

Taylor Mountain Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Taylor Mountain Elementary School
Street	1210 East Bellevue Ave.
City, State, Zip	Santa Rosa, CA 95407-2764
Phone Number	(707) 542-3671
Principal	Margaret Jacobson
Email Address	mjacobson@busd.org
Website	taylormountain.bUSD.org
County-District-School (CDS) Code	49706150113506

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
Website	www.bUSD.org

School Description and Mission Statement (School Year 2020-2021)

Taylor Mountain Elementary School, established in 2007, is the newest transitional Kindergarten through Sixth grade elementary school in the Bellevue Union School District. Taylor Mountain Elementary School sits next to an open field, a creek and Taylor Mountain. It is a beautiful school setting in beautiful Sonoma County. The mission statement or 'why' for Taylor Mountain Elementary School and our school community is to give students what they need. The entire staff works diligently to provide support for students both academically and socio-emotionally. Taylor Mountain's goal has been to continue the high academic standards set by the district and establish a sense of community. Taylor Mountain is committed to supporting the students it serves academically, emotionally, and physically in a positive and safe school environment. There is firm belief that all students can learn through identifying individual strengths. We are responsible for providing opportunities for our students to be successful and thus gain in confidence and self-esteem. Collaboration within the community is an essential part of our school. The students at Taylor Mountain are supported academically and behaviorally as well through our after school program, CalSERVES, serving Kindergarten-6th grade students. In addition, we are fortunate to offer after school clubs and activities for our students some of which include: Volleyball, basketball, weekly piano lessons with Move Over Mozart, and special offerings in collaboration with Sonoma Academy.

Expectations are high for students, staff, and the Taylor Mountain community. The staff collaborates on a weekly basis to plan lessons, analyze student assessments and regroup for instruction. The staff is professional, nurturing, and committed to providing to our students the best education possible. A clearly articulated standards-based curriculum is delivered to all students, thus enabling them to reach their potential. Well-defined goals foster creativity and initiate high academic achievement for all. The extensive use of technology is employed to assist with the disaggregation and analysis of student test data to guide instruction. In addition, all instructional staff participate in staff development activities focused on instructional strategies and the analysis of student test data. Taylor Mountain continues to make strides in terms of providing technological access for our students. This year students in 3rd-6th grade have 1-1 Chromebook access with grades K-2 having 1:2 Chromebook access.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	69
Grade 1	47
Grade 2	64
Grade 3	59
Grade 4	63
Grade 5	70
Grade 6	66
Total Enrollment	438

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.3
Asian	2.3
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.5
White	12.1
Two or More Races	0.2
Socioeconomically Disadvantaged	88.1
English Learners	57.3
Students with Disabilities	17.6
Foster Youth	1.1
Homeless	4.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	22		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-6 SDC, adopted 2014-2015 McGraw-Hill Wonders for English Learners K-6, English Language Development, adopted 2020-2021	Yes	0
Mathematics	McGraw-Hill My Math K-5 adopted 2014-2015 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0

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

School Facility Conditions and Planned Improvements

Cleanliness and maintenance of facilities are extremely high priorities at our school. In the summer of 2018, the HVAC system was completely replaced allowing for heat and air conditioning in all rooms on campus. There are a few buildings (4) that require shingles where the roof ridgeline exists. These are being replaced.

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at <https://www.bUSD.org/Page/54> under the heading BUSD 2019 - 2024 Facility Plan.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020 June

System Inspected	Rating	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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	34	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	13	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents play an important role in our school community and are formally involved in Taylor Mountain Elementary School through our PTA, ELAC, School Site Council and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer evening educational events such as Literacy Night, Math Nights, Movie Nights, Choir performances, Back to School Night and Open House. Many parents serve as volunteers in classrooms for special school programs and events as well as providing general assistance when needed. Our after school program, that is offered by CalSERVES, has a multitude of evening events that are well attended by our families. All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our marquee as well as information contained on our school website. We also employ use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information. Due to distance learning and the COVID-19 Shelter-in-Place order, we have adapted our typical community school events to adhere to social distancing guidelines and health/safety measures.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	3.3	2.7	2.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.3	1.9	0.0
Expulsions	0.0	0.0	0.0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and approved by the School Board and School site Council. School Safety is discussed at the School Site Council meetings, Parent coffee meetings, and during Certificated and Classified staff meetings. At Meadow View School we believe that student safety is our highest priority.

Due to COVID-19 and Shelter in Place we have provided additional safety protocols as required by our county and state in order to ensure the safety of our staff and students.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		24		2	3	22			
1	22		3		16	1	2		22		2	
2	23		3		23		3		23	2		
3	24		3		23		3		24		2	
4	25	1	2		31		2		31		2	
5	30		2		29		2		31		2	
6	30		2		24	1	2		31		2	
Other**					14	1			13	3	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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,514	5,503	8,011	74,142
District	N/A	N/A	8,011	74,142
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	3.3	-8.3

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

Types of Services Funded (Fiscal Year 2019-2020)

Taylor Mountain Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; Literacy paraprofessionals (K-6th); Special Education Aides, Transitional Kindergarten aide.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,671	\$50,574
Mid-Range Teacher Salary	\$66,207	\$76,649
Highest Teacher Salary	\$90,661	\$98,993
Average Principal Salary (Elementary)	\$123,840	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$169,950	\$193,925
Percent of Budget for Teacher Salaries	28.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		14	15

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result our students receive excellent instruction. The school district and Taylor Mountain Elementary provide professional development targeted to raise student performance on the CAASPP. The major improvement efforts this year have focused on English language development, and ELPAC training. Site leadership team including principal and teachers have been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative culture. Our district also provides individualized coaching through the use of a consulting teacher and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction.