



Taylor Street Elementary School

4350 Taylor Street • Sacramento, CA 95838 • (916) 927-5340 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Robla Elementary School District

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District Governing Board

Dennis Boyd, President
Ken Barnes, Vice President
Kim Howard, Clerk
Craig DeLuz
Nuvia Cardona

District Administration

Ruben Reyes
Superintendent
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Cindi Lyon
Director, State and Federal Programs
Laura Lystrup
Director, Special Education and Preschool
Gail Hunt
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School Description

Taylor Street School is part of the Robla School District, which consists of five elementary schools and one preschool program, serving over 2,000 students. The district is located within the City of Sacramento, northeast of the central city. The Robla School District was originally established as the Oak Grove School District in the early 1890s. The district's name was changed to Robla School District in 1916. Robla is a derivative of the Spanish word "roble" which means "cluster of British Oak trees." During the past school year, Taylor Street School served nearly 500 students in transitional kindergarten through sixth grade on a traditional schedule.

Principal's Message: Taylor Street is a dynamic school which provides all of our students a variety of opportunities ranging from the Gifted and Talented Education (GATE) program to targeted interventions groups throughout the year. Our goal is to help every student reach their highest academic potential. The English Language Development (ELD) program supports students who are multilingual and our Special Education program addresses various student needs in whole class and in small group settings. Taylor Street School offers enrichment programs for art, physical education, and technology classes to prepare students for the rising to 21st century expectations. We are committed to the educational achievement of all our students and look to our parents to be active partners throughout the educational process. Opportunities for parent involvement include helping teachers in the classroom, preparing materials for class projects, school-wide activities, and chaperoning events. In addition, we have an English Learner Advisory Committee (ELAC) and School Site Council (SSC) for parents who want to be more involved in evaluating programs and take an active part of our school leadership.

District Vision Statement: Every student reaches their potential in a growth-minded environment rich in challenging practices and reflective learning for all.

About the SARC

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/guardians and community members should contact the school principal or the district office.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 65 |
| Grade 1 | 49 |
| Grade 2 | 48 |
| Grade 3 | 58 |
| Grade 4 | 72 |
| Grade 5 | 78 |
| Grade 6 | 80 |
| Total Enrollment | 450 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 23.1 |
| American Indian or Alaska Native | 0.7 |
| Asian | 19.3 |
| Filipino | 1.1 |
| Hispanic or Latino | 41.8 |
| Native Hawaiian or Pacific Islander | 3.8 |
| White | 7.6 |
| Two or More Races | 2.4 |
| Socioeconomically Disadvantaged | 92.2 |
| English Learners | 42 |
| Students with Disabilities | 10.2 |
| Foster Youth | 0.4 |

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 | | | |
|--|-------|-------|-------|
| Taylor Street Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 23 | 25 | 24 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Robla Elementary School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 124 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Taylor Street Elementary School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Robla Elementary School District held a public hearing on September 7, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Textbooks and Instructional Materials | |
|--|--|
| Year and month in which data were collected: 2017 September | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | McGraw-Hill/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Pearson/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Harcourt/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Grades TK-5: Scott Foresman/2006; Grade 6: Prentice Hall/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Taylor Street School was originally constructed in 1953 and has since undergone complete modernization. The most recent renovations to the campus occurred in 2006 and included extensive upgrades to all classrooms. The campus is currently comprised of 28 classrooms (including portables), a library, one computer lab, one staff lounge, a staff work room, a cafeteria, two playgrounds, an athletic field, the main office, and the support services building. The chart displays the results of the most recent school facilities inspection.

Cleaning Process: Taylor Street School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff of three to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair: A scheduled maintenance program is administered by Taylor Street School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Robla Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 2017 September | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 32 | 28 | 30 | 30 | 48 | 48 |
| Math | 23 | 24 | 26 | 25 | 36 | 37 |

* 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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 41 | 34 | 48 | 38 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 20 | 26.2 | 21.2 |

* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 84 | 83 | 98.8 | 33.7 |
| Male | 37 | 36 | 97.3 | 27.8 |
| Female | 47 | 47 | 100.0 | 38.3 |
| Black or African American | 11 | 11 | 100.0 | 45.5 |
| Asian | 16 | 16 | 100.0 | 31.3 |
| Hispanic or Latino | 45 | 45 | 100.0 | 31.1 |
| Socioeconomically Disadvantaged | 78 | 77 | 98.7 | 32.5 |
| English Learners | 39 | 39 | 100.0 | 23.1 |
| Students with Disabilities | 13 | 13 | 100.0 | 15.4 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 287 | 279 | 97.21 | 27.96 |
| Male | 146 | 143 | 97.95 | 21.68 |
| Female | 141 | 136 | 96.45 | 34.56 |
| Black or African American | 63 | 62 | 98.41 | 19.35 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 55 | 55 | 100 | 32.73 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 122 | 118 | 96.72 | 27.97 |
| Native Hawaiian or Pacific Islander | 13 | 13 | 100 | 23.08 |
| White | 20 | 17 | 85 | 29.41 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 262 | 254 | 96.95 | 26.38 |
| English Learners | 144 | 142 | 98.61 | 27.46 |
| Students with Disabilities | 38 | 37 | 97.37 | 8.11 |
| 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 286 | 279 | 97.55 | 23.66 |
| Male | 146 | 143 | 97.95 | 23.78 |
| Female | 140 | 136 | 97.14 | 23.53 |
| Black or African American | 63 | 62 | 98.41 | 17.74 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 55 | 55 | 100 | 36.36 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 121 | 118 | 97.52 | 19.49 |
| Native Hawaiian or Pacific Islander | 13 | 13 | 100 | 7.69 |
| White | 20 | 17 | 85 | 35.29 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 262 | 255 | 97.33 | 21.96 |
| English Learners | 144 | 143 | 99.31 | 23.78 |
| Students with Disabilities | 38 | 37 | 97.37 | 2.7 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Robla School District has a tremendous amount of parent and community support. Parents remain active at Taylor Street School by volunteering in the classroom, chaperoning field trips, assisting at school activities, or sitting on committees such as the School Site Council and Parent Teacher Committee. Parent Education classes are held throughout the year to inform parents of their student's educational needs. The Robla Education Foundation, in partnership with the school community, and local businesses, provides resources to support and enrich safe and effective education and social opportunities for children and families in the diverse Robla community.

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.

School Safety Plan

Taylor Street School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. Supervision is provided by the staff to ensure the safety of each student before school, during breaks and lunch, and after school. All visitors to the campus must sign in at the office and wear a visitor's pass at all times.

The School Site Safety Plan is revised annually each August by the Safety Committee; results are reviewed immediately with all staff, both certificated and classified. Key elements of the plan focus on student responsibility, improving the school climate, evacuation procedures, and staff response during emergencies. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and lockdown drills are scheduled once each year.

Students at Taylor Street School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through a Parent/Student handbook, Back-to-School Night presentations, and newsletters. The table displays the suspensions and expulsions figures for the school and district. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 6.8 | 8.6 | 10.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 4.1 | 4.2 | 4.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2008-2009 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 5 | |
| Percent of Schools Currently in Program Improvement | 100 | |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0.1 |
| Library Media Services Staff (Paraprofessional) | 0.75 |
| Psychologist | 0.40 |
| Social Worker | 0.33 |
| Nurse | 0.20 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 24 | 24 | 24 | | | | 2 | 3 | 3 | | | |
| 1 | 26 | 23 | 23 | | | | 2 | 2 | 2 | | | |
| 2 | 24 | 23 | 24 | | | | 2 | 2 | 2 | | | |
| 3 | 21 | 21 | 20 | 1 | | 2 | 2 | 3 | | | | |
| 4 | 29 | 27 | 29 | | | | 3 | 3 | 3 | | | |
| 5 | 30 | 29 | 29 | | | | 2 | 3 | 2 | | | |
| 6 | 28 | 23 | 24 | 1 | | 1 | 3 | 4 | 3 | 1 | | |
| Other | | 15 | 15 | | 1 | 1 | | | | | | |

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

Professional Development provided for Teachers

The Professional Development in the Robla School District is a differentiated approach for teachers. Just as students in our classroom have different skill levels, our teachers have different needs in order to successfully implement the Common Core State Standards. With this in mind, the district established the following Professional Development strands all focused on CCSS:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- Supporting Student Social-Emotional Development

Teachers consult with their principal and selected a strand for the upcoming school year. New teachers hired during summer months worked with their principal to select the appropriate strand as well. A differentiated approach such as this increases teacher support and recognizes individual needs.

Experts in each area were identified and were asked to develop a training plan. These experts facilitate each session, working closely with teachers to ensure that the focus of their work is tailored to the needs of the group. All strands include these focus areas:

- Common Core State Standards
- Technology Integration
- Rigor
- Active Student Engagement
- Sharing effective classroom approaches

Local Control Funding Formula funds have also been allocated to allow teachers to attend Professional Development activities outside of the Robla School District. Professional Educational Organizations, Educational Associations, and the Sacramento County Office of Education all offer a variety of opportunities for teachers to deepen their knowledge with CCSS. Teachers consult with their strand facilitators and their principals in order to identify those opportunities which meet their individual needs. The expectation is that those teachers who do attend out-of-district trainings will share their new knowledge with their colleagues at regular school site staff meetings.

Other optional Professional Development are offered each school year. These sessions are advertised throughout the Robla School District, and teachers choose to attend if they have a need or interest. Sessions focus on the following topics:

- Mathematics
- Writing
- Technology

In addition, teachers at each school site are given the opportunity to meet regularly with their grade level partners and specialist teachers to examine student benchmark assessment data, plan Common Core lessons, share resources and coordinate interventions for students who need them. These meetings are held after school during weeks when no general staff meeting is held.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Teachers are evaluated on their performance of district adopted criteria. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes:

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$44,418 | \$47,034 |
| Mid-Range Teacher Salary | \$71,110 | \$73,126 |
| Highest Teacher Salary | \$86,085 | \$91,838 |
| Average Principal Salary (ES) | \$107,466 | \$116,119 |
| Average Principal Salary (MS) | | \$119,610 |
| Average Principal Salary (HS) | | \$115,194 |
| Superintendent Salary | \$134,000 | \$178,388 |
| Percent of District Budget | | |
| Teacher Salaries | 41% | 37% |
| Administrative Salaries | 5% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

English Learner (EL) students receive instruction in English Language Development (ELD) for an additional thirty minutes each day. Classroom instruction is supported by Spanish and Hmong community outreach assistants. Taylor Street School has a Newcomers Program that assists EL students and their parents in making the transition to a new school community. Special needs students are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Study Team for consideration, which could include special education, counseling, and other alternative educational approaches. The school's Resource Specialist Program (RSP) and Special Day Classes provide educational options based on Individualized Educational Plan (IEP) that outline specific learning goals and objectives. Speech/Language therapy is provided by district specialists. A Gifted and Talented Education (GATE) program is available for those students that qualify, providing challenging supplemental instruction. Taylor Street School is the site for the district's GATE-Magnet program. All third through sixth grade GATE students in the Robla School District are bussed to Taylor Street School, providing there is space available. In addition to numerous enrichment activities, GATE students also have the opportunity to attend a program at a local university where they learn to play violins, violas, and cellos.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5,807 | \$903.93 | \$5,639.05 | \$67,891 |
| District | ♦ | ♦ | \$5,865.21 | \$69,580 |
| State | ♦ | ♦ | \$6,574 | \$74,194 |
| Percent Difference: School Site/District | | | -3.9 | -2.4 |
| Percent Difference: School Site/ State | | | -14.2 | -8.5 |

* Cells with ♦ do not require data.

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 county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.