



Taylor Street School

Robla Elementary School District

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2008-2009 School Accountability Report Card

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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.

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 2008-09 school year, Taylor Street School served 449 students in grades kindergarten through six on a traditional schedule. Additional demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	12.5%
American Indian	0.0%
Asian	28.5%
Caucasian	11.8%
Filipino	1.6%
Hispanic or Latino	37.4%
Pacific Islander	3.1%
Multiple or No Response	5.1%

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						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	113	115	71	417	405	250
Suspension Rate	24.3%	25.6%	15.8%	20.6%	20.5%	12.8%
Expulsions	0	0	0	1	0	1
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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.

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.

Class Size

Taylor Street School students receive additional help in the classroom from instructional assistants and parent volunteers. The table 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		
07	08	09	07	08	09	07	08	09	07	08	09	
K	19	21	21	2	1	1	-	1	2	-	-	-
1	20	21	22	2	-	-	1	2	2	-	-	-
2	19	20	16	3	3	3	-	-	-	-	-	-
3	19	19	20	3	3	2	-	-	1	-	-	-
4	27	28	26	-	-	-	1	2	2	-	-	-
5	30	31	27	-	-	-	3	2	3	-	-	-
6	30	30	31	-	-	-	2	2	1	-	-	-
3-4	23	18	19	-	1	1	1	-	-	-	-	-
4-8	29	30	28	-	-	-	1	1	1	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Taylor Street Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2006-07	2007-08	2008-09
K	100%	50%	33%
1	67%	0%	0%
2	100%	100%	100%
3	100%	100%	67%

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 chart illustrates the trend in enrollment over the last three years.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	38	41	62
1st	63	44	44
2nd	59	65	53
3rd	74	71	75
4th	76	72	65
5th	78	78	73
6th	77	79	77

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.

Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Robla Elementary School District held a public hearing on September 17, 2009, 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Hampton Brown	2005	Yes	0.0%
K-6	English/ Language Arts	SRA (Open Court)	2002	Yes	0.0%
K-6	Mathematics	Scott Foresman	2001	Yes	0.0%
K-6	Science	Harcourt	2008	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

Library & Computer Resources

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 34 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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit Sacramento's public libraries which contain numerous computer workstations.



Counseling & Support Staff

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 chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Intervention Coach	1	1.0
Library Clerk	1	1.0
Music Teacher	1	0.2
Nurse	1	0.2
PE Teacher	1	0.2
Psychologist	1	0.3
Reading Specialist	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.8
SDC Aide	1	1.0
Social Worker	1	0.2
Special Day Class (SDC) Teacher	2	2.0
Speech and 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.

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.

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.

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 in the chart.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	33	35	35	33	34	36	43	46	50
Mathematics	41	38	39	46	44	45	40	43	46
Science	32	31	30	28	25	36	38	46	50
History/Social Science	*	*	*	*	*	*	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	23	23	*	*
American Indian	*	*	*	*
Asian	37	54	20	*
Filipino	*	*	*	*
Hispanic or Latino	37	35	27	*
Pacific Islander	*	*	*	*
Caucasian	41	43	54	*
Males	29	35	32	*
Females	43	44	28	*
Socioeconomically Disadvantaged	34	38	27	*
English Learners	19	33	9	*
Students with Disabilities	17	13	14	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Physical Fitness

In the spring of each year, Bell Avenue 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. 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 2008-2009 school year, 13.0% of Taylor Street School's fifth grade students met or exceeded state fitness standards.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	4	3	2	
Similar Schools Rank	6	3	2	
All Students				
Actual Growth	-11	-6	-5	702
Socioeconomically Disadvantaged				
Actual Growth	-19	8	-11	691
African American				
Actual Growth	-	-	-	-
Asian				
Actual Growth	-6	-10	-14	725
Hispanic or Latino				
Actual Growth	-9	-24	16	701
Caucasian				
Actual Growth	-4	-10	-	-
Students with Disabilities				
Actual Growth	-	-	74	534
English Learners				
Actual Growth	5	-27	13	717

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. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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 (English/Language Arts or Mathematics) 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2008-2009
Year in PI (2009-10)	Year 1	Year 2
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	60.00%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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 chart displays the results of the most recent school facilities inspection. 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
- Heating
- Electrical Systems
- Interior/Exterior Painting
- Plumbing
- Air Conditioning
- Roofing

For the 2008-09 school year, Robla Elementary School District has budgeted \$182,510 for the deferred maintenance program, which represents 1.01% 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 (2008-09). A deferred maintenance plan is currently being developed.

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.

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 three years. Prior to this position, Mr. Estrada served as the Principal of a 4th-8th grade middle school. He has 14 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
- Grade-Level Teams
- Student Study Teams
- English Language Advisory Committee
- Safety Plan Committee

School Facility Conditions				
Date of Last Inspection: 01/22/2010				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			room 12 - stains on ceiling tiles/ drooping ceiling tiles. multipurpose room - 3 big holes in east wall / waiting outside area students get wet from clogged drain on roof (?). E 104 - old stains on ceiling. E 110 - very clean room, small stain on ceiling. room 117 - missing ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			multipurpose room - outlet smashed but is still working. room 7 - no adjustment button or cover on thermostat.
Restrooms/Fountains	X			room 11 - dirty. room 1 KDG. - messy sink area. room 112 - faucet leaks when its cold. room 9 staff lounge - messy sink.
Safety (Fire Safety, Hazardous Materials)			X	library - no exit sign. room 14 - no exit sign. room 15 - no exit sign. room 16 - no exit sign. room 17 - no exit sign. room 22 - no exit sign. room 21 - no exit sign. room 20 - no exit sign. room 19 - no exit sign. room 18 - no exit sign. room 11 - no exit sign. room 12 - no fire extinguisher/no exit sign. multipurpose room - no exit sign. room 1 KDG. - no exit sign. room 2 KDG. - no exit sign. room 3 - no exit sign. room 4 - no exit sign. room 5 - no exit sign. room 7 - no exit sign. girls restroom - no exit sign. room 8 - no exit sign. office - no exit sign. E 118 - no exit sign. room 9 staff lounge - no exit sign. room 11 - not locked. room 12 - not locked /not labeled. E 104 - half the cabinet locked. E 118 - not locked. room 9 staff lounge - not locked.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	room 12 - back window leaks. E 104 - blinds dont work properly, water comes in under back door. room 117 - blinds are broken.

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

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.

Teacher Assignment

Robla Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2008-09 school year, Taylor Street School staffed 25 fully certificated teachers who met all credential requirements in accordance with state guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	25	25	26	115
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "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, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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 2008-09 school year.

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

Average Teacher Salaries	
School & District	
School	\$64,730
District	\$66,248
Percentage of Variation	2.30%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	2.06%

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$39,655	\$41,031
Mid-Range Teachers	\$63,486	\$63,366
Highest Teachers	\$76,855	\$80,596
Elementary School Principals	\$93,579	\$100,937
Middle School Principals	-	\$105,066
High School Principals	-	\$106,534
Superintendent	\$121,018	\$147,438
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.9%	40.6%
Administrative Salaries	4.8%	6.1%

District Expenditures

Based on 2007-08 audited financial statements, Robla Elementary School District spent an average of \$9,341 to educate each student. The chart provides a comparison of Taylor Street School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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)

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,577
From Restricted Sources	\$3,851
From Unrestricted Sources	\$5,726
District	
From Unrestricted Sources	\$9,378
Percentage of Variation between School & District	38.94%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	3.88%

Data Sources

Data within the SARC was provided by Robla Elementary School District, retrieved from the 2008-09 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.