

Santa Maria-Bonita School District
Taylor Elementary School

Grades K through 6
Sherry Peterson, Principal



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2007-08 School Accountability Report Card
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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 child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and 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 a 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 programs and welcome all to support our efforts.

Mission Statement

Our mission is to teach, to learn, and to facilitate learning in a cooperative and safe environment.

School Profile

Taylor Elementary School is located in the northern region of Santa Maria and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2007-08 school year, 959 students were enrolled, including 8% in special education, 4.2% identified for migrant education services, 36% qualifying for English Language Learner support, and 61% qualifying for free or reduced price lunch. Taylor Elementary School achieved a 2008 Academic Performance Index (API) score of 758.

Percentage of Students by Ethnicity
2007-08 Enrollment: 959

Hispanic or Latino	75.60 %
Caucasian	12.20 %
Filipino	7.40 %
African-Amer.	2.82 %
Asian	1.36 %
Amer. Indian or Alaskan Native	0.52 %
Pacific Islander	0.10 %

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 and school facilities sections were acquired in 01/2009.

Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Taylor Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

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 measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 23.3% of the grade five students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Taylor Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	38	35	38	29	29	31	42	43	46
Math	57	50	54	43	42	44	40	40	43
Science	19	23	36	24	30	38	35	38	46
Social Science				17	19	18	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Taylor Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	33	*	*	50	32	*	74
Math	50	*	*	71	49	*	77
Science	*		*	64	25		65
Social Science							

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Taylor Elementary School						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Language Arts	35	43	20	29	14	11	
Math	54	54	44	48	26	46	
Science	38	32	15	27	*	*	
Social Science							

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	5	5	4
Similar Schools Rank	7	8	4

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	758	26	-19	22
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	730	31	-15	16
Pacific Islander	*	*	*	*
Caucasian	*	10	*	*
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	725	31	-24	29
English Learners	711	*	-14	20

Results generated from 2006, 2007, and 2008 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's

standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	TES	SMBSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	No	No
Math	Yes	No
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	N/A

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Taylor Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program

Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	TES	SMBSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		14
% of Schools Currently Identified for PI		73.7%

Parent Involvement

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

Parents stay informed on upcoming events and school activities through ConnectEd, school newsletters, school web site, and parent conferences. Contact the principal at (805) 361-6250 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Chaperone Field Trips
Fundraisers

Committees

School Site Council
English Learner Advisory Council
Parent Teacher Organization

School Activities

Back to School Night
Open House
Jog-a-Thon
Fall Festival
Red Ribbon Week
Sixth Grade Promotion Activities
Parent Nights

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 2001; ongoing modernization, 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. 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:

- Groundskeeping
- Restroom Cleaning
- Classroom Cleaning

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

- Restroom Cleaning
- Cafeteria Cleaning
- Office Area Cleaning
- Classrooms Cleaning

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

Campus Description	
Year Built	2002
Acreage	10.83
Quantity	
Permanent Classrooms	37
Portable Classrooms	4
Restrooms (student use)	4 sets
Libraries	1
Computer Labs	1
Staff Lounges	1
Staff Work Rooms	1
Cafeteria/Multipurpose Rooms	1
Garden with Gazebo	1
Outdoor Stage Area	1
Playground	1

Deferred Maintenance

Taylor Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Taylor Elementary School received a portion of \$1,060,301 in deferred maintenance funds.

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 Monday, December 08, 2008. Deficiencies noted in the school inspection survey were corrected by the district's maintenance department. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, December 08, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)			✓
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)		✓	
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Bldg 500: reprogram thermostat to work automatically (B-6).
(5)	Bldg 500, 600, 700, 800, Relocatables: store cleaners and aerosols properly.
(10)	Bldg 300: adjust bubbler flow to arc 2" over the top of the bubbler. Bldg 500, 700: adjust water flow to arc 2" over the top of the bubbler (B11, D20).

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 teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas, the breakfast area and playground: the principal, teachers, assistant principal, counselor, and lead teacher. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, administrators, the counselor, and lead teacher monitor student behavior to ensure a safe and orderly departure.

Taylor Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges 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 plan will be reviewed, updated, and discussed with school staff in February 2009.

Classroom Environment

Instructional Time

All instructional time offered at Taylor Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Taylor Elementary School offered 180 days of instruction comprised of 159 regular days and 21 minimum days. Minimum days were used for parent conferences, professional development, and teacher preparation.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	51,048	50,400
4-6	54,546	54,000

Discipline & Climate for Learning

Taylor Elementary School's discipline policies are based upon a schoolwide assertive discipline and positive reinforcement model, which is used as a guide to develop school rules, develop behavior management programs, establish character education programs, promote responsibility, promote respect, and develop good citizenship. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Taylor Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the student handbook, at grade level assemblies led by administrators, and in student agenda binders. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior at Friday morning assemblies.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Taylor Elementary School sponsors the following behavioral incentives: Student of the Month, Timber Wolf Tickets, and Top Timber Wolf Benchmark Recognition. Academic honors include Honor Roll, attendance awards, and academic awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Taylor Elementary School offers DARE (Drug Abuse & Resistance Education), ASES (After School Education & Safety), Book Club, and reading intervention groups.

Suspensions & Expulsions			
	TES		
	05-06	06-07	07-08
Suspensions (#)	30	77	54
Suspensions (%)	3.23 %	8.02 %	5.63 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	SMBSD Elementary Schools		
	05-06	06-07	07-08
Suspensions (#)	492	599	509
Suspensions (%)	4.80 %	5.91 %	4.90 %
Expulsions (#)	0	2	1
Expulsions (%)	0.00 %	0.02 %	0.01 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

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

Taylor Elementary School participates in Option 2 of the Class Size Reduction Program. That means that students benefit from the presence of an additional teacher for 1.5 hours each day during language arts instruction sessions. Class sizes are 50% smaller during this time.

During the 2007-08 school year, 80% of Taylor Elementary School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Grade	Percentage of K-3 Classrooms Participating in the Class Size Reduction Program		
	2005-06	2006-07	2007-08
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	0 %	0 %	0 %

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.6		5	
1	19.4	7		
2	19.7	7		
3	29.3		4	
4	23.8	2	3	
5	34.5		4	
6	28.4		5	
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.2		5	
1	19.9	6	1	
2	19.4	7		
3	30.4		5	
4	30.8		4	
5	32.0		3	
6	35.3		4	
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.8		5	
1	19.3	7		
2	19.4	8		
3	27.2	1	4	
4	28.8		6	
5	28.3		4	
6	30.5		4	
Combo 4-8	29.0		1	

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Taylor Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support implementation of new programs, language arts and math curricula, and implementation of OARS (Online Assessment Reporting System). Decisions concerning selection of staff development activities are performed by the principal and all certificated teachers using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year, Taylor Elementary School held three (3) staff development days devoted to:

- Data analysis
- Instructional strategies

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.

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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, October 08, 2008, 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 No. 08-10 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 the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Santa Maria-Bonita School District's survey results of instructional materials used for health, foreign language, and visual performing arts classes found that each student, including English learners, enrolled in these courses has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
English Language Development		
1998	Oxford University Press, <i>The Oxford Picture Dictionary</i>	K-6
2004	Rigby, <i>On Our Way to English</i>	K-6
2005	Houghton Mifflin, <i>Language Support for Leveled Readers</i>	K-6
Health		
2000	Health Promotion Wave, <i>Health Promotion Wave</i>	K-6
2003	Mendez Foundation, <i>Too Good for Drugs</i>	K-6
2006	Human Relations Media, <i>The Bully Proof Kit</i>	K-6
Language Arts		
2003	Houghton Mifflin, <i>California Reading</i>	K-6
Math		
2001	Scott Foresman, <i>California Mathematics</i>	K-6
Physical Education		
2007	Game Day Sport and Education, <i>Game Day at the School</i>	K-6
Science		
2008	Scott Foresman, <i>California Science</i>	K-6
Social Science		
2007	Harcourt School Publishers, <i>Reflections</i>	K-6

School Leadership

Taylor Elementary School's principal works closely with the assistant principal, school leadership team, and teaching staff in providing a well-balanced, standards-based curriculum. Principal Sherrie Peterson is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, assistant principal, and grade level representatives. The Leadership Team meets regularly throughout the year to monitor program design and school procedures, establish timelines and dates for special events, and facilitate two-way communication among all staff

Principal Sherrie Peterson has been in the educational field for 20 years and serving Taylor Elementary School for one year (as of 2007-08). Previous positions held in other schools include: assistant principal and classroom teacher. Principal Sherrie Peterson holds a bachelor's degree in elementary education, a master's degree in Educational Leadership, and a Preliminary Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE-trained.

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 work with bilingual aides in a small group and/or individualized setting outside the general education classroom. Instruction focuses on reinforcement of class lessons, frontloading of upcoming lessons, and reading intervention. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Taylor Elementary School's teachers utilize the Houghton Mifflin series, a state-approved reading intervention program and textbook adoption. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Taylor Elementary School's special education program is staffed by instructional aides and resource specialist staff. 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 individualized instruction 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 provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Imagine Learning
- Read Naturally
- Intervention Block
- Teacher Tutors
- Soar to Success

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

Substitute Teachers

Taylor Elementary School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the principal or intervention teacher will fill the role of the substitute.

A pool of substitutes is available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Taylor Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every three years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in a district mentoring program until a satisfactory evaluation is acquired. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject

knowledge, and/or related aspects of their teaching performance.

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	1	1.0
Health Aide	1	0.6
Library Aide	1	1.0
Nurse	1	0.2
Psychologist	1	0.2
Speech & Language Pathologist	1	0.6

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Taylor Elementary School had 42 teachers who met all credential requirements in accordance with state guidelines. All of Taylor Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Taylor Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	TES			SMBSD
	05-06	06-07	07-08	07-08
Total Teachers	40	38	42	646
Teachers with full credentials	40	38	42	644
Teachers without full credentials	0	0	0	2
Teachers in alternate routes to certification	0	0	0	4
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	1
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	10
Total teacher misassignments	0	0	0	10
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	TES	SMBSD
	08-09	08-09
Total teacher misassignments	0	5
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2007-08		
	TES	SMBSD
Doctorate	2.4 %	0.6 %
Master's degree plus 30 or more semester hours	4.8 %	5.7 %
Master's degree	40.5 %	40.2 %
Bachelor's degree plus 30 or more semester hours	50.0 %	48.0 %
Bachelor's degree	2.4 %	5.3 %
Less than Bachelor's degree	0.0 %	0.2 %

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	SMBSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$39,627
Mid-Range Teacher Salary	\$67,070	\$66,167
Highest Teacher Salary	\$83,708	\$84,142
Superintendent Salary	\$155,657	\$167,564
Average Principal Salaries:		
Elementary School	\$100,834	\$104,640
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.2%	42.3%
Administrative Salaries	5.6%	5.4%

Expenditures Per Student

For the 2006-07 school year, Santa Maria-Bonita School District spent an average of \$7,547 of total general funds to educate each student (based on 2006-07 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 <http://www.cde.ca.gov/ds/fd/ec/> and <http://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 2006-07 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	TES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	927	12386	N/A	N/A	N/A
Total**	\$4,668	\$8,057	57.94	N/A	N/A
Restr.†	\$664	\$2,480	26.77	N/A	N/A
Unrestr.††	\$4,004	\$5,576	71.80	\$5,300	75.55
Avg. Teacher Salary	\$64,789	\$66,280	97.75	\$64,702	100.13

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Taylor Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Taylor Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Taylor Elementary School is Santa Maria Public Library, located at 421 South McClelland Street, Santa Maria.

Hours: M-Th 10-9; Fri. & Sat. 10-6

Phone Number: (805) 925-0994

Number of Computers Available: 29

Printers Available: Yes