

Santa Maria-Bonita School District  
**Taylor Elementary School**

Grades K through 6  
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**2008-09 School Accountability Report Card**  
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**Contents**

- Principal's Message
- Mission Statement
- School Profile
- Student Achievement
- Parent Involvement
- School Facilities & Maintenance
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- District Expenditures
- SARC Data

**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 everyone to support our efforts.

**Mission Statement**

We are here to prepare children to be successful citizens.

**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 2008-09 school year, 887 students were enrolled, including 7% in special education, 1% identified for migrant education services, 35% qualifying for English Language Learner support, and 60% qualifying for free or reduced price lunch. Taylor Elementary School achieved a 2009 Academic Performance Index (API) score of 768 and met all 2009 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity  
2008-09 Enrollment: 887

Hispanic or Latino	74.97 %
Caucasian	12.74 %
Filipino	6.76 %
African-Amer.	2.93 %
Asian	1.35 %
Amer. Indian or Alaskan Native	0.68 %
Pacific Islander	0.34 %
Multiple/No Response	0.23 %

# Student Achievement

## National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Santa Maria-Bonita School District or Taylor Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Taylor Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	35	38	46	29	31	34	43	46	50
Math	50	54	57	42	44	44	40	43	46
Science	23	36	24	30	38	34	38	46	50
Social Science	0	0	0	19	18	21	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Taylor Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	44	*	*	67	41	*	64
Math	31	*	*	69	56	*	60
Science	*		*	*	18	*	60
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Taylor Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	41	52	30	38	13	23
Math	56	57	53	52	27	53
Science	21	27	2	18	*	*
Social Science						

## 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 fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	29.3	24.0	18.7
Seventh	-	-	-
Ninth	-	-	-

## 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			
	2006	2007	2008
Statewide Rank	5	4	5
Similar Schools Rank	8	4	4

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

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
Results	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	768	-19	22	9
<b>Ethnic Subgroups</b>				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	748	-15	16	16
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
<b>Other Subgroups</b>				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	736	-24	29	8
English Learners	742	*	20	28

Results generated from 2007, 2008, and 2009 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 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% 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 650 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	TES	SMBSD
Overall Results	Yes	No
<b>Participation Rate</b>		
Language Arts	Yes	Yes
Math	Yes	Yes
<b>Percent Proficient (CAHSEE Exam)</b>		
Language Arts	Yes	No
Math	Yes	No
API Score	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 2008-09, 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/](http://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	16	
% of Schools Currently Identified for PI	84.2%	

## 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, the school web site, and parent conferences. Contact the school office at (805) 361-6250 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Classroom Helper  
Chaperone Field Trips  
Fundraisers  
PTO Volunteer

### 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 2002; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- General repairs in the cafeteria
- Installed wireless technology throughout the campus

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
- Cafeteria Setup/Cleanup
- Restroom Cleaning
- Classroom Cleaning

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

- Office Area Cleaning
- Cafeteria Cleaning
- Restroom Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	2002
Acreage	10.83
Square Footage	-
Quantity	
Permanent Classrooms	37
Portable Classrooms	4
Restrooms (sets)	4
Computer Lab(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room/Cafeteria	1
Library	1
Garden with Gazebo	1
Outdoor Stage Area	1
Playground	1
Portable for ASES Program	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 2008-09 school year, Taylor Elementary School received a portion of \$474,100 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Heating/Air Conditioning Systems
- Electrical Systems
- Interior/Exterior Painting
- Floor Systems

## 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 Tuesday, December 01, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, December 01, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains		✓	
F. Safety		✓	
G. Structural	✓		
H. External			✓

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Rooms 10, 20, 30 - Stained ceiling tile Room F-30.
(D)	Bldg 100 - MPR lights out.
(E)	Rooms 10, 20, 30 - Student restrooms are locked; Bldgs 100, 400 & 700 D23 - Adjust drinking fountain south end
(F)	Bldgs 400 A5, 500 B10 & 700 D22 - Hand sanitizer; Bldg 800 - Liquid soap E-24.
(H)	Play Yard - Field surface very uneven.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
		✓	

## Rating Description

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

## 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, administrators, the counselor, and lead teacher are strategically assigned to designated entrance areas and the playground. During recess, classified staff supervise playground activity. Noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the administrators, teachers, and the counselor 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 school's most recent school safety plan will be reviewed, updated, and discussed with school staff in February 2010.

## Classroom Environment

### Discipline & Climate for Learning

Taylor Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	TES		
	06-07	07-08	08-09
Suspensions (#)	77	55	48
Suspensions (%)	8.02 %	5.74 %	5.41 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
SMBSD Elementary Schools			
Suspensions (#)	599	509	498
Suspensions (%)	5.91 %	4.90 %	4.72 %
Expulsions (#)	2	1	1
Expulsions (%)	0.02 %	0.01 %	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, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

During the 2008-09 school year, 77% of Taylor Elementary School's K-3 classes participated in the CSR Program. The table in this report illustrates the CSR participation rate of classrooms by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2006-07	2007-08	2008-09
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	0 %	0 %	0 %

Class Size Distribution Self-Contained Classes				
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	1
5	32.0		3	1
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	
Grade	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.3		4	
1	18.0	6		
2	19.0	7		
3	26.8		5	
4	31.7		2	1
5	28.4		5	
6	29.8		3	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. During the 2008-09 school year, Taylor Elementary School held staff development training devoted to:

- Curriculum Mapping
- Six Traits of Writing (1st - 6th grade)
- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Taylor Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a

supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2008-09 school year, Taylor Elementary School's teachers attended one district-wide staff development day hosted by the Santa Maria-Bonita School District focused on the following:

- Elements of Successful Instruction for English Language Learners

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

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
1	1	1

### 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, September 23, 2009, 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 09-08 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to

take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2008	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
<b>Language Arts</b>		
2003	Houghton Mifflin, <i>California Reading</i>	0 %
<b>Math</b>		
2001	Saxon, <i>Scott Foresman CA Mathematics</i>	0 %
<b>Science</b>		
2006	Pearson Scott Foresman, <i>Scott Foresman California Science</i>	0 %

### 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. 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. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies. 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 takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

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 DIBELS benchmark assessments, 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. Intervention strategies include:

- Imagine Learning
- Computer Instruction
- Intervention Block
- Teacher Tutors

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

## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	1	1.0
Health Assistant	1	.6
Library Media Technician	1	1.0
Nurse	1	.2
Psychologist	1	.2
Speech and Language Pathologist	1	.6

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2008-09 school year, Taylor Elementary School had 36 teachers who met all credential requirements in accordance with state guidelines. 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 by NCLB-compliant and non-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 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Taylor Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	TES			SMBSD
	06-07	07-08	08-09	08-09
Total Teachers	38	42	36	611
Teachers with full credentials	38	42	36	607
Teachers without full credentials	0	0	0	4
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	4
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	1	15

Teacher Credentials & Assignments (cont'd)		
	TES	SMBSD
	09-10	09-10
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	7

Teacher Education Levels 2008-09		
	TES	SMBSD
Doctorate	2.8 %	0.5 %
Master's degree plus 30 or more semester hours	2.8 %	0.8 %
Master's degree	50.0 %	45.7 %
Bachelor's degree plus 30 or more semester hours	41.7 %	47.1 %
Bachelor's degree	2.8 %	5.9 %
Less than Bachelor's degree	0.0 %	0.0 %

## 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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	TES	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,008	\$41,866
Mid-Range Teacher Salary	\$70,424	\$68,220
Highest Teacher Salary	\$87,893	\$86,536
Superintendent Salary	\$167,527	\$178,938
<b>Average Principal Salaries:</b>		
Elementary School	\$103,474	\$107,858
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42.6%	42.1%
Administrative Salaries	5.3%	5.5%

### Expenditures Per Student

For the 2007-08 school year, Santa Maria-Bonita School District spent an average of \$8,334 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Arts & Music Block Grant
- California Instructional School Garden
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools Grants Program
- High Priority Schools: SAIT & Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III

- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	TES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	917	12650	N/A	N/A	N/A
Total**	\$5,142	\$6,183	83.17	N/A	N/A
Restr.†	\$635	\$1,442	44.06	N/A	N/A
Unrestr.††	\$4,507	\$4,741	95.06	\$5,512	81.76
Avg. Teacher Salary	\$67,464	\$69,350	97.28	\$67,082	100.57

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool location 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.

Address: 421 S. McClelland St., Santa Maria  
 Phone Number: (805) 925-0994  
 WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>  
 Number of Computers Available: 107

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in 01/2010.