

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

### Taylor (Bertha) Elementary

Address: 410 Sautner Dr. San Jose, CA 95123-5252

Principal: Betsy Fitch, Principal

Phone: (408) 226-0462

Email: [betsy\\_fitch@ogsd.net](mailto:betsy_fitch@ogsd.net)

Web Site:

CDS Code: 43696256097430

### Oak Grove Elementary

Superintendent: José Manzo

Phone: (408) 227-8300

Email: [jmanzo@ogsd.net](mailto:jmanzo@ogsd.net)

Web Site: [www.ogsd.net](http://www.ogsd.net)



## I DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

### 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Oak Grove Elementary  
 Phone Number: (408) 227-8300  
 Superintendent: José Manzo  
 E-mail Address: [jmanzo@ogsd.net](mailto:jmanzo@ogsd.net)  
 Web Site: [www.ogsd.net](http://www.ogsd.net)

### School Contact Information Most Recent Year

School Name: Taylor (Bertha) Elementary  
 Street: 410 Sautner Dr.  
 City, State, Zip: San Jose, CA 95123-5252  
 Phone Number: (408) 226-0462  
 Principal: Betsy Fitch, Principal  
 E-mail Address: [betsy\\_fitch@ogsd.net](mailto:betsy_fitch@ogsd.net)  
 Web Site:  
 County-District-School  
 (CDS) Code: 43696256097430

## School Description and Mission Statement (School Year 2016–17)

Bertha Taylor Elementary School is a 21st century school that fosters collaborative, real-world experiences with high expectations in a safe and nurturing environment while preparing students to be productive citizens. Our four instructional pillars are: equitable access to rigorous, high-level programs, high expectations for all, instructional leadership and strong relationships with families and community. We believe that all other work including teaching, leadership and organizational practices should be built on these four strong pillars.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	114
Grade 1	68
Grade 2	107
Grade 3	87
Grade 4	88
Grade 5	87
Grade 6	81
Total Enrollment	632

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	0%
Asian	27.2%
Filipino	4.4%
Hispanic or Latino	24.2%
Native Hawaiian/Pacific Islander	0.2%
White	33.7%
Two or More Races	8.1%
Socioeconomically Disadvantaged	15.7%
English Learners	20.7%
Students with Disabilities	6.5%
Foster Youth	0%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	26	26	26	466
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	99.86%	.14%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	99.76%	.24%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adopted in 2014/excellent quality/one per student	Engage New York	0%
Mathematics	Adopted in 2014/excellent quality/one per student	Engage New York at TK-6 College Preparatory Math at 7-8	0%
Science	Adopted in 2001/excellent quality/one per student	Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer.	0%
History-Social Science	Adopted in 1999/excellent quality/one per student	Mc Graw Hill, Adventures in Time and Place.	0%
Foreign Language			0%
Health		Harcourt Brace Jovanovich, HBJ Health	0%
Visual and Performing Arts		Silver Burdett & Ginn, World of Music	0%
Science Laboratory Equipment (grades 9-12)			0%

## School Facility Conditions and Planned Improvements

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2016 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems through out the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students for years to come.

In 2009 Taylor School had adult bathrooms and sinks modernized to meet the federal requirements for handicapped use.

### School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: November 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	lights need to be replaced. Work order created.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

### Overall Facility Rate

Month and year in which data were collected: November 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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], Science California Standards Tests) System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	59%	60%	47%	50%	44%	48%
Mathematics (grades 3-8 and 11)	51%	56%	38%	42%	34%	36%

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group (ELA)  
 Grades Three through Eight and Eleven (School Year 2015–16)  
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	84	96.55%	57.14%
Male	46	44	95.65%	50.00%
Female	41	40	97.56%	65.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	23	92.00%	91.30%
Filipino	--	--	--	--
Hispanic or Latino	21	21	100.00%	19.05%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.55%	53.57%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00%	33.33%
English Learners	20	18	90.00%	44.44%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	86	100.00%	69.77%
Male	46	46	100.00%	65.22%
Female	40	40	100.00%	75.00%
Black or African American				
American Indian or Alaska Native				
Asian	22	22	100.00%	77.27%
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.00%	60.87%
Native Hawaiian or Pacific Islander				
White	31	31	100.00%	64.52%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00%	35.71%
English Learners	12	12	100.00%	50.00%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	86	98.85%	52.33%
Male	45	45	100.00%	46.67%
Female	42	41	97.62%	58.54%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	25	25	100.00%	76.00%
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.83%	26.09%
Native Hawaiian or Pacific Islander				
White	25	25	100.00%	48.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00%	22.22%
English Learners	11	11	100.00%	9.09%
Students with Disabilities	11	11	100.00%	36.36%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	79	95.18%	62.03%
Male	41	41	100.00%	56.10%
Female	42	38	90.48%	68.42%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	30	27	90.00%	70.37%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.00%	33.33%
Native Hawaiian or Pacific Islander				
White	26	25	96.15%	72.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00%	27.27%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Assessment Results –Mathematics

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	84	96.55%	57.14%
Male	46	44	95.65%	50.00%
Female	41	40	97.56%	65.00%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	25	23	92.00%	86.96%
Filipino	--	--	--	--
Hispanic or Latino	21	21	100.00%	28.57%
Native Hawaiian or Pacific Islander				
White	29	28	96.55%	57.14%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00%	40.00%
English Learners	20	18	90.00%	50.00%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	86	100.00%	65.12%
Male	46	46	100.00%	60.87%
Female	40	40	100.00%	70.00%
Black or African American				
American Indian or Alaska Native				
Asian	22	22	100.00%	86.36%
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.00%	56.52%
Native Hawaiian or Pacific Islander				
White	31	31	100.00%	54.84%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00%	42.86%
English Learners	12	12	100.00%	75.00%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	86	98.85%	41.86%
Male	45	45	100.00%	42.22%
Female	42	41	97.62%	41.46%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	25	25	100.00%	64.00%
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.83%	17.39%
Native Hawaiian or Pacific Islander				
White	25	25	100.00%	40.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00%	16.67%
English Learners	11	11	100.00%	18.18%
Students with Disabilities	11	11	100.00%	27.27%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	79	95.18%	60.76%
Male	41	41	100.00%	58.54%
Female	42	38	90.48%	63.16%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	30	27	90.00%	85.19%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.00%	20.00%
Native Hawaiian or Pacific Islander				
White	26	25	96.15%	64.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.00%	27.27%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76%	58%	52%	60%	56%	55%	60%	56%	54%

## CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	88	87	98.86%	51.72%
Male	46	46	100.00%	52.17%
Female	42	41	97.62%	51.22%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	25	25	100.00%	68.00%
Filipino	–	–	–	–
Hispanic or Latino	24	23	95.83%	21.74%
Native Hawaiian or Pacific Islander				
White	26	26	100.00%	65.38%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	18	18	100.00%	38.89%
English Learners	11	11	100.00%	9.09%
Students with Disabilities	11	11	100.00%	45.45%
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–



**STATE PRIORITY: OTHER PUPIL OUTCOMES**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.90%	31.30%	30.10%

NOTE: Percentages are not calculated 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.

## C. ENGAGEMENT

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**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 for the school district and each school site.

## Opportunities for Parental Involvement - (School Year 2016–17)

Bertha Taylor Elementary School provides a safe, nurturing, and child-centered environment in which our children can grow academically, socially, and emotionally. We encourage our children to learn, celebrating their creativity, initiative, and individuality. Our parents/guardians and volunteers, through their involvement, help provide the support and interaction that contributes to a wonderful partnership between home and school, benefiting the children at Taylor School. We collectively continue to provide the best to all our children. Thank you, everyone, for making Bertha Taylor Elementary School a special place to learn and grow together.

### Volunteer Opportunities:

- Project Cornerstone
- Art Vista
- Classroom Volunteers
- School Site Council membership
- Ceramic Art Program
- Accelerated Reader Program
- Academic Mentoring Program
- Safety / Walk and Roll Team
- Noon Duty Supervision (Mileage Club, PE Shed)
- Crossing Guards
- Corporate Donations
- Computer Hardware
- Furniture
- Office Supplies
- Monetary
- PTA Activities
- Book Fairs
- Walk-a-thon and festival
- Yearbook
- Mileage club
- Open House Ice Cream Social
- Science night
- Taylor School Olympics
- Newsletter/Website

## STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.55	0.58	0	4.05	1.75	2.64	4.36	3.80	3.65
Expulsions	0.00	0.00	0	0.05	0.00	0.01	0.10	0.09	0.09

## School Safety Plan – Most Recent Year

Providing a safe school is a high priority for Taylor School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Prevention education at Taylor includes supplemental programs and policies including Positive Behavior Intervention Systems (PBIS), positive discipline, refusal training for students and parents, drug, gangs, alcohol, substance abuse, bullying, harassment, graffiti, tobacco prevention education, developmental assets, Project Cornerstone and the Wellness Policy including physical education and nutritional education.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. Currently Taylor has instituted an Attendance Incentive Program, which is targeting attendance and tardies.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment, Taylor has an ongoing program that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, and perceptions which commonly surface in bullying/harassment incidences.

We also have ongoing classroom instruction and use social settings inside and outside the classroom to focus on the life skills of empathy, anger management, and problem solving.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation maps.

We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. School-wide behavior expectations are posted in each classroom. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, and practices, academics. Alternatives reviewed as options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, Saturday School, site or off-site group or individual counseling, and/or alternative placements.

We strive to improve the system of publications to students, staff, and community which will include or focus on student awards/recognition, rewards, school activities, achievements, acknowledgments, and announcements.

## D. OTHER SARC INFORMATION

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		5		27		4		24		4	
1	30		2		27		3		24		2	
2	30		3		26		4		25		3	
3	28		4		27		3		24		3	
4	35			2	30		3		32	1	1	
5	34			3	31		3		32		2	
6	34			3	32		1	2	31		2	
Other									26		5	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

\* 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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$73229
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$75137
Percent Difference – School Site and State	N/A	N/A		

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

## Types of Services Funded (Fiscal Year 2015-16)

Programs funded by categorical or “extra student” funds include:

1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Community Liaison and Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47730	\$44573
Mid-Range Teacher Salary	\$74704	\$72868
Highest Teacher Salary	\$91651	\$92972
Average Principal Salary (Elementary)	\$124357	\$116229
Average Principal Salary (Middle)	\$126593	\$119596
Average Principal Salary (High)		\$121883
Superintendent Salary	\$231099	\$201784
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school provides extensive training for teachers in the implementation of common core standards, Project-Based Learning (PBL), Balanced Literacy (Readers' and Writers' Workshop), Cognitively Guided Instruction (CGI), Technology (Google, Dreambox, iReady), development of effective assessment, and Positive Behavior Intervention Systems (PBIS). There are numerous opportunities for participation in district in-services, out-of-district conferences, workshops, and committees. All staff have also been trained in providing English Language Development to the students learning English. We have a leadership team/continuous improvement team that leads site staff development around analyzing student work, developing effective strategies for the classroom, and using grade level time to improve instruction.

Staff has three days of professional development in August, January, and May. We also adjust Tuesdays professional development, team planning and individual planning. Finally teachers have three team collaboration release days.