



Taylor Street Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Robla Elementary School District

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District Governing Board

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President

Dennis Boyd
Vice President

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District Administration

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Director, State and Federal Programs

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Gail Hunt
Director, Curriculum and Assessment

Christie Erhart
Director, Preschool

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.

Mission

The mission of the Robla School District is to provide a safe, caring and peaceful place where every student is enabled to succeed in learning a balanced core curriculum. Strong, effective teaching, meaningful learning activities and partnerships with parents to develop confident, thoughtful and responsible citizens. Citizens, who can read, solve problems, access information and respect diversity so as to work together to communicate ideas in a changing, technological society.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 3 | 44 |
| Grade 4 | 53 |
| Grade 5 | 59 |
| Grade 6 | 53 |
| Total Enrollment | 209 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 23 |
| American Indian or Alaska Native | 2.4 |
| Asian | 17.7 |
| Filipino | 1 |
| Hispanic or Latino | 44.5 |
| Native Hawaiian or Pacific Islander | 2.4 |
| White | 7.7 |
| Two or More Races | 1.4 |
| Socioeconomically Disadvantaged | 96.2 |
| English Learners | 43.1 |
| Students with Disabilities | 12.9 |
| Foster Youth | 0.5 |
| Homeless | 16.7 |

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 for Taylor Street | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 24 | 25 | 21 |
| Without Full Credential | 1 | 3 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Robla Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 118 |
| Without Full Credential | ♦ | ♦ | 6 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Taylor Street Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Robla Elementary School District held a public hearing on August 29, 2019, 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: 2019 August

| 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 |

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 workroom, 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.

During the 2018-2019 school year, major facility upgrades took place at Taylor Street School. Old portable classrooms were removed. A new classroom building was constructed. The building contains two kindergarten classrooms, a new library, specialist spaces and two additional classrooms that currently serve the district GATE program. All classrooms in permanent wings were modernized.

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 an 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: 2019 August

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 34 | 23 | 35 | 36 | 50 | 50 |
| Math | 30 | 15 | 27 | 27 | 38 | 39 |

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 18.3 | 28.3 | 26.7 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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 | 211 | 202 | 95.73 | 23.27 |
| Male | 106 | 100 | 94.34 | 21.00 |
| Female | 105 | 102 | 97.14 | 25.49 |
| Black or African American | 47 | 46 | 97.87 | 10.87 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 38 | 36 | 94.74 | 19.44 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 93 | 87 | 93.55 | 27.59 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 19 | 19 | 100.00 | 36.84 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 201 | 193 | 96.02 | 23.32 |
| English Learners | 102 | 96 | 94.12 | 23.96 |
| Students with Disabilities | 35 | 35 | 100.00 | 2.86 |
| Homeless | 48 | 42 | 87.50 | 12.50 |

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 2018-19 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 | 211 | 202 | 95.73 | 15.35 |
| Male | 106 | 99 | 93.40 | 15.15 |
| Female | 105 | 103 | 98.10 | 15.53 |
| Black or African American | 47 | 46 | 97.87 | 8.70 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 38 | 37 | 97.37 | 27.03 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 93 | 86 | 92.47 | 16.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 19 | 19 | 100.00 | 5.26 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 201 | 192 | 95.52 | 16.15 |
| English Learners | 102 | 97 | 95.10 | 17.53 |
| Students with Disabilities | 35 | 34 | 97.14 | 11.76 |
| Homeless | 48 | 41 | 85.42 | 14.58 |

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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, English Language Advisory Committee, 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 for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 10.5 | 6.9 | 5.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 4.7 | 3.7 | 1.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .0 |

* 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | .10 |
| Library Media Services Staff (Paraprofessional) | .75 |
| Psychologist | .50 |
| Social Worker | .50 |
| Nurse | .40 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 3.0 |

* 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 Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 22 | | 3 | | 25 | | 2 | | | | | |
| 1 | 25 | | 2 | | 23 | | 2 | | | | | |
| 2 | 24 | | 2 | | 25 | | 2 | | | | | |
| 3 | 23 | | 2 | | 24 | | 2 | | 22 | | 2 | |
| 4 | 27 | | 3 | | 26 | | 3 | | 26 | | 2 | |
| 5 | 31 | | 2 | | 27 | | 2 | | 29 | | 2 | |
| 6 | 25 | 1 | 3 | | 25 | 1 | 3 | | 20 | 1 | 2 | |
| Other** | | | | | 23 | | 1 | | | | | |

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

In the Robla School District, we believe in life-long learning, and all staff members in the district are given opportunities to continue their learning. It does not matter how long you have been working as a teacher, an administrator, as a bus driver or as a custodian, there are still new skills to be learned. This is the concept behind professional learning days that take place throughout each school year in the Robla School District.

Each year, the school schedule includes professional learning days for all staff. The first professional learning day is scheduled on the day before the first day of school. The second day is scheduled at the end of the first trimester of the school year. The third day is scheduled at the end of the second trimester of the school year. Students in the district do not attend school on these days in order to allow all staff to participate in learning activities.

For classified staff, the focus of these learning days is based upon the learning needs of each department in the school district. Learning for custodians may focus on the correct use of new equipment that has been purchased for use by the custodian in their cleaning duties. Learning for kitchen staff may focus on the use of new equipment or on healthy meal planning or scratch cooking techniques. Secretaries may focus their learning on new office software or on social-emotional learning practices for use with students who come to the office. Each department lead will consider the needs of the staff, seek input from staff members or may be directed to focus on a specific learning need. For example, all staff members at all levels are being trained in appropriate response techniques in an active shooter situation. A district team was trained in specific techniques by a consulting firm. The training team then conducts training for different department staff members on different days during the school year, until all staff members have been trained.

For certificated staff, teachers, administrators, and specialists, professional learning has focused since the start of the 2017-2018 on specific high impact instructional practices. The Robla School District, in partnership with the Resourcing Excellence in Education (REEd) Center at the University of California at Davis, has defined specific guidelines around effective teaching. These research-based practices focus on specific teacher behaviors and specific student behaviors which increase active learning, language production and higher-level thinking in the classroom. Another area of focus is Social/Emotional Learning which provides specific strategies for ensuring schools are calm and students feel safe physically and emotionally.

Professional Learning Support Teachers (PLSTs) then provide on-going support for staff as they take these practices back to their classrooms for implementation. The PLSTs are classroom teachers who work in pairs. Each pair, one at first grade, one at fourth grade and one at sixth grade, offer support in a variety of ways. They might come to a classroom and model a specific teaching practice. They might serve as a substitute in a classroom to allow the teacher to leave and observe another teacher at his/her grade level who has shown exemplary skill with a certain teaching technique. They might team teach a lesson with a teacher and offer coaching in real-time as the lesson is taking place. PLSTs are available to teachers at all grade levels and all levels of experience. A teacher may contact them directly for support with all practices that are the focus of our professional learning.

PLSTs and Principals receive on-going training in coaching techniques to ensure that they are gaining skill in effective practices for supporting teachers. Special coaching training sessions take place throughout the school year. Specific techniques are discussed and coaches are then encouraged to put them into practice. Follow-up training sessions allow coaches to share their experiences and refine their skills.

Professional Learning Communities (PLCs) are also at the core of professional learning for all certificated staff. PLC training was provided to all teachers and administrators during the 2017-2018 school year. Our system has been designed to allow teachers to meet in PLC teams throughout the school year. Classroom teachers meet in grade-level teams at their school on a weekly basis when their students are in enrichment activities with enrichment teachers.

In addition, District-wide PLC meetings are held once a trimester where all teachers at a grade level are able to meet together as a PLC focused on the needs of that specific grade level. Principals and PLSTs also support this work as they provide coaching to PLC teams as needed or as requested.

Additional Professional Learning activities are offered to all staff after the end of the school day. The focus of these trainings is based on the needs of staff. Recent focus areas for teachers include technology in the classroom, social-emotional learning, and foundation skills in English Language Arts. All staff members at all levels are also invited to Resilience training, which takes place throughout the school year after school. Resilience focuses on the relationships we have with the members of the community we serve with a special emphasis on cultural sensitivity. This work is done in consultation with the Roberts Family Development Center and our Resilience consultant, Dr. Sara Truebridge.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$49739 | \$49,378 |
| Mid-Range Teacher Salary | \$73628 | \$77,190 |
| Highest Teacher Salary | \$95858 | \$96,607 |
| Average Principal Salary (ES) | \$109399 | \$122,074 |
| Average Principal Salary (MS) | \$ | \$126,560 |
| Average Principal Salary (HS) | \$ | \$126,920 |
| Superintendent Salary | \$146020 | \$189,346 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 36% | 36% |
| 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | 8131.08 | 1143.75 | 6987.33 | 71,010 |
| District | N/A | N/A | 6916.64 | |
| State | N/A | N/A | | |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 1.0 | -0.1 |
| School Site/ State | -18.5 | -4.0 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.