

Taylor Mountain Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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/>.

2025-26 School Contact Information

School Name	Taylor Mountain Elementary School
Street	1210 East Bellevue Ave.
City, State, Zip	Santa Rosa, CA 95407-2764
Phone Number	(707) 542-3671
Principal	Margaret Jacobson
Email Address	mjacobson@busd.org
School Website	busd.org
Grade Span	K-6
County-District-School (CDS) Code	49706150113506

2025-26 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	Michael Kellison
Email Address	mkellison@busd.org
District Website	www.bUSD.org

2025-26 School Description and Mission Statement

Taylor Mountain Elementary School, established in 2007, is the newest transitional Kindergarten through Sixth grade elementary school in the Bellevue Union School District. Taylor Mountain Elementary School sits next to an open field, a creek and Taylor Mountain. It is a beautiful school setting in beautiful Sonoma County. The mission statement or 'why' for Taylor Mountain Elementary School and our school community is to give students what they need. The entire staff works diligently to provide support for students both academically and socio-emotionally. Taylor Mountain's goal has been to continue the high academic standards set by the district and establish a sense of community. Taylor Mountain is committed to supporting the students it serves academically, emotionally, and physically in a positive and safe school environment. There is firm belief that all students can learn through identifying individual strengths. We are responsible for providing opportunities for our students to

2025-26 School Description and Mission Statement

be successful and thus gain in confidence and self-esteem. Collaboration within the community is an essential part of our school. The students at Taylor Mountain are supported academically and behaviorally as well through our after school program, CalSERVES, serving TK Kindergarten-6th grade students. In addition, we are fortunate to offer after school clubs and activities for our students some of which include: Volleyball, basketball, Marimba, weekly piano lessons and STEAM offerings with Move Over Mozart.

Expectations are high for students, staff, and the Taylor Mountain community. The staff collaborates on a weekly basis to plan lessons, analyze student assessments and regroup for instruction. The staff is professional, nurturing, and committed to providing to our students the best education possible. A clearly articulated standards-based curriculum is delivered to all students, thus enabling them to reach their potential. Well-defined goals foster creativity and initiate high academic achievement for all. The extensive use of technology is employed to assist with the dis-aggregation and analysis of student test data to guide instruction. In addition, all instructional staff participate in staff development activities focused on instructional strategies and the analysis of student test data. Taylor Mountain continues to make strides in terms of providing technological access for our students. Students in 1st-6th grade have 1-1 Chromebook access with grades TK-K students having 1:1 iPad access. All students have access to personal headphones and a mouse.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	50
Grade 2	54
Grade 3	73
Grade 4	64
Grade 5	62
Grade 6	64
Total Enrollment	468

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.4
Asian	4.5
Black or African American	1.7
Filipino	0.9
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.5
White	7.7
English Learners	45.3
Foster Youth	0.9
Homeless	6
Migrant	1.1
Socioeconomically Disadvantaged	79.7
Students with Disabilities	21.8

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.

2021-22 Teacher Preparation and Placement

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)	16	84.21	55.9	76.7	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.37	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10.53	7	9.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	1.37	11953.1	4.28
Unknown/Incomplete/NA	1	5.26	8	10.97	15831.9	5.67
Total Teaching Positions	19	100	72.9	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	16.5	75	62.3	76.26	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.55	2	2.45	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	15.91	14.4	17.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1	4.55	3	3.67	14303.8	5.15
Total Teaching Positions	22	100	81.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	17.5	76.09	68.9	79.85	230039.4	100
Intern Credential Holders Properly Assigned	2	8.7	4	4.63	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	15.22	11.4	13.2	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	1.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	1	1.16	13705.8	4.91
Total Teaching Positions	23	100	86.3	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	1.00	1	2
Misassignments	1.00	2.5	1.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	3.5	3.5

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5	10	4.7
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

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024
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	McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-6 SDC, adopted 2014-2015 McGraw-Hill Wonders for English Learners K-6, English Language Development, adopted 2020-2021 English Language Arts: TK- Happily Ever After TK SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) TK-6 , adopted 2021-22	0
Mathematics	McGraw-Hill My Math K-5 adopted 2014-2015 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-6, adopted 2014-2015	0
Science	McGraw-Hill CA Science adopted 2006/2007	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	0

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

School Facility Conditions and Planned Improvements

We have working diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2026-2030, we are currently updating a facility master plan 2026-2030.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				1/5/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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)	29	27	29	26	47	48
Mathematics (grades 3-8 and 11)	21	17	20	18	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	251	96.54	3.46	27.09
Female	131	125	95.42	4.58	30.40
Male	129	126	97.67	2.33	23.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	226	218	96.46	3.54	24.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	33.33
English Learners	101	93	92.08	7.92	4.30
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	142	96.60	3.40	26.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	50	100.00	0.00	4.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	260	258	99.23	0.77	16.67
Female	131	129	98.47	1.53	15.50
Male	129	129	100.00	0.00	17.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	226	225	99.56	0.44	16.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	11.11
English Learners	101	99	98.02	1.98	4.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	146	99.32	0.68	13.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	50	100.00	0.00	4.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

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)	16.13	14.75	18.63	14.42	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	61	96.83	3.17	14.75
Female	33	32	96.97	3.03	9.38
Male	30	29	96.67	3.33	20.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	53	53	100.00	0.00	11.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	28	27	96.43	3.57	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	19.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	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
Grade 5	100	100	100	100	100

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.
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2025-26 Opportunities for Parental Involvement
Parents play an important role in our school community and are formally involved in Taylor Mountain Elementary School through our monthly Principal Coffee events, ELAC, School Site Council and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer community events such as Dia de Los Muertos Fall Festival, Pozole Night, Spring Hawk Fest, Back to School Night , Title I meeting and Open House. Parents are encouraged to serve as volunteers in classrooms for special school programs and events as well as providing general assistance when needed. Our after school program is offered by CalSERVES. All written and verbal communication from the school is translated into all language of preference including upcoming events listed on our marquee as well as information contained on our school website. We also employ use of Parent Square, which is a program that allows us to contact our parents via telephone, text and email and leave pertinent school messages and information in the preferred home language.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	481	112	23.3
Female	253	243	60	24.7
Male	247	238	52	21.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	415	400	91	22.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	37	36	14	38.9
English Learners	236	229	47	20.5
Foster Youth	--	--	--	--
Homeless	29	29	5	17.2
Socioeconomically Disadvantaged	414	401	99	24.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	111	25	22.5

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: 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

This table displays suspensions data.

Suspensions								
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
2.31	2.38	2	2.05	1.69	1.23	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00	0.00
Female	2.37	0.00
Male	1.62	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	2.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.65	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.

2025-26 School Safety Plan

Our school’s Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and approved by the School Site Council (January 12, 2026). School Safety is discussed at the School Site Council meetings, Parent Coffee Meetings, and during Certificated and Classified Staff meetings. As a staff we reviewed the Safety Plan at a staff meeting.

At Taylor Mountain School we believe that student safety is our highest priority. Key elements of the plan include emergency disaster procedures, ingress/egress of pupils, parents and employees, discrimination and harassment policies, and attendance. At our weekly staff meeting we discuss disaster procedures, ingress/egress of pupils, parents and employees, discrimination and harassment policies, and attendance.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	23	0	3	0
2	25	0	2	0
3	24	0	2	0
4	25	0	2	0
5	30	0	2	0
6	30	0	2	0
Other	9	4	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	24	0	2	0
2	17	1	3	0
3	24	0	2	0
4	28	0	2	0
5	26	0	2	0
6	27	0	2	0
Other	10	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	24		2	
2	24		2	
3	24		3	
4	29		2	
5	29		2	
6	28		2	
Other	9	4		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	457

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,404	\$7,729	\$9,675	\$83,396
District	N/A	N/A	\$9,675	\$96,144
Percent Difference - School Site and District	N/A	N/A	0.0	-6.4
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-10.7	-12.1

Fiscal Year 2024-25 Types of Services Funded

Taylor Mountain Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; STEAM Teachers, Music Teachers; Special Education Aides, Transitional Kindergarten classrooms each have an kindergarten aid to support students, PE and Music teachers provide enrichment for all students TK - K for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,026	\$61,516
Mid-Range Teacher Salary	\$90,826	\$95,479
Highest Teacher Salary	\$124,373	\$125,208
Average Principal Salary (Elementary)	\$148,413	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$237,634	\$242,781
Percent of Budget for Teacher Salaries	25.31%	29.76%
Percent of Budget for Administrative Salaries	5.11%	5.74%

Professional Development

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result our students receive excellent instruction. The school district and Taylor Mountain Elementary provide professional development targeted to raise student performance on the CAASPP, STAR Reading Assessment and the ELPAC. The major improvement efforts this year have focused on English language development, Writing, Math Coherence, and GLAD (Guided Language Acquisition Design) training by focusing on our district-adopted instructional framework and strategies. Our district also provides individualized coaching through the use of a consulting teacher, district teacher on special assignment, and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction. Additionally, our district has a full time TOSA (teacher on special assignment) to support teacher professional development in the identified areas of literacy skills, English language development, small group intervention, as well as student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	38	40	38