Taylor (Bertha) Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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 Span:**	TK-6

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

- For more information about SARC requirements 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mrs. Jeremia (Mia) Canlas-Cruz, Principal

Principal, Taylor (Bertha) Elementary

About Our School



I'm Mrs. Mia Cruz, and I'm honored to be entering my fourth year as principal of Taylor Elementary School. With 26 years in education, I've had the joy of serving students in many roles: from teaching Kindergarten and 2nd grade to working as a Reading Specialist, and later transitioning into administration.

For over a decade, I led both middle and elementary school campuses as a principal in the Mt. Pleasant School District, which helped shape my understanding of how students grow across grade levels. When the opportunity came to serve in the district where my own children attend school, I joined the Oak Grove School District and found my home at Taylor. Every day, I'm inspired by the resilience, creativity, and potential of our students—and I remain committed to building a school environment where all learners feel safe, supported, and seen.

At Taylor Elementary, we believe in three core expectations that guide student success every day: Be Kind, Be Safe, and Do Your Personal Best! These values help our students build positive relationships, stay focused on learning, and grow into responsible members of our community.

We also recognize that growth doesn't happen in isolation—it happens when students feel supported, loved, and seen. That's why partnership with families is so important to us. When schools and homes work together, students benefit in every way. We recognize that raising thriving students is a shared responsibility. Our work is strengthened by the active support of families, staff, and the broader

community. Together, we aim to support the whole child, build inclusive practices, and close opportunity gaps so that every child—regardless of background—feels safe, connected, and proud to be a Taylor Tiger.

Contact

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

Phone: (408) 226-0462
Email: jcruz@ogsd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2025–26)

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
Grade Span	TK-6
County-District-School (CDS) Code	43696256097430

School Description and Mission Statement (School Year 2025–26)

Taylor Elementary School is located on the northwestern side of the Oak Grove School District. We currently serve approximately 512 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 five school-wide goals to improve the outcomes for all students:

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 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.

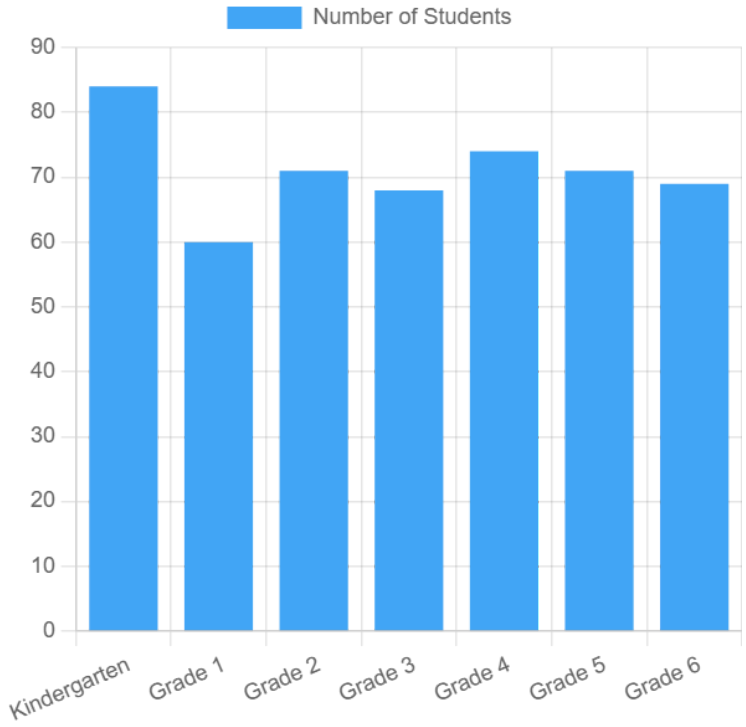
Goal 3 - We will provide an inclusive learning environment for students with disabilities.

Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Goal 5 - We will provide safe, engaging, and creative learning environments.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	84
Grade 1	60
Grade 2	71
Grade 3	68
Grade 4	74
Grade 5	71
Grade 6	69
Total Enrollment	497



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.50%
Male	47.70%
Non-Binary	0.80%
American Indian or Alaska Native	0.40%
Asian	33.60%
Black or African American	1.40%
Filipino	2.00%
Hispanic or Latino	33.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.30%
White	17.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.30%
Foster Youth	0.00%
Homeless	2.20%
Migrant	0.00%
Socioeconomically Disavantaged	24.30%
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 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.

Teacher Preparation and Placement (School Year 2022–23)

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)	22.50	95.74%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	4.26%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	23.50	100.00%	392.30	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	21.10	87.57%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.29%	18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA	1.00	4.14%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	24.10	100.00%	396.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	1.00
Misassignments	0.00	0	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	2.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	4.70%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

The district has a board adopted curriculum used by all Sites. The most recent curriculum adoptions can be found at:

https://www.ogsd.net/departments/educational-services/curriculum-instruction-and-assessment/core-curriculum-tk-8th-grade

The data on this page represents the curriculum indicated on the above mentioned website.

Each year, the district conducts a comprehensive curriculum audit certifying that all students have full access to all materials. Additionally, the state and county offices of education select random schools to undergo a visual inspection to determine that the curriculum materials were indeed satisfactory and accessible to the students.

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

At the time of inspection, the campus found to be in overall Good condition. Work orders were submitted to address minor lighting issues and replace ceiling tiles.

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: December 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC equipment is aged pending replacement.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms need interior paint
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof in need of replacement
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	52%	56%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	59%	55%	41%	43%	35%	37%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	282	279	98.94%	1.06%	55.91%
Female	151	150	99.34%	0.66%	54.67%
Male	131	129	98.47%	1.53%	57.36%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	89	100.00%	0.00%	75.28%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00%	0.00%	30.85%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	38	36	94.74%	5.26%	58.33%
White	54	54	100.00%	0.00%	66.67%
English Learners	40	38	95.00%	5.00%	18.42%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	28.79%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	12	92.31%	7.69%	16.67%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	282	281	99.65%	0.35%	55.16%
Female	151	151	100.00%	0.00%	50.99%
Male	131	130	99.24%	0.76%	60.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	89	100.00%	0.00%	82.02%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00%	0.00%	28.72%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	38	38	100.00%	0.00%	57.89%
White	54	54	100.00%	0.00%	55.56%
English Learners	40	40	100.00%	0.00%	37.50%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	12	92.31%	7.69%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	40.54%	50.72%	36.40%	35.78%	30.73%	32.52%

Note: 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.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00%	0.00%	50.72%
Female	35	35	100.00%	0.00%	51.43%
Male	34	34	100.00%	0.00%	50.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00%	0.00%	78.26%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	22	22	100.00%	0.00%	18.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	11	11	100.00%	0.00%	27.27%
White	12	12	100.00%	0.00%	75.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
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.

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

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%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results 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.

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 2025–26)

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	525	53	10.1%
Female	271	268	27	10.1%
Male	257	253	26	10.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	171	170	5	2.9%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	185	183	39	21.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	57	2	3.5%
White	96	95	5	5.3%
English Learners	90	88	18	20.5%
Foster Youth	--	--	--	--
Homeless	11	11	1	9.1%
Socioeconomically Disadvantaged	137	134	28	20.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	53	14	26.4%

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.

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.52	0.35	0.38	3.01	2.78	2.06	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38%	0.00%
Female	0.37%	0.00%
Male	0.39%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.04%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.73%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.89%	0.00%

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.

School Safety Plan (School Year 2025–26)

The School Site Council met on December 15, 2025 where the School Safety Plan was reviewed, adjusted, and adopted. The committee identified goals around school safety and mental health services would continue to be goals in the new plan. Our school safe goal is centered ensuring systems and protocols are updated annually to maintain the safety of all students and staff, update emergency supplies, and provide mental health support for students.

TAYLOR ELEMENTARY SCHOOL

Safety Plan Goals

2025-2027

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: Conduct earthquake and fire drills monthly.

Assessment 1.2: Schedule earthquake or fire drills monthly (announced and unannounced).

Strategy 1.3: Each teacher and two noon yard duty supervisors have been provided a radio for additional tools of communication.

Assessment 1.3: 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 1.1-1.3: 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.

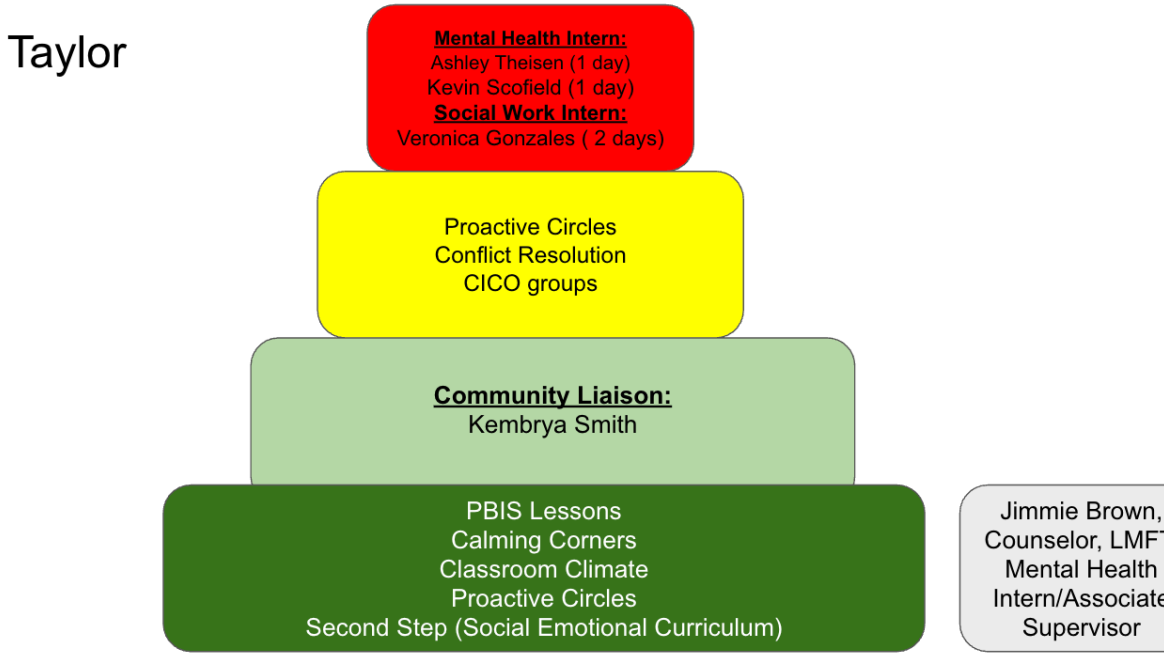
Assessment 2.1: Confirm storage of classroom bins with ziplock bags for every student by Oct. 27, 2025.

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 2026. Request/secure replacement items for missing supplies.

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

GOAL 3: Taylor will provide school environments where students feel connected to and safe at school with the expansion of mental health/counseling intervention support.



Strategy 3.1: Mental Health Intern support for 2 days each and Social Worker Intern for 2 days.

Assessment 3.1: As of December 2025, the caseload capacity for a Social Worker intern was 8.

As of right now, only one of our mental health interns' caseloads is full.

Strategy 3.2: Taylor uses positive discipline strategies such as calming corners, class meetings and morning meetings to increase school connectedness. We continue to promote Tigers of the Month to promote our PBIS mantra of “Be Safe, Be Kind, and Do Your Personal Best!”

Assessment 3.2: We celebrate students who receive Tigers of the Month by holding a schoolwide assembly monthly and for each honoree to receive a certificate and Taylor Tiger Tickets.

Strategy 3.3: One of the focus in the Site Learning Plan is on Social Emotional Learning.

Strategy 3.4: Teachers are to conduct weekly SEL lessons through Second Step digital platform.

Assessment 3.3-3.4: Connectedness and Belonging Survey Results SCB Survey Data

Baseline Data 3.1-3.4: Fall of 2024: 75% of 3rd-6th grade Taylor students feel they can go to for advice, to share good news, or talk about a problem that they may have. The goal is to increase from 75% to 85%.

Use the link below to access Taylor School's complete School Safety Plan: https://www.ogsd.net/our-schools/school-safety-plans

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 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 (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		3	
1	22.00		3	
2	23.00		2	
3	25.00		3	
4	28.00		3	
5	27.00		2	
6	28.00		2	
Other**	28.00		2	

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		2	
1	20.00	1	1	
2	24.00		3	
3	23.00		3	
4	25.00		3	
5	28.00		2	
6	26.00		2	
Other**	28.00		2	

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10247.00	$5492.00	$15839.00	$100057.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	1.89%	0.24%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-5.02%	-1.09%

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

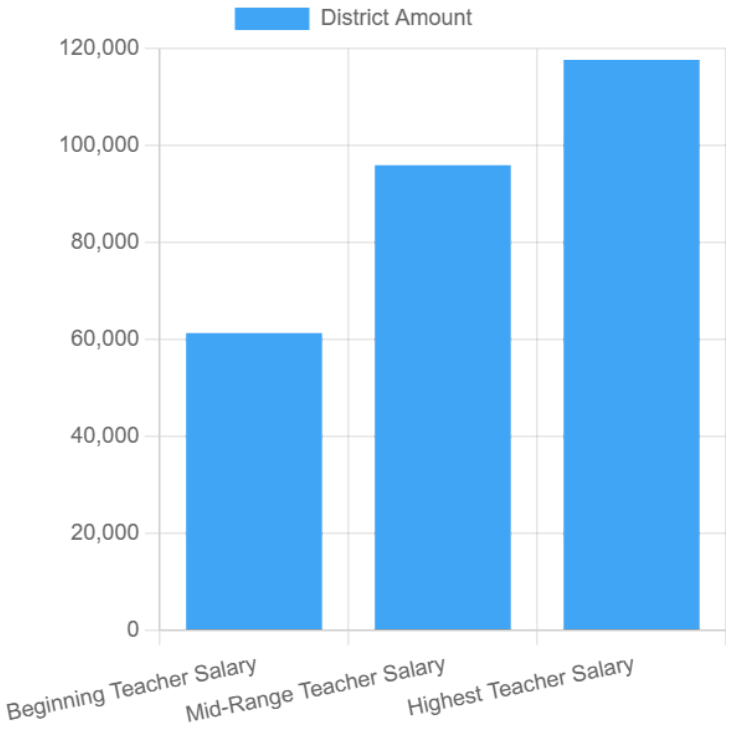
Types of Services Funded (Fiscal Year 2024–25)

Taylor has after school programs through ELOP: Right At School and Think Together.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3