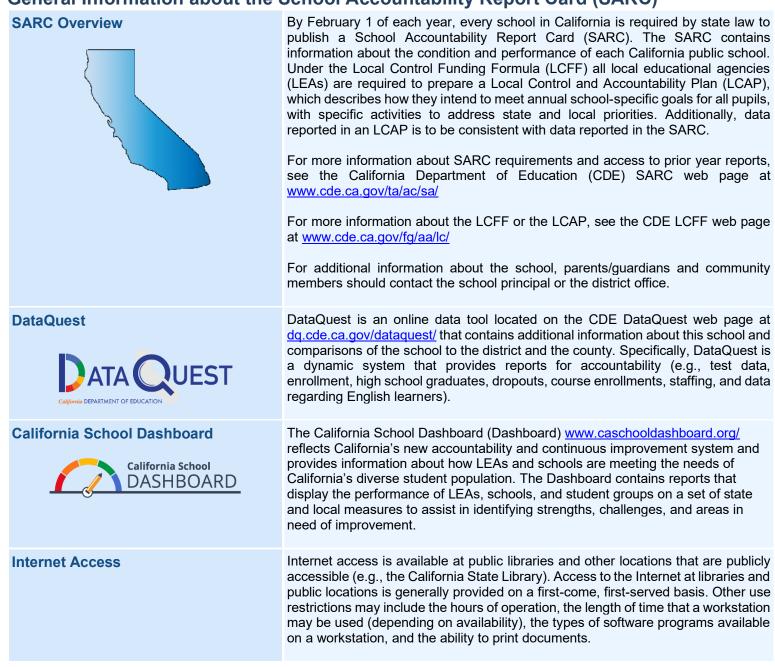# Taft Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Taft Elementary School
Street	1829 N. Cambridge Street
City, State, Zip	Orange, CA 92865
Phone Number	(714) 997-6254
Principal	Amy Alvarado
Email Address	aalvarado@orangeusd.org
School Website	www.orangeusd.org/taft-elementary-school
County-District-School (CDS) Code	30-66621-6029961

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2021-22 School Overview

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Orange Unified School District is also provided.

Taft School is one of twenty-seven (27) elementary schools in the Orange Unified School District. The school was built in July 1962 on 16.5 acres of land. The school is located on Cambridge Avenue between Taft and Meats Avenues, just south of the Village of Orange. Taft School is on a traditional calendar. Approximately 470 students were enrolled in grades transitional kindergarten through sixth including general education. Taft students and staff are fortunate to have the opportunity to learn from the variety of ethnic and cultural backgrounds that make up our diverse population.

The Taft staff is extremely proud of the accomplishments of our students. Our teachers meet weekly to evaluate their own teaching and the individual progress of each student. We continue to focus on identifying and utilizing best practices to support reading comprehension, writing, and vocabulary development. We have increased our focus on mathematics through individualized intervention or enrichment. Our teachers use various assessments including school site and district level assessments to monitor progress and plan standards based instruction. As a result of our commitment to academic success we continue to close the achievement gap.

Vision
The school staff will build the foundation for student academic success, respectful citizens, and motivated learners to meet the demands of an ever-changing world.

Mission
Taft school staff is dedicated to fostering a safe, collaborative learning environment, setting high expectations for all students, and providing personalized instruction. Our emphasis is on developing strong communication skills and sound decision making abilities.

Taft's Theory of Action:
If Taft Elementary implements a multi-tiered system of support and strengthens our professional development, then we will increase our students' academic achievement, preparing them for college and career readiness that includes 21st century

learning.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	64
Grade 2	73
Grade 3	86
Grade 4	57
Grade 5	61
Grade 6	84
Total Enrollment	502

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Asian	1.2
Black or African American	0.6
Filipino	0.2
Hispanic or Latino	91.6
Two or More Races	1
White	5.2
English Learners	49.8
Foster Youth	0.6
Homeless	2
Socioeconomically Disadvantaged	87.8
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 15-21-22 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials, and science lab equipment (9-12) was approved on September 30, 2021.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A

School Facility Conditions and Planned Improvements

Maintaining the appearance, safety, and functionality of Taft School is a priority for staff and parents. A full-time day custodian and full-time night custodian maintain the site. The school grounds are kept clean and well-manicured. Taft Elementary was painted during the summer of 2015. Playground equipment has been repainted, and updated playground equipment has been installed. Providing a safe environment for our students is a priority at Taft School.

The Taft campus includes 31 classrooms and the main office. The campus also houses a library facility, a STEM lab, and a Speech and Language room. The only portable on campus houses the School Age Care program. This portable meets all the safety standards (new electrical and new roof). The entire campus has internet access.

Taft campus is a closed campus, night lights have been installed to curtail vandalism. Local youth athletic organizations continue to use the campus after school and on weekends.

The school was built in 1962 and is exceptionally well maintained. The custodian and principal make monthly site inspections and submit reports to the district. The district makes requested repairs in a timely manner and schedules the site for deferred maintenance as needed. Work orders have been created/addressed for all items noted as fair/poor with our custodial staff and/or the district maintenance department.

Year and month of the most recent FIT report	10/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Library 61: 7 Daisy chain surge protectors
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			K2: 13 Hole under North eave K3: 12 Facia Peeling 15 Door sticky Room 25: 12 Facia peeling 13. Rusted out Roof drain Room 32: 13 Facia peeling Room 42: 13 Rusted gutter
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			K3: 12 Facia Peeling 15 Door sticky

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	NT	NT	NT	NT
Female	147	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	271	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	120	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	NT	NT	NT	NT
Female	147	NT	NT	NT	NT
Male	142	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	271	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	120	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	289	289	100.00%	0.00%	16.61%
Female	147	147	100.00%	0.00%	18.37%
Male	142	142	100.00%	0.00%	14.79%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	4	4	100.00%	0.00%	25.00%

Black or African American	2	2	100.00%	0.00%	0.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	271	271	100.00%	0.00%	16.24%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	0.00%
Two or More Races	2	2	100.00%	0.00%	0.00%
White	8	8	100.00%	0.00%	37.50%
English Learners	120	120	100.00%	0.00%	3.33%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	8	8	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	258	258	100.00%	0.00%	15.12%
Students with Disabilities	27	27	100.00%	0.00%	3.70%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	289	289	100.00%	0.00%	14.53%
Female	147	147	100.00%	0.00%	15.65%
Male	142	142	100.00%	0.00%	13.38%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	4	4	100.00%	0.00%	25.00%
Black or African American	2	2	100.00%	0.00%	0.00%
Filipino	1	1	100.00%	0.00%	0.00%
Hispanic or Latino	271	271	100.00%	0.00%	14.02%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	0.00%
Two or More Races	2	2	100.00%	0.00%	0.00%
White	8	8	100.00%	0.00%	37.50%
English Learners	120	120	100.00%	0.00%	3.33%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	8	8	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	258	258	100.00%	0.00%	13.18%
Students with Disabilities	27	27	100.00%	0.00%	7.41%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Male	30	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	59	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Taft welcomes and depends on parents to be involved in the education of their children through volunteering in classrooms, participation in the School Site Council (SSC) and English Language Advisory Council (ELAC). Taft parents, grandparents, and community members actively support Taft programs.

In addition to Back to School Night and Open House, Taft provides virtual parent education nights three times during the year in literacy, math and STEM to give parents ideas for supporting and monitoring these subjects at home. These events provide fun educational ideas that are easy for parents to replicate at home. Parents also participate in parent/teacher conferences in the Fall. During conferences, parents are provided a copy of the grade-level standards and the Home School Compact. In the spring we ask all parents to complete a needs assessment survey and utilize this information to lead school improvement. Each trimester Taft has a Family Picnic and parents are invited to bring a picnic lunch and eat with their children, which builds a stronger school community. Our parents also serve as "Greeters" before and after school as a part of our Gang Reduction Intervention Partnership (GRIP) Parents Supporting Parents (PSP). Some of these have been paused do to the Health Order but will be implemented when able.

Taft Elementary School also has two parent committees, School Site Council and English Learners Advisory Committee. The SSC is a governance body and approves budgets and programs. They also oversee the Parent Involvement Policy as well as the Home School Compact. The ELAC, which boasts of at least 50 parents in regular attendance, oversees the program for English Learners. The ELAC also receives training in how to understand school and district data and procedures.

The teachers at Taft provide homework, newsletters, emails and notes to parents on a regular basis. All school to parent communications are translated into Spanish to assist parents whose primary language is Spanish. Taft has a community liaison and several bilingual teachers who assist with translation and parent communication in their primary language. Teachers work to build an atmosphere that invites all parents to be part of their child's educational process. If you would like to get involved please contact Connie Smith at 714-997-6254 or email cpsmith@orangeusd.org.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	521	47	9.0
Female	264	259	18	6.9
Male	269	262	29	11.1
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	0	0.0
Black or African American	4	3	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	484	475	44	9.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	0	0.0
White	29	27	2	7.4
English Learners	292	289	30	10.4
Foster Youth	8	7	2	28.6
Homeless	15	15	4	26.7
Socioeconomically Disadvantaged	463	457	45	9.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	51	5	9.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Each school develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. Taft is a closed campus, all visitors must check-in through the office. The school gates are locked at 8:15 a.m. and remain locked until the end of the school day. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to prepare for an actual disaster. In compliance with SB187, the safety committee has prepared a Safe School Plan, which is on file in the school office and is available upon request. Providing a safe environment for our students is of paramount concern. This Safe School Plan was last approved by the School Site Council on February 11, 2019.

The site administrator and teachers monitor students before school, after school, and during recess. The staff meets quarterly to address any concerns and makes the necessary changes. During lunch recess, we have four superb supervisors that monitor students to ensure student safety. The site administrator meets regularly with the lunch supervisors to identify any issues that need to be addressed. To ensure student safety before and after school, the city of Orange provides a crossing guard. The site administrator utilizes the School Messenger phone system and school newsletters to communicate our school expectations to help ensure the safety of our students.

We take pride in creating a positive learning environment for our students. At Taft, each teacher creates and implements a classroom management plan and provides a copy of their expectations to parents at the beginning of the school year or upon entry to the school. Each behavior plan is designed around our school's Positive Behavior Intervention and Support (PBIS) expectations. Examples of components of our behavior program include: Taft Tiger Tickets (used for a weekly drawing), positive notes or phone calls home and assemblies to recognize students for academics and character traits.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		4	
1	31		2	
2	29		3	
3	31		2	
4	29		3	
5	32		1	1
6	29		3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		3	
1	47		1	1
2	30		2	
3	26		2	
4	29		2	
5	49		1	2
6	30		3	
Other	26		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	32		2	
2	32		2	
3	32	1	1	1
4	29		2	
5	22	3	2	
6	35	1	4	2
Other	32		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5697.50	$286.76	$5410.75	$83066.85
District	N/A	N/A	$6616.90	$87,379
Percent Difference - School Site and District	N/A	N/A	-20.1	-5.1
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-43.8	-1.9

2020-21 Types of Services Funded

Taft operated the following categorical programs for the 2019-20 school year:
Title I (A federal program to support and improve the academic achievement of the disadvantaged)
Title VII (Native American Education Tutoring Program)
LCFF (Local Control Funding Formula)

Funds were allocated to provide the following:
*After School tutoring
*Parent Involvement/Educational Activities
*Instructional Materials
*Resource Teacher
*Teacher Release Time to Collaborate
*Community Liaison
*Technology
*Professional Development
*Books and Other Media

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,446	$50,897
Mid-Range Teacher Salary	$83,885	$78,461
Highest Teacher Salary	$109,082	$104,322
Average Principal Salary (Elementary)	$130,156	$131,863
Average Principal Salary (Middle)	$137,808	$137,086
Average Principal Salary (High)	$165,215	$151,143
Superintendent Salary	$256,476	$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The number of school days dedicated to Staff Development and Continuous Improvement:
3 - Full days
14 - Partial days
17 - Total

Professional development opportunities are provided throughout the year with teacher-to-teacher mentoring programs, PAR (Peer Assessment and Review), District trainings, staff meetings, conferences, and school-based trainings. Taft Elementary has an Instructional Specialist who works with the staff to provide demonstrations of instructional techniques, consultations to improve student performance, and assistance in establishing schoolwide or grade-level programs to support student achievement. Modified Wednesdays are used for staff training opportunities in the areas of reading comprehension, math, vocabulary development, writing, the integration of science and social studies in the language arts program and technology. Additional professional development opportunities are provided on improving best first instruction by focusing on grade-level specific staff development; expanding the implementation and tracking the success of differentiated groups and interventions-particularly for students in underperforming subgroups such as English Learners, Socioeconomic Disadvantaged students, and Foster Youth; increase the consistency of the use of GLAD, Thinking Maps, AVID and Intervention Strategies to support the mastery of grade-level standards; and developing a clear understanding of the Common Core State Standards and the Smarter Balance Assessment.

All staff members meet weekly as Professional Learning Communities to support each other in identified areas of need. At Taft, Professional Learning Communities emphasize utilizing research-based strategies such as vocabulary development, differentiated instruction, GLAD (Guided Language Acquisition Development), Thinking Maps, academic interventions, and technology use in all content areas. All teachers understand how to access formative assessment data and how to create action plans based on grade level and individual needs. 100% of our teachers are highly qualified and all hold a CLAD certificate. Taft's 1st through 6th grade teachers are also trained in AVID Elementary teaching strategies.

In addition to site-based training, Orange Unified School District offers additional in-services in the areas of science, math, English language arts, English language development, and technology. Many of our teachers attend these trainings with the support of a release substitute (when available) during the school day or after school.

All of our teachers are encouraged to continue training and updating their skills to ensure that they are able to meet the academic needs of their class and individual students.

Both certificated and classified staff receive training on Mandated Reporting, Sexual Harassment Prevention, Emergency Procedures and Automated External Defibrillator (AED) use and CPR overview.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	21	17	17

Orange Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.