

Santa Maria-Bonita School District
Taylor Elementary School

Grades TK through 6
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2023-24 School Accountability Report Card
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**2024-25
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Principal's Message

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

This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities, as well as the school's finances compared to other schools and districts in the state.

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

Mission

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

School Description

Taylor Elementary School is located in Santa Maria and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2023-24 school year, 876 students were enrolled, including 16.2% in special education, 44.3% qualifying for English Language Learner support, and 85.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.20%	Transitional Kindergarten	67
Male	50.80%	Kindergarten	112
Non-Binary	0.00%	Grade 1	113
Amer. Indian or Alaska Native	0.20%	Grade 2	101
Asian	0.90%	Grade 3	115
Black or African-Amer.	0.20%	Grade 4	120
Filipino	3.00%	Grade 5	143
Hisp. or Latino	89.30%	Grade 6	105
Native Hawaiian or Pacific Islander	0.30%	Ungraded	0
Two or More Races	0.90%		
White	4.30%		
English Learners	44.30%		
Foster Youth	0.70%		
Homeless	23.40%		
Students Receiving Migrant Ed. Services	5.10%		
Socioeconomically Disadvantaged	85.50%		
Students with Disabilities	16.20%		
Total Enrollment			876

Student Achievement

Physical Fitness

In the spring of each year, Taylor Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2023-24					
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	99%	97%	99%	98%	98%

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

California Assessment of Student Performance and Progress

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	24.0	23.0	24.0	25.0	46.0	47.0
Mathematics (grades 3-8 and 11)	17.0	19.0	16.0	16.0	34.0	35.0

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

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

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	491	481	97.96	2.04	23.28
Female	242	236	97.52	2.48	27.12
Male	249	245	98.39	1.61	19.59
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	14	14	100.00	0.00	42.86
Hisp. or Latino	436	428	98.17	1.83	21.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	39.13
English Learners	181	172	95.03	4.97	9.88
Foster Youth	--	--	--	--	--
Homeless	112	112	100.00	0.00	15.18
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	22	21	95.45	4.55	4.76
Socioeconomically Disadvantaged	421	412	97.86	2.14	22.09
Students with Disabilities	81	81	100.00	0.00	4.94

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	491	486	98.98	1.02	18.93
Female	242	239	98.76	1.24	14.23
Male	249	247	99.20	0.80	23.48
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hisp. or Latino	436	431	98.85	1.15	16.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	33.33
English Learners	181	179	98.90	1.10	10.61
Foster Youth	--	--	--	--	--
Homeless	112	111	99.11	0.89	15.32
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	22	22	100.00	0.00	4.55
Socioeconomically Disadvantaged	421	417	99.05	0.95	17.75
Students with Disabilities	81	79	97.53	2.47	3.80

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

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

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.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
	17.4	11.7	13.1	11.5	30.3	30.7

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

Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	146	146	100.00	0.00	11.72
Female	79	79	100.00	0.00	12.82
Male	67	67	100.00	0.00	10.45
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	132	132	100.00	0.00	9.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	45	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	33	33	100.00	0.00	6.06
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	127	127	100.00	0.00	11.81
Students with Disabilities	21	21	100.00	0.00	0.00

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

Local Control Accountability Plan (LCAP)

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

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus

Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

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

Parents stay informed on upcoming events and school activities through Parent Square (automated message delivery system and classroom/school level posts in English and Spanish), parent conferences, the school marquee, school newsletters, and the school website. Parents wishing to get involved at Taylor Elementary School should contact the school office at (805) 361-6250 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper

Fundraising Activities
PTO Volunteer

Committees

English Learner Advisory Council (ELAC)
Parent Teacher Organization (PTO)
School Site Council (SSC)

School Activities

6th Grade End of the Year Promotion Activities
Back to School Night
Fall Festival
Family Nights
Jog-A-Thon
Lunch on the Lawn
Musical Theatre Performance
Open House
Parent Nights
Parent Teacher Conferences
Red Ribbon Week

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Taylor Elementary School's original facilities were built in 2002; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2023-24 and 2024-25 school years, the following campus repairs or improvements were completed or planned:

2023-24 Campus Repairs or Improvements

- Shade improvement
- Solar improvements

2024-25 Planned Campus Repairs or Improvements

- Fire alarm replacement

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

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

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

- Classroom cleaning
- Cafeteria cleanup

- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	2002
Acreage	10.83
Square Footage	-
Quantity	
Permanent Classrooms	37
Portable Classrooms	5
Restrooms (sets)	6
Multipurpose Room/Cafeteria	1
Library	1
Garden	1
Outdoor Stage Area	1
Playground	2
Staff Lounge	1
Staff Work Room	1

Facilities Inspection

The district's maintenance department inspects Taylor Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Taylor Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Sunday, January 26, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Sunday, January 26, 2025			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior		✓	
C. Cleanliness	✓		
D. Electrical		✓	
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Office - Ceiling tile with installed air vent is loose B1 - Dirty ceiling vent H1, H3 - Wall vent is dirty
(B)	Nurse - tear in nurses bed Office - Crack in ceiling tile; section of floorboard is cracked A1 - Crack in ceiling tile A3 - Section of floorboard is peeling from the wall B1 - Water stain ceiling tile; sections of floorboard are

cracked and peeling; crack in ceiling tile; ceiling tile is loose and sagging

C1 - Cracks in ceiling tiles

C3 - Sections of floorboard are cracked and peeling from the wall; ceiling tile is loose

D5 - Dirty and stained interior walls; sections of floorboard are cracked and peeling from the wall

E3 - Ceiling tiles are loose and sagging; cracks in ceiling tiles; dirty and scuffed up interior flooring

G1 - Cracks in ceiling tiles

H1 - Section of floorboard near door is scuffed and deteriorating; ceiling tiles are loose and sagging; carpet is tearing, trip hazard

H3 - Sections of floorboard are cracked and peeling from the wall; ceiling tiles are loose and sagging; cracks in ceiling tiles; carpet is dirty and stained

(C) A3 - Interior walls are stained and dirty

D5, H3 - Unsecured items are being stored too high, earthquake hazard

MPR - Flooring is stained and dirty; unsecured items are stored too high, earthquake hazard

(D) Nurse - Interior light is out (ballast); interior light cover is missing; electrical appliance in close proximity to water source

Office, C3, E3 - Daisy-chained electrical components

A1 - Light switches are taped over

Boys RR - Discoloration on light fixture cover

D1 - Discoloration on light fixture cover; gap in ceiling panel at electrical wall conduit/ceiling junction

D5 - Ceiling mounted projector with missing wall electrical box and exposed wire

(E) A1 - Faucet is loose at its base

Boys RR - Mirrors are showing signs of de-silvering

C3 - Water present on floor in cabinet beneath the sink suggests a leak

E1 - Access to the sink is blocked; drinking fountain is rusted

H3 - Faucet low flow

(F) A3 - Paint is peeling from exterior table; paint is peeling from exterior door frame; improperly stored cleaning supplies

B1, D1 - Improperly stored cleaning supplies

C3 - Paint is peeling from exterior door frame

D5 - Exposed ceiling sprinkler

E1 - Paint is peeling from interior window frame; paint is peeling from ceiling tiles; paint is peeling from the interior door frame

E3 - Paint is peeling from ceiling tiles

G1 - Paint is peeling from gutter downspout; paint is peeling from ceiling tiles; paint is peeling from interior door frame

H1, H3 - Paint is peeling from ramp railing; evacuation map is not posted

Playgrounds - Paint is peeling from playground equipment

(G) B1, B3, C3, D1, E3, G1 - Dry rot on eaves

H1 - Dry rot on ramp

H3 - Connecting fence between portable classrooms is deteriorating due to dry rot; dry rot on ramp

(H) B3 - Raised utility cover is creating a trip hazard

D5 - Door's threshold is missing, trip hazard

E3 - Cracks in exterior concrete/asphalt seams are creating a trip hazard

E4 - Cracks in asphalt and along asphalt/concrete seam are creating trip hazards

G1 - Window screen is deteriorating; section of exterior utility pipe is rusted

H1 - Skid paint is peeling on ramp, trip hazard; door swing wear is present on the ramp, trip hazard, crack in ramp is creating a trip hazard

H3 - Cracks in concrete near ramp are creating trip hazards; skid paint is peeling on ramp, trip hazard; door's strike plate is rusted; door swing wear is present on the ramp, trip hazard; door closer cover is missing

MPR - Door's threshold is deteriorating, trip hazard; fold-up table wall locks are missing or non-functional, safety hazard; fold-up table wall hinges are loose or missing, safety hazard

Playgrounds - Cracks in playground chute sliding; playground equipment has rusted components; cracks in playground asphalt are creating trip hazards

Overall Summary of School Facility Good Repair Status

Exemplary	Good	Fair	Poor
	✓		

Rating Description

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

Campus Supervision

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

Taylor Elementary School is a closed campus. During school hours, all visitors sign in at the school's office with a valid state issued identification card to be scanned through the Raptor security system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Taylor Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall 2024.

Classroom Environment

Discipline & Climate for Learning

Taylor Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective

learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions

	21-22	22-23	23-24
	School		
% Students Suspended	1.2	3.6	2.6
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	3.8	4.0	4.3
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.6	0.0
Female	1.3	0.0
Male	3.8	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	2.4	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	4.8	0.0
English Learners	1.6	0.0
Foster Youth	9.1	0.0
Homeless	1.9	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	2.5	0.0
Students with Disabilities	4.6	0.0

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

Class Size

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

Average Class Size and Class Size Distribution				
Grade	2021-22			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20.0	1	5	
1	25.0		4	
2	27.0		4	
3	45.0		5	1
4	25.0		8	
5	28.0		7	
6	33.0		4	
Other**	32.0	7	1	3
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20.0	2	4	
1	30.0		3	
2	26.0		4	
3	28.0		4	
4	28.0		5	
5	26.0		4	
6	29.0		4	
Other**	10.0	4		
Grade	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	27.0		4	
1	22.0	5	4	3
2	22.0	4	5	1
3	26.0	4	4	3
4	22.0	5	4	3
5	25.0	5	5	3
6	23.0	4	4	2
Other**	15.0	6	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.

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Taylor Elementary School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	927	910	172	18.9
Female	457	448	86	19.2
Male	470	462	86	18.6
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	--	--	--	0.0
Black or African-Amer.	--	--	--	0.0
Filipino	26	26	3	11.5
Hisp. or Latino	827	815	160	19.6
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	--	--	--	0.0
White	42	39	4	10.3
English Learners	434	426	76	17.8
Foster Youth	11	11	1	9.1
Homeless	207	206	29	14.1
Students Receiving Migrant Ed. Services	55	51	6	11.8
Socioeconomically Disadvantaged	801	787	153	19.4
Students with Disabilities	176	172	41	23.8

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Taylor Elementary School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Taylor Elementary School held staff development training devoted to:

- Student Performance Data Analysis
- Instructional Strategies Specific to Literacy
- Strategies for English Language Learners
- California State Standards
- Math Curriculum Adoption
- Trauma Informed & Restorative Practices
- Evidence-Based Practices for Inclusion Education

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Taylor Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-23, 2023-24, and 2024-25 school years, Taylor Elementary School's teachers had the opportunity to attend the following events hosted by the Santa Maria-Bonita School District:

2022-23 Training Topics:

- Goalbook Training
- English Language Development
- Practice Guidance to Gifted Children
- CRT & The Brain Strategies
- How to Maximize Classroom Technology for Student Engagement
- Maximize Math Instruction with Restructured GoMath!
- Support Structured Discourse in a Science Classroom
- Designing the 21st Century Classroom
- Engagement Strategies for Amplify Science Reading & Writing Tasks
- School City Reports & Assessments
- AVID - Introducing Students to Focused Notes
- RIGOR Literacy and Language Interventions
- STEAM Language Routines: Develop Language through Math & Science Content
- Developing Positive Math Mindsets
- Routines for Chromebook Use
- Scaffolds and Differentiation within the ELA Curriculum

2023-24 Training Topics:

- TK / Literacy
- Haggerty for TK - Implementation Strategies (TK-2)
- Creating Inclusive Classroom for Student's Success (TK)
- i-Ready
- Math Training
- Tier I & Tier II Training
- LETRS Training
- Benchmark Phonics Intervention
- Handwriting Without Tears
- Migrant Education
- TWIG Science
- Response to Intervention (RtI)
- English Language Development (ELD)
- Technology Training

2024-25 Training Topics:

- Building a Meaningful Community
- Classroom Management and Routines (TK)
- Benchmark Advance
- i-Ready
- Amplify Science
- English Language Development (ELD) Supports
- ELA Scaffolds & Differentiation
- Second Step Curriculum
- StudySync Curriculum
- Handwriting Without Tears
- Cultivating an Inclusive Culture in Your Classroom
- Twig Science
- Classroom Collaborative Planning
- Formal Assessments: Digital Platforms
- Strategies for Dynamic Learning
- Inquiry Cycle - Data Driven Teaching & Analysis

Taylor Elementary School offers support to new and veteran teachers through peer coaching and mentoring.

Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2022-23	2023-24	2024-25
2	2	2

Instructional Materials

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

On Wednesday, September 11, 2024, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 24-04 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Benchmark Education, <i>Benchmark Advance</i>	0 %
2017	McGraw Hill, <i>Study Sync</i>	0 %
History-Social Science		
2019	SAVVAS, <i>MyWorld</i>	0 %
Mathematics		
2023	Curriculum Associates, <i>iReady</i>	0 %
2023	MidSchoolMath, <i>MidSchoolMath</i>	0 %
Science		
2020	Amplify Education, Inc., <i>Amplify</i>	0 %
2020	Twig Education, <i>Twig Science, CA Edition</i>	0 %

Specialized Instruction

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

For students whose primary language is not English and who have limited English proficiency, Taylor Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. English Language Development (ELD) instruction is provided through a team teaching approach. Taylor Elementary School's teachers utilize Benchmark for grades K-5 and Study Sync for grade 6, both state-approved textbook adoptions. English learners are assessed annually using the English Language Proficiency Assessment for California (ELPAC) exam; results are used to evaluate student progress, intervention programs, and teaching strategies.

Taylor Elementary School's special education program is staffed by four Special Day Class teachers, instructional aides, four Resource Specialist Program teachers, and aides to support both programs. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class, with small group and specialized academic instruction (SAI) provided within general education and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Taylor Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which

provides a pool of professional resources and expertise in the field of special education.

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

- ASP (After School Program)
- Intervention Block (K-3 & 4-6)
- Teacher Tutors & Intervention Teacher
- Common Formative Assessment (CFA)
- Computer-based Supplemental Programs
- ELA/ELD & Math
- Tutor.com (online tutoring program)

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

Professional Staff

Counseling & Support Staff

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24		
	No. of Staff	FTE
Academic Counselor	0	0
Community Liaisons	2	2.0
Speech Therapists	2	2.0
Computer Lab Technician	1	1.0
Counselor	1	1.0
Health Assistant	1	1.0
Library Media Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	1.0
Wellness Coach	1	1.0

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

Teacher Preparation and Placement

The charts below identify the number of teachers at Taylor Elementary School, Santa Maria-Bonita School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Taylor Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.0	93.8	654.5	89.8	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.3	0.2	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.3	6.2	35.4	4.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	12.1	1.7	11953.1	4.3
Unknown	0.0	0.0	25.8	3.5	15831.9	5.7
Total Teaching Positions	38.4	100.0	729.2	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.0	93.8	654.5	89.8	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.3	0.2	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.3	6.2	35.4	4.9	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	12.1	1.7	11953.1	4.3
Unknown	0.0	0.0	25.8	3.5	15831.9	5.7
Total Teaching Positions	38.4	100.0	729.2	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.2	89.5	666.8	86.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	2.0	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	5.2	24.4	3.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	7.4	1.0	12115.8	4.4
Unknown	2.3	5.3	72.9	9.4	18854.3	6.9
Total Teaching Positions	43.8	100.0	773.6	100.0	274759.1	100.0

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.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2022-23)	Number
Permits and Waivers	0.0
Misassignments	2.7
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.7

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	2.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.3

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	2.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.2

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2022-23)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	20.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	10.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Note: For more information, refer to the Updated Teacher Equity Definitions web

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$51,083	\$58,553
Mid-Range Teacher Salary	\$92,511	\$93,924
Highest Teacher Salary	\$115,456	\$119,489
Superintendent Salary	\$248,000	\$270,432
Average Principal Salaries:		
Elementary School	\$141,681	\$149,898
Middle School	\$145,250	\$157,111
High School	N/A	\$151,698
Percentage of Budget:		
Teacher Salaries	30.83%	31.93%
Administrative Salaries	4.23%	5.62%

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

Expenditures Per Student

For the 2022-23 school year, Santa Maria-Bonita School District spent an average of \$16,323 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training Funds

- COVID Relief Funding
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$10,166	N/A	N/A	N/A	N/A
Restricted	\$2,312	N/A	N/A	N/A	N/A
Unrestricted	\$7,854	\$12,327	63.71	\$10,771	72.92
Average Teacher Salary	\$91,464	\$93,989	97.31	\$96,325	94.95

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

SARC Data

DataQuest

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

California School Dashboard

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

Internet

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2024. Data to prepare the school facilities section were acquired in January 2024.