.

Strategy 1.1: Update staff rosters, staff phone trees, and staff emergency situation

roles by end of September on an annual basis

Assessment 1.1: Documents (staff roster, phone tree, emergency roles)

Strategy 1.2: Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID-19 or exhibits symptoms of COVID-19.

Assessment 1.2: Protocol provided to staff and community

Strategy 1.3: Staff and students will be trained on proper hand washing and use of sanitizer, to take place several times a day, with sanitizer stations throughout the school campus. Hand sanitizer is provided.

Assessment 1.3: Presented to staff and students on the first week of school. Proper signage is posted by the sink.

Strategy 1.4: Conduct earthquake and fire drills monthly.

Assessment 1.4: Schedule earthquake or fire drills monthly (announced and unannounced).

Strategy 1.5: Students and staff are recommended to wear face coverings throughout the day in their classrooms. Extra masks are provided as needed.

Assessment 1.5: Protocol communicated and posted to families, students and staff.

Strategy 1.6: Students exhibiting any COVID-19 symptoms are placed in an isolation area, and sent home.

Assessment 1.6: Protocol developed and shared with the community.

Strategy 1.7: Drinking fountains turned on and water filling stations are available throughout the school campus.

Assessment 1.7 Students and staff are using the water filling stations by bringing their own water bottle to campus.

Strategy 1.8: Provide two staff members to support students in crossing Woosley Drive and crossing walk in

Circle Drive.

Assessment 1.8: Yard duty schedule

Strategy 1.9: Each teacher and two noon yard duty supervisors have been provided a radio for additional tools of communication.

Assessment 1.9: Teachers and staff take and use the radio when needing to communicate with staff members while on yard duty or when they leave their classroom.

Baseline Data 1.1-1.9: Goal 1 will be reviewed during mid school year (December/January).

GOAL 2: School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

Strategy 2.1: Each class will receive a bin, along with a gallon sized zip top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC.

Assessment 2.1: Confirm storage of classroom bins with ziplock bags for every student by January 31, 2023.

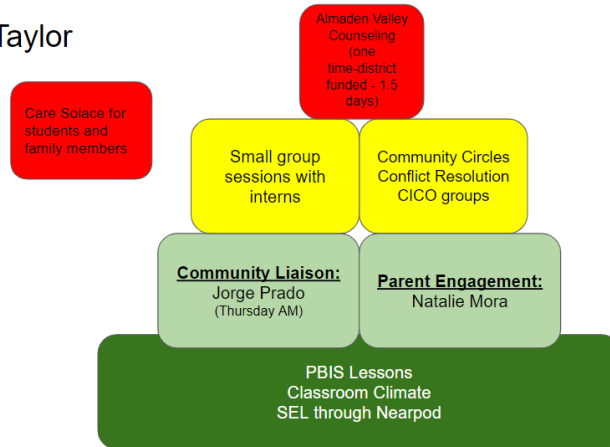
Strategy 2.2: Updated materials include masks and hand sanitizer

Assessment 2.2: Verify items have been delivered and placed in the ARCC in January 2023. Request/secure replacement items for missing supplies.

Baseline Data 2.1 /2.2: ARCC materials are replaced on a rotating basis.

GOAL 3: Provide mental health support for students.

Taylor



Strategy 3.1 Mental Health Intern support for 1 day a week. (This will begin mid January 2023.)

Strategy 3.2: Outside agency referrals for mental health support through Almaden Valley Counseling Service (1.5 days) and Rebekah's Children's Services for students with Medical.

Strategy 3.3: Parents, students, and staff can be referred through Care Solace.

Assessment 3.1 through 3.3: Number of students being served by mental health support systems.

Strategy 3.4: One of the focus in the Site Learning Plan is on Social Emotional Learning.

Strategy 3.5: Individual School Strategies, such as morning meetings, SEL Lessons, SEL lessons through NearPod, Second Steps, and Scribble Spot.

Assessment 3.4-3.5: Connectedness and Belonging Survey Results

Baseline Data 3.1-3.5: Spring of 2022-Only 18% of 3rd-5th grade Taylor students feel they can go to for advice, to share good news, or talk about a problem that they may have.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

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.

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

	Suspensions	Expulsions
--	-------------	------------

online.az.gov/public/print/4369/6256097490/2020-2021 [2/8/2022 11:17:45 AM]

Accountability Report Card

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

Attendance Factor:

The attendance factor accounts for the difference between enrollment and attendance. It is the average percentage of enrolled

students typically attending school on any given day. The factor is calculated annually using prior school year data.

- **2017-2018 Attendance Factor: 97.26%**
- **2018-2019 Attendance Factor: 96.80%**
- **2019-2020 Attendance Factor: COVID**
- **2020-2021 Attendance Factor: 97.60%**
- **2021-2022 Attendance Factor: 93.60%**

Chronic absenteeism:

Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school. A distinguishing feature of this measure is that the goal is reversed.

2017-2018 Chronic Absenteeism Rate: 4.10%

2018-2019 Chronic Absenteeism Rate: 4.90%

2019-2020 COVID

2020-2021 Chronic Absenteeism Rate: 7.20%

**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

School Facilities & Safety

Taylor strives to provide a safe and healthy environment for our students and staff.

Providing a safe school is a high priority for Taylor School. To this end, there are continuous improvement processes and collaborative

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected January 2022.

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.

nces.ed.gov/ipeds/data/fit/2016/17007430/2012-2012/2012-2012-13-17-10-AM/

Accountability Report Card

Overall Facility Rate

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

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

Last updated: 3/27/22

Taylor provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms, restrooms

and high traffic areas. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Taylor's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Oak Grove School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Additionally, due to COVID-19 pandemic:

Hand sanitizing stations are located in common areas such as lunch areas, front offices, and priority locations identified by the principal.

Students are encouraged to bring their own water bottles to use the available water bottle filling stations. All water fountains are available for students.

The District will provide face masks for staff. All staff are required to wear fabric face coverings unless prevented due to health conditions or instructional/communication needs. In those instances, staff will be provided with a clear face shield. Additional disposable masks and gloves are also available, as needed. HVAC schedules will be set to run at least two hours before and after occupied hours.

HVAC systems have been serviced and inspected across the District to ensure proper operation and circulation of outside air.

Strict cleaning and disinfecting protocols are in place throughout the school campuses. In classrooms, teachers and age-appropriate students will have access to non-toxic materials to maintain the cleanliness of their environment.

?

TAYLOR SCHOOL

EMERGENCY PROCEDURES

Staging Areas

All classes will assemble on the field in the back of campus, in front of the fence.

Command Posts

One indoor and one outdoor area for the Command Center to be stationed in the event of a district emergency.

Primary: Playground, near play structure

Secondary: Cafeteria

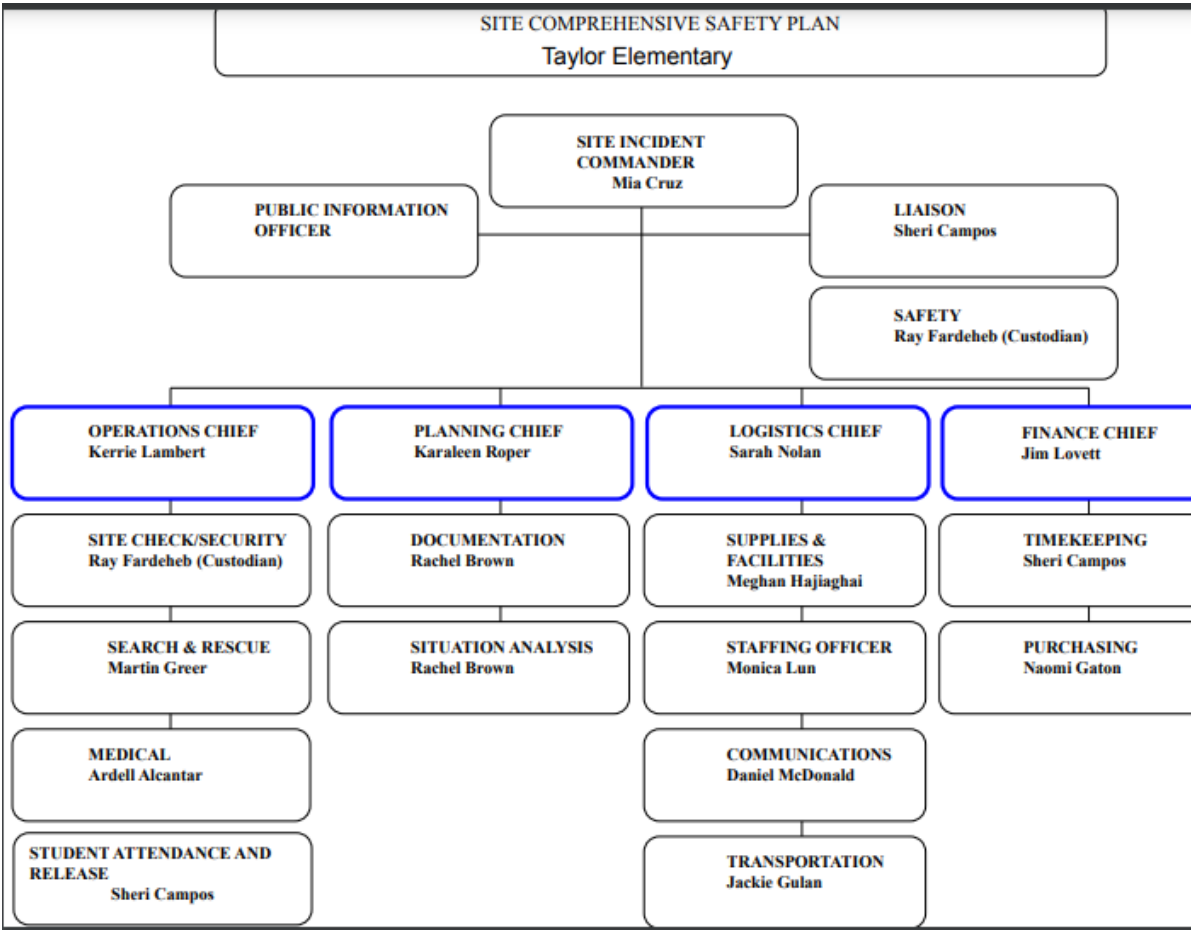
Off Site School Evacuation Centers

Primary: St. Julie's Church

Secondary: La Colina Park

Unification Site	Staffing
St. Julie's Church	
366 St. Julie Drive	Teachers who evacuate.
San Jose, CA	
95119	
La Colina Park	Teachers who evacuate.
Lean Avenue & Allegan Circle	
San Jose, CA 95123	

Emergency Response Teams



Operations

Team	Team Leader:	Staff Members:
Operations Chief	Kerrie Lambert	Dorothy Tran
Security	Ray Fardeheb (Custodian)	Cheryl Pullara
Search & Rescue	Martin Greer	Tracey Matsui
Medical	Ardell Alcantar	Julie Stenton, IAs on campus
Student Attendance and Release	Sheri Campos	Marcy Nagatani

Planning

Team	Team Leader:	Staff Members:
Planning Chief	Debbie Cogliandro	Mia Cruz (if needed)
Documentation	Rachel Brown	Sheri Campos
Situation Analysis	Rachel Brown	Mia Cruz (if needed)

Logistics

Team	Team Leader:	Staff Members:
Logistic Chief	Sarah Nolan	Hillary Ingram
Supplies/Facilities	Meghan Hajiaghai	Ray Fardeheb (Custodian)
Staffing Officer	Monica Lun	Jacinta Gomes
Communication	Daniel McDonald	Rachel Brown
Transportation	Jackie Gulan	Brande Barrett

Finance

Team	Team Leader:	Staff:
Finance Chief	Jim Lovett	Debbie Cogliandro
Timekeeping	Sheri Campos	Naomi Gatton
Purchasing	Naomi Gatton	Sheri Campos
Buddy Teacher System Roster		

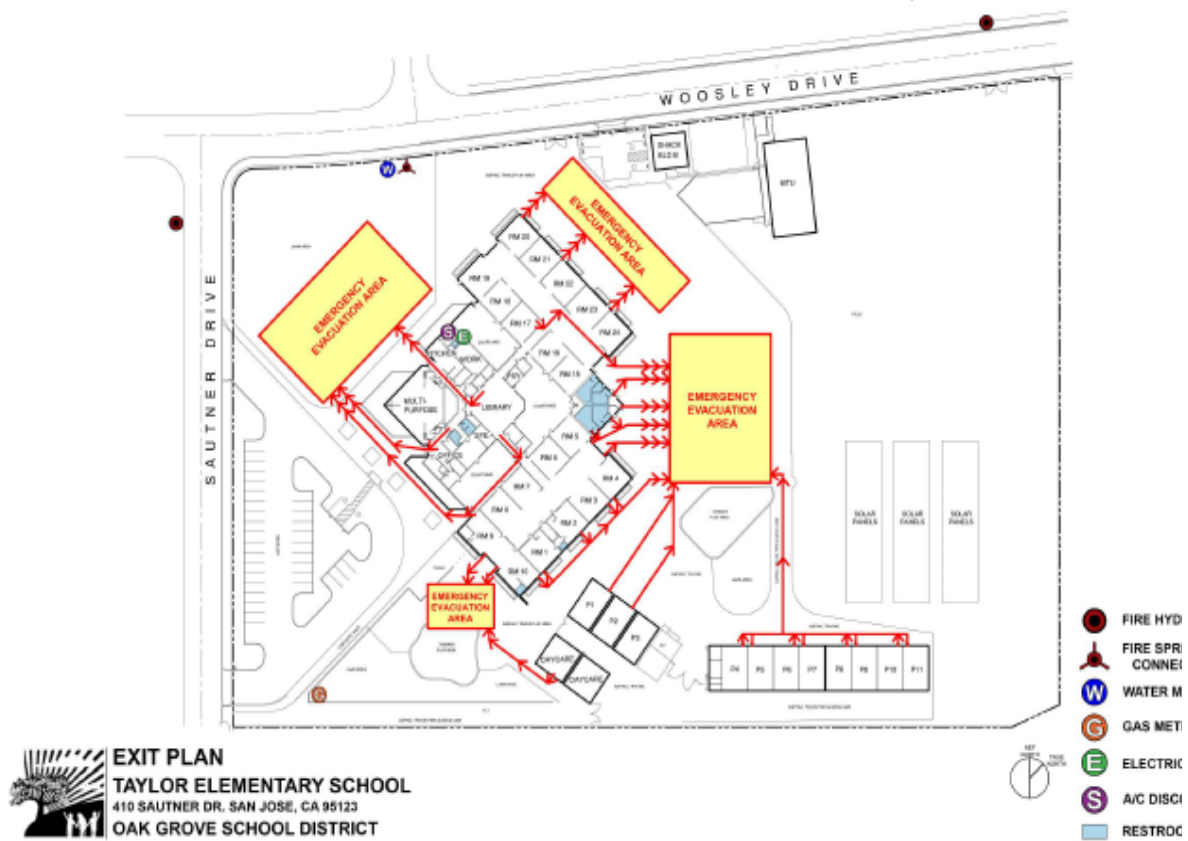
Site: Taylor Elementary School School Year: 2022-2023

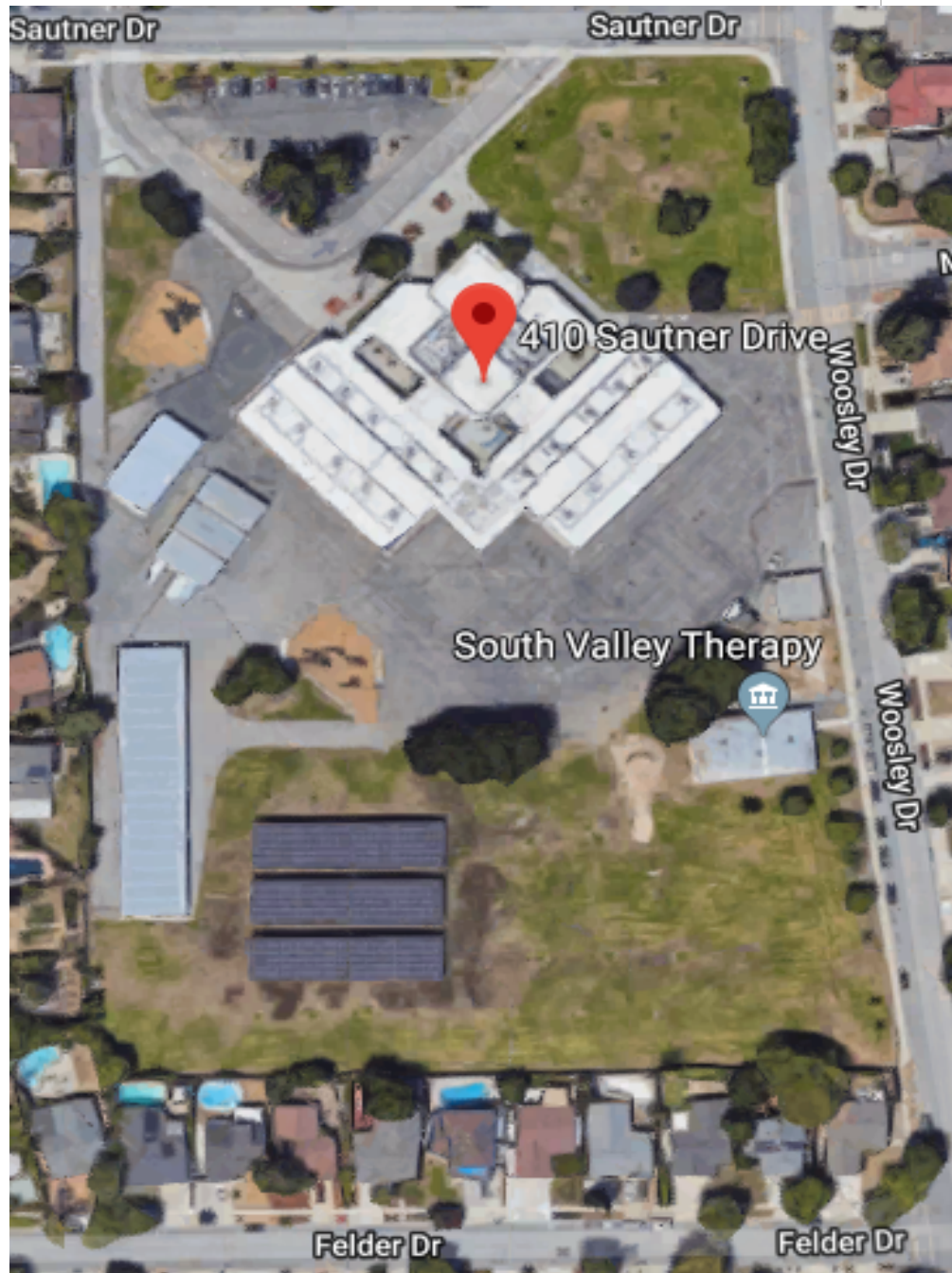
Updated prepared by: Mia Cruz Date: 12-14-

Note: Teachers assigned to lead or have staff assignments should be paired with teachers assigned to the student assembly area. In an emergency, when directed to evacuate to the assembly area, all teachers will take any emergency items and move their classes to the assembly area. Teachers assigned to lead or have staff assignments will then "hand off" responsibility for their class to their Buddy Teacher and report to their emergency assignment.

Responsibility for Remaining with Students		Responsibility for Assuming Emergency Task		
Room #	Teacher	Room #	Teacher	Emergency Task
P8 P8	Jennifer Kong	17	Marcy Nagatani	Attendance
1	Jackie Gulan	P7	Martin Greer	Search & Rescue
2 4.	4 Monica Lun	P5	Debbie Cogliandro	Planning Chief
		2	Monica Lun	Staffing Officer
P11 11	Christina Conner	7	Kerrie Lambert	Operations Chief
		P6	Meghan Hajiaghai	Supplies and Facilities
P7.	P7 Martin Greer	1	Jacqueline Gulan	Purchasing (Naomi Gaton)
22. 22	Hillary Ingram	9	Julie Stenton	Triage/First Aid
16. 16	Marrissa Diangson	6	Cheryl Pullara	Triage/First Aid
8.	6 Jacinta Gomes	P9	Jim Lovett	Finance Chief
21. 21	Dorothy Tran	P4	Sarah Nolan	Logistics Chief
20. 20	Karaleen Roper	P1	Daniel McDonald	Communications
4 R. RSP	Rachel Brown/Kyle Santomauro	P6	Brande Barrett	

Evacuation Map





Before and After School Care

BEFORE AND AFTER SCHOOL DAY CARE

Oak Grove School District will ensure after-school programs are educated on key parts of emergency management planning, including keeping emergency contact cards up to date and having the most accurate information from parents on who youths are permitted to leave with.

After-school programs are contained within a school's overall emergency management plan.

However, there are important emergency planning considerations specific to after-school programs that may not be addressed in the school's overall emergency management plan, such as:

- How the Incident Command Structure is to operate after school when most staff have left for the day;
- Training of after-school program staff;
- Emergency procedures, especially when some buildings may be closed; and
- Coordination with local emergency responders.

Similar to emergency management planning for schools, after-school programs should also develop plans based upon site-specific issues. Collaborative exercises, site assessments, needs assessments, inventories, meetings, and emergency exercises, including drills and tabletops, would also assist in validating and encouraging adoption of the plan by administrators while promoting sustainability over time.

The District recommends that after-school programs:

- Parallel the schools' plans and procedures, or incorporate their plans into the schools' plans;
- Consult others (rather than plan in a vacuum);
- Include important contact numbers in their plans;
- Include reunification plans;
- Identify personnel for key roles;
- Orient all staff to the plan; and
- Have the plan available at all times.

Preschools will follow the site's Incident Command System and report to the evacuation area as the plan describes.

The Principal will coordinate with all programs on the site including preschool, BASE, and Rock.

EMERGENCY COMMUNICATION NUMBERS

Police, Fire & Rescue, Medical, Sheriff, Hazardous Incident 911

Emergency from mobile phone 408-227-8911

Police non-emergency 311

Sheriff 408-299-3233

Regional Medical Center of SJ 408-259-5000

Office of Emergencies Services 408-808-7800

Santa Clara

Fire Department 408-277-4619

County of Santa Clara 408-885-4250

Emergency Medical Services

Pacific Gas & Electric 800-743-5000

American Red Cross 408-577-2178

San Jose Environmental Services 408-945-3000

City of San Jose Emergency 408-277-4595

Services

Dead Animal Collection 408-578-7297

HazMat 408-277-4659

Poison Control 800-876-4766

SDS 800-451-8346

CAL/EPA 916-323-2514

San Jose Water Resource Board 510-622-2300

OSHA 800-321-6742

CalOSHA-Fremont 510-794-2521

San Jose Water 408-279-7900

Highway Patrol 800-835-5247

CHP Non Emergency 707-551-4100

San Jose Mercury 408-920-5444

TRANSPORTATION EMERGENCY NUMBERS

CHP Goldengate 707-551-4151

CHP Gilroy 408-848-2324

RADIO AND TV STATIONS

KARA 105.7 FM 408-575-1057

KCBS 740 AM 415-765-4000

KFOG 104.5 FM 408-817-5364

KLIV 1590 AM 408-575-1600

KLOCK 1170 AM 408-440-0851

KGO CH 7 415-954-7777

KNTV CH 11 408-452-4780

KPIX CH 5 415-362-5550

KRON CH 4 415-441-4444

KTVU CH 2 510-834-1212

SAFETY DATA SHEETS

HOW TO REQUEST A SDS

1-800-451-8346

3E Company

Provide as much of the following product information as possible:

- **Produce Name**
- **Manufacturer Name**

- Product Number (found on side of container)
- UPC Code (if available)

GENERAL INFORMATION – SCHOOL SAFETY

District Commitment to School Safety

It is the policy of the Oak Grove School District Board of Education that all students enrolled in this district, and all employees employed by this district, have the right to attend campuses, which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement, and approved by the Board. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

LEGISLATIVE REQUIREMENTS

The California Education Code (sections 35294.10-35294.15) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause, which stated that this legislation would remain in effect only until January 1, 2000. See Appendix for Senate Bill 187 Text. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Anti-harassment policy
- Sexual harassment policies
- School wide dress code policies

- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Uniform Complaint process
- Goals on providing a safe and healthy environment

The Comprehensive School Safety Plan will be reviewed and updated every year. The school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

“Use this link to access Taylor School’s complete School Safety Plan: <https://www.ogsd.net/our-schools/school-safety-plans>”

Last updated: 1/19/24

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 2020–21)

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	2	
1	24.00		2	
2	24.00		3	
3	20.00	2	1	
4	30.00		2	
5	32.00		2	
6	32.00		2	
Other**	26.00		5	

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	4	0
1	23.00	0	2	0
2	22.00	0	2	0
3	23.00	0	3	0
4	26.00	0	3	0
5	30.00	0	2	0
6	31.00	0	2	0
Other**	26.00	0	3	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 (Secondary) (School Year 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/19/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Last updated: 1/19/24

Student Support Services Staff (School Year 2022–23)

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

* 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.

Last updated: 1/19/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13619.00	\$4441.00	\$9178.00	\$91822.00
District	N/A	N/A	\$9434.00	\$91454.00
Percent Difference – School Site and District	N/A	N/A	-1.84%	0.27%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	12.10%	1.65%

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

Last updated: 1/19/24

Types of Services Funded (Fiscal Year 2022–23)

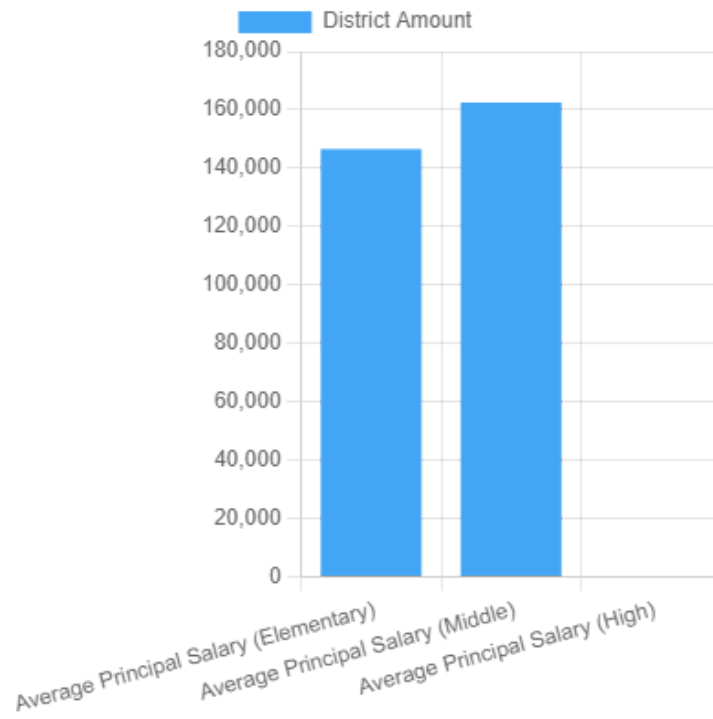
Taylor School offered various services to support and assist students and families. We offered after school group math support for upper grade students and drama club for 5th and 6th grade students. We provide enrichment opportunities to all students, and technology platforms, such as Raz Kids and Accelerated Reader (AR) for reading. We offered counseling services for students in need. We continuously evaluated and adjusted our plans to ensure that students' and families' needs were being met.

Last updated: 1/19/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56663.00	\$54215.36
Mid-Range Teacher Salary	\$88683.00	\$86843.27
Highest Teacher Salary	\$108801.00	\$111440.49
Average Principal Salary (Elementary)	\$146557.00	\$140851.44
Average Principal Salary (Middle)	\$162486.00	\$147064.90
Average Principal Salary (High)	\$0.00	\$142189.00
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

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



Last updated: 1/19/24

Advanced Placement (AP) Courses (School Year 2022–23)**Percent of Students in AP Courses** 0 %

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

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

*Last updated: 1/19/24***Professional Development**

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/19/24