



Taylor Street School

Robla Elementary School District

Arthur Estrada, Principal

Leah Boylan, Assistant Principal

aestrada@robla.k12.ca.us & lboylan@robla.k12.ca.us

2006-2007 School Accountability Report Card

**4350 Taylor Street
Sacramento, CA 95838
(916) 927-5340
(916) 927-6396 Fax**

District Administration

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Superintendent

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Chief Business Official

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Director, Special Education

Cindy Zettel
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www.robla.k12.ca.us

Principal's Message

Taylor Street School is a school on the move. We are moving up! Our test scores have been on the rise for the past six years. We have excellent textbooks and materials that provide students with consistent instruction in reading, writing and mathematics. Our teachers meet every week to review student achievement and progress and to plan curricular activities for the coming week.

Our staff members are committed and dedicated professionals. Many hold specialist credentials and many serve as trainers for other teachers. I invite parents and families to get to know us by coming to school, meeting the staff, and attending school events.

District Mission Statement

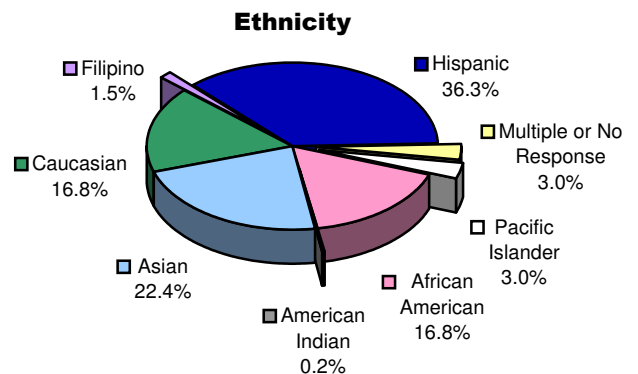
The mission of the Robla School District, in cooperation with its families and community, is to provide a safe and caring environment where every student succeeds in learning a balanced core curriculum. Strong effective teaching, meaningful learning activities and partnerships with parents develop confident, thoughtful and responsible citizens. Students read, solve problems, access information and work together to communicate ideas as valued members of a diverse community.

Community & School Profile

The Robla School District is located within the City of Sacramento, northeast of the central city. The district was established as the Oak Grove School District, organized 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."

Taylor Street School provides an ideal environment for students to reach their highest academic potential. The school's instructional focus is on literacy and math skills, as evidenced by the district-wide use of the Open Court language arts and Scott Foresman math programs. The faculty strives to provide students with an enriched, diverse curriculum, where many cultural celebrations are observed and the visual and performing arts are emphasized.

Robla School District consists of five elementary schools and one preschool program, serving more than 2,000 students. During the 2006-07 school year, Taylor Street School served 465 students in grades kindergarten through six on a traditional schedule. The 2006-07 student population consisted of 81.9% 'Socioeconomically Disadvantaged,' 41.9% 'English Learners,' and 16.1% 'Students with Disabilities.' Additional demographics are illustrated at right.



Discipline & Climate for Learning

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 suspensions and expulsions table on the following page illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment).

Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions

	Taylor St.			RESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	109	94	113	273	318	417
Suspension Rate	20.9%	18.9%	24.3%	12.6%	15.3%	20.6%
Expulsions	0	0	0	1	2	1
Expulsion Rate	0.00%	0.00%	0.00%	0.05%	0.10%	0.05%

Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. At Taylor Street School, students are acknowledged for their hard work, citizenship, and achievement through "Student-of-the-Week." Each teacher selects a student for the award, which are personalized with the specific contribution the student has made. At the end of each trimester, an Awards Assembly is held and students receive awards, based on their report cards, attendance, citizenship, effort, and academic achievement.

Students in fourth through sixth grades may be listed on the school's Honor Roll, and students with straight A's receive the Principal's Award. In addition, each classroom has its own program of recognition.

Extracurricular Activities

Taylor Street School recognizes that extracurricular activities enrich the lives of students. After school, students may participate in music, athletics, tutoring, enrichment, and Art Club activities. The City of Sacramento also provides an after-school sports program where students are coached in co-ed basketball and football.

The multicultural day celebration is a culmination of the year's activities. Student performances are the central feature of a day filled with dance, song, art, and cuisine.

Homework

At Taylor Street School, homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Students have access to the START after-school program, held Monday through Friday until 6 p.m. START offers enrichment and tutoring in all core subject areas.

School Leadership

Leadership at Taylor Street School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Arthur Estrada for the past two years. Prior to this position, Mr. Estrada served as the Principal of a 4th-8th grade middle school. He has 13 years of experience in education.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- School Site Council
- Behavior Study Team
- English Language Advisory Committee
- Grade-Level Teams
- Student Study Teams
- Safety Plan Committee

Class Size

Taylor Street School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 19:1 for the 2006-07 school year.

Students receive additional help in the classroom from instructional assistants and parent volunteers. The table below indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	20	19	3	3	2	0	0	0	0	0	0
1st	19	19	20	3	4	2	1	0	1	0	0	0
2nd	19	20	19	3	3	3	0	0	0	0	0	0
3rd	21	18	19	2	3	3	1	0	0	0	0	0
4th	30	29	27	0	0	0	2	2	1	0	0	0
5th	25	29	30	0	0	0	1	2	3	0	0	0
6th	28	30	30	0	0	0	3	2	2	0	0	0
3rd-4th	20	21	23	1	0	0	0	1	1	0	0	0
4th-6th	18	28	29	2	0	0	1	1	1	0	0	0

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Taylor Street School that successfully met CSR requirements for the past three years.

Class Size Reduction

	05	06	07
K	100%	100%	100%
1st	75%	100%	67%
2nd	100%	100%	100%
3rd	67%	100%	100%

Minimum Days & Instructional Minutes

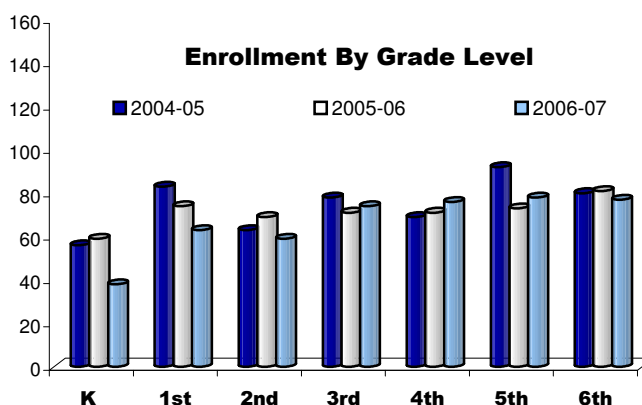
For the 2006-07 school year, Taylor Street School offered 180 days of instruction comprised of 169 regular days and 11 minimum days. Minimum days are utilized for parent-teacher conferences and staff development. All instructional time offered during the 2006-07 school year either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes by Grade Level

	Required Minutes	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,420
4th-6th	56,000	53,166

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Taylor Street School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment over the last three years.



Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school makes daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled. The School Attendance Review Team (SART) assists families in developing good attendance habits.

In the event of habitual truancy, students may be referred to the North Area School Attendance Review Board (SARB). The SARB is utilized if a student has persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

School Facilities & Safety

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 following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of School Site Inspection: Summer 2007

Overall Summary of School Facility Conditions: Good

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

* Data provided November 1, 2007.

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.

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.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

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

For the 2007-08 school year, Robla Elementary School District has budgeted \$88,991 for the deferred maintenance program, which represents 0.8% of the district's general fund budget. At the time of publication, the district's governing board had not approved any deferred maintenance projects for Taylor Street School to be completed during the current year (2007-08). A deferred maintenance plan is currently being developed.

Parent & Community Involvement

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, attending Friday morning coffees, assisting at school activities, or sitting on committees such as the School Site Council. 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.

Curriculum Improvement

All curriculum improvement at Taylor Street School revolves around the California State Content Standards and Frameworks. Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research. The construction and implementation of the curriculum is an on-going process. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Student Achievement & Testing

Robla Elementary School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, Open Court unit assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Math.

Contact Information

Parents who wish to participate in Taylor Street School's leadership teams, school activities, or to become a volunteer may contact the main office at (916) 927-5340, or visit the district's website at www.robla.k12.ca.us.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through sixth grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is displayed below.

CAT/6 - Grade 3

% Scoring At or Above the National Average

	Reading			Math		
	05	06	07	05	06	07
Taylor St.	24	25	21	39	49	45
RES D	21	22	25	44	50	49
California	36	37	38	55	56	56
Subgroups						
Females	25	44	29	29	55	55
Males	22	6	15	47	43	37
Socioeconomically Disadvantaged	22	20	19	40	46	43
English Learners	25	8	22	36	46	49
African American	*	15	*	*	31	*
Asian	29	15	14	64	77	50
Caucasian	33	29	*	41	31	*
Hispanic	20	31	33	32	50	50

* Due to the moderate number of students tested, scores will not be disclosed.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts					Mathematics					Science																						
	2nd		3rd		4th		5th		6th		5th																						
	05	06	07	05	06	07	05	06	07	05	06	07																					
All Students																																	
Taylor St.	36	39	38	15	32	20	39	45	36	27	28	41	26	44	31	51	51	45	42	48	38	36	49	42	36	31	45	41	47	36	16	16	32
RES D	34	39	40	18	25	22	36	36	34	28	33	36	24	33	33	49	54	52	49	49	50	44	47	46	40	43	42	35	41	41	20	22	29
California	42	47	48	31	37	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Females																																	
Taylor St.	50	44	52	19	47	23	43	53	55	36	29	44	37	55	29	59	56	52	42	53	40	34	55	52	37	32	41	44	45	32	13	11	27
RES D	39	45	45	18	31	28	36	39	42	30	34	38	33	36	34	50	56	54	45	50	54	40	49	44	40	43	42	38	38	36	17	18	25
California	45	31	53	35	39	41	52	54	55	46	47	48	41	44	45	55	58	58	54	56	58	51	55	58	45	48	49	39	41	41	26	30	35
Males																																	
Taylor St.	28	35	25	11	17	18	33	36	22	17	28	37	15	33	33	47	46	39	43	43	37	37	41	35	35	31	50	37	48	42	19	23	38
RES D	30	32	35	17	21	16	35	33	27	27	32	34	14	33	33	47	53	50	53	47	47	49	44	46	39	44	42	31	44	45	23	27	33
California	39	43	44	29	33	33	44	46	48	39	40	41	35	39	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Socioeconomically Disadvantaged																																	
Taylor St.	17	40	36	10	28	17	39	47	29	23	28	40	32	40	23	56	47	43	45	43	34	36	46	39	38	29	39	44	43	31	11	15	26
RES D	27	36	36	17	24	18	35	35	30	26	30	35	27	32	31	45	54	49	48	48	47	43	46	44	38	41	41	37	40	38	17	18	26
California	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22
English Learners																																	
Taylor St.	35	*	31	8	15	2	35	38	13	12	*	10	14	7	0	65	*	41	41	46	44	23	50	41	26	*	20	27	21	12	7	*	5
RES D	23	30	31	14	17	23	35	23	25	16	23	26	8	33	14	53	33	46	51	43	52	44	28	45	32	26	39	22	27	22	12	3	18
California	23	27	73	12	15	60	19	24	74	13	13	68	7	8	67	43	45	81	40	41	82	32	36	83	22	24	77	13	14	72	6	7	11
African American																																	
Taylor St.	38	17	*	*	15	*	*	*	28	32	8	38	18	50	*	38	25	*	46	*	*	*	19	24	8	38	29	38	*	19	0	31	
RES D	24	30	43	10	17	12	31	23	18	26	23	25	22	33	31	30	33	54	29	43	34	28	28	28	23	26	23	27	27	24	14	13	19
California	34	38	39	22	27	27	35	37	39	30	30	32	24	29	29	42	44	44	39	41	42	34	38	41	28	31	32	22	23	24	16	18	22
Asian																																	
Taylor St.	*	44	36	21	31	14	45	50	50	16	29	52	28	29	21	*	67	64	71	62	38	36	63	71	38	43	52	53	48	29	15	7	29
RES D	43	49	37	28	26	22	40	49	43	29	27	45	28	28	22	61	60	59	68	66	49	53	66	66	50	51	56	52	48	44	19	16	29
California	65	71	73	54	60	60	70	73	74	66	67	68	60	66	67	78	81	81	80	82	82	78	81	83	74	76	77	69	72	72	49	54	60
Caucasian																																	
Taylor St.	*	36	*	28	29	*	50	56	*	44	63	41	35	53	47	*	64	*	56	21	*	56	69	*	50	50	47	50	53	60	33	50	38
RES D	32	50	54	21	23	24	43	41	33	37	49	44	27	40	47	51	63	65	55	37	52	51	53	52	46	53	45	35	44	53	36	42	36
California	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
Hispanic																																	
Taylor St.	38	54	24	8	42	33	31	55	36	17	14	33	19	36	25	50	46	38	27	58	42	31	52	39	26	21	42	25	36	31	4	7	38
RES D	33	35	33	14	30	24	32	33	35	19	30	29	16	31	30	47	53	45	44	50	56	41	43	40	31	43	38	27	37	39	12	18	27
California	28	33	35	17	22	23	32	35	37	27	29	30	22	27	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23

* Due to the moderate number of students tested, scores will not be disclosed.

Physical Fitness

In the spring of each year, Taylor Street School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Trunk Extension Strength
- Body Composition
- Abdominal Strength
- Flexibility
- Upper Body Strength

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2006-07 school year, 26.7% of the school's fifth grade students met or exceeded state fitness standards.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

API Growth				2007 API Growth Score
2004-05	2005-06	2006-07		
Statewide API Rank	5	4	4	
Similar Schools API Rank	10	3	6	
All Students				
Actual API Growth	-18	17	-11	714
Socioeconomically Disadvantaged				
Actual API Growth	-18	16	-19	695
English Learners				
Actual API Growth	**	33	5	730
African American				
Actual API Growth	-16	-40	n/a	n/a
Asian				
Actual API Growth	-19	38	-6	753
Caucasian				
Actual API Growth	-20	24	-4	760
Hispanic				
Actual API Growth	-21	31	-9	701

** Data unavailable through the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.



Results of school and district performance are displayed at right. Taylor Street School met all of the 2007 AYP criteria.

Met AYP Criteria	Adequate Yearly Progress 2007			
	Taylor St.		Robla Elementary School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Made Overall AYP	Yes		No	

Federal Intervention Program

Program Improvement (PI)

	Taylor St.	RESD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2007-08)	n/a	n/a
Number of Schools Currently in PI	n/a	1
Percent of Schools Identified for PI	n/a	20.0%

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or Math) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Counseling & Other Support Services

In addition to academics, the staff at Taylor Street School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need.

The support services staff is devoted to helping students deal with problems and assisting them to reach positive goals. The following chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Community Outreach Specialists	3	0.3
Intervention Specialist	1	1.0
Library Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.3
Reading Specialist	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Assistant	1	0.8
Social Worker	1	0.2
Special Day Class (SDC) Teachers	2	2.0
SDC Assistants	5	3.0
Speech & Language Specialist	1	1.0

English Learner (EL) students receive instruction in English Language Development (ELD) for an additional thirty minutes each day. Classroom instruction is supported by Spanish, Hmong, and Russian community outreach consultants. 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 Individual Education Plans (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.

Teacher Evaluation & Professional Development

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 comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

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
- Social Science
- Physical Fitness

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. Staff development topics during the 2006-07 school year included the following:

- Instructional Strategies
- Early Intervention
- Improved Reading Comprehension
- Social Science
- Physical Fitness

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.

Teacher Assignment

Robla Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Taylor Street School staffed 25 fully certificated teachers who met all credential requirements in accordance with state guidelines.

Teacher Credential Status

	Taylor St.			RESD
	04-05	05-06	06-07	06-07
With Full Credential	29	28	25	115
Without Full Credential *	0	0	0	0
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	n/a

* Figures may reflect Interns, Emergency Credentials, and/or Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

Teacher Misassignments & Vacancies

	05-06	06-07	07-08
Teacher Misassignments of English Learners	0	0	0
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	0	0
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliance - Core Academic Subjects

	Taylor St.	RESD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	100.0%	100.0%	100.0%	100.0%
% of Classes Taught by Non-NCLB Compliant Teachers	0.0%	0.0%	0.0%	0.0%

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Robla Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.



All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

The chart below displays data collected in September 2007 in regards to the textbooks in use at Taylor Street during the current school year (2007-08).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	SRA (Open Court)	K-6th	2002	All textbooks at Taylor St. School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials. Most recent resolution on sufficiency of textbooks: Sept. 20, 2007
	Hampton Brown		2005	
Math	Scott Foresman	K-6th	2001	
Social Science	Scott Foresman	K-5th	2006	
	Prentice Hall	6th		
Science	Harcourt Brace	4th-5th	2005	

Currently, there is no official districtwide Visual & Performing Arts texts or curriculum adoption. All schools, however, benefit from a partnership with the Sacramento Metropolitan Arts Commission.

The school's library, staffed by a full-time Library Clerk, is stocked with hundreds of books that are available for students to check out. Library materials are selected to complement the Open Court Reading program and other curricular areas, including multicultural education and character building. Two computer workstations within the library are connected to the Internet so students may access resources and information online.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. In addition to the school's computer lab with 32 workstations, each classroom contains a minimum of three computers for student use. Students receive computer-assisted instruction on a regular schedule. Microsoft Word, Excel, and Scott Foresman Online Math Tutoring are commonly utilized. For additional research materials and Internet availability, students are encouraged to visit Sacramento's public libraries which contain numerous computer workstations.

Computer Resources	04-05	05-06	06-07
	Computers	62	91
Students per computer	8.4	5.5	6.0
Classrooms connected to Internet	25	27	20

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Teacher & Administrative Salaries 2005-06	RESD	California
	Beginning Teacher Salary	\$38,130
Mid-Range Teacher Salary	\$61,044	\$59,148
Highest Teacher Salary	\$73,899	\$73,514
Average Principal Salary (Elementary)	\$91,210	\$91,903
Superintendent Salary	\$116,500	\$132,994
% of Budget for Teacher Salaries	47.86%	41.62%
% of Budget for Administrative Salaries	5.43%	5.91%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2005-06 school year.

For comparison purposes, the California Department of Education has provided average salary data from elementary school districts statewide. The chart at right illustrates the average teacher salary at Taylor Street School and compares it to the average teacher salaries at the district and state levels.



Average Teacher Salaries		
School & District	Taylor St.	\$63,840
	RESD	\$60,420
	Percentage of Variation: 5.7%	
School & State	Taylor St.	\$63,840
	All Elementary School Districts	\$54,904
	Percentage of Variation: 16.3%	

Expenditures & Services Funded

Based on 2005-06 audited financial statements, Robla Elementary School District spent an average of \$8,085 to educate each student. The chart below provides a comparison of the Taylor Street School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Taylor St.	Total	\$8,028
	Restricted (Supplemental) Sources	\$2,907
	Unrestricted (Basic) Sources	\$5,122
RESD	Unrestricted Sources	\$5,125
	Percentage of Variation (School/District): 0.1%	
California	Unrestricted Sources	\$4,943
	Percentage of Variation (School/State): 3.6%	

In addition to general state funding, Robla Elementary School District received state and federal categorical funding for the following support programs:

- Title I (Basic Grant)
- Title II, Parts A & B (Teacher Quality, Technology)
- Title III (Limited English Proficiency)
- Title IV, Part A (Safe & Drug Free Schools & Communities)
- Title VI, Part A (Innovative Programs)
- Peer Assistance & Review (PAR)
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)

Data Sources

Data within the SARC was provided by Robla Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.