

# Taft Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

#### 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 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 455 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.

## 2022-23 School Overview

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	58
Grade 2	62
Grade 3	69
Grade 4	90
Grade 5	60
Grade 6	62
Total Enrollment	471

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.0
Asian	1.1
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	4.7
English Learners	51.2
Foster Youth	0.6
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	86.8
Students with Disabilities	10.8

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.40	99.15	968.20	89.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.09	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	5.50	0.51	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	28.50	2.65	12115.80	4.41
<b>Unknown</b>	0.10	0.85	74.80	6.94	18854.30	6.86
<b>Total Teaching Positions</b>	17.60	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	0.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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. 12-22-23 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 8, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Health</b>	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

10/21/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Room 54: 4. Wall and ceiling damaged
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			K-3: 13: Facia board damage Lunch Shelter: 12: Lunch shelter deteriorating Room 23: 13. Rot under eaves Room 25: 12: Facia board damage 13. Rusty out roof drain Room 32: 13: Facia board damage Room 41: 14: Walkway damage
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### 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):

#### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	34	N/A	54	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	23	N/A	39	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	280	276	98.57	1.43	34.06
<b>Female</b>	146	143	97.95	2.05	34.97
<b>Male</b>	134	133	99.25	0.75	33.08
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	260	256	98.46	1.54	33.98
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	130	127	97.69	2.31	12.60
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	253	251	99.21	0.79	32.27
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	32	100.00	0.00	6.25

## 2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	280	278	99.29	0.71	23.38
<b>Female</b>	146	144	98.63	1.37	17.36
<b>Male</b>	134	134	100.00	0.00	29.85
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	260	258	99.23	0.77	22.87
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	130	129	99.23	0.77	7.75
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	253	252	99.60	0.40	21.83
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	32	100.00	0.00	0.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	30.51	34.95	32.07	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	60	59	98.33	1.67	30.51
<b>Female</b>	27	26	96.3	3.7	26.92
<b>Male</b>	33	33	100	0	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	57	56	98.25	1.75	32.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	25	25	100	0	12
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	53	53	100	0	28.3
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.2	89.7	91.2	89.7	91.2

## 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.

#### 2022-23 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 parent education nights 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 Events and parents are invited, 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).

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 30 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 Amy Alvarado at 714-997-6254 or [aalvarado@orangeusd.org](mailto:aalvarado@orangeusd.org).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	506	492	177	36.0
Female	257	250	96	38.4
Male	249	242	81	33.5
American Indian or Alaska Native	0	0	0	0.0
Asian	6	5	2	40.0
Black or African American	4	4	2	50.0
Filipino	4	4	0	0.0
Hispanic or Latino	458	448	162	36.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	4	3	75.0
White	25	23	8	34.8
English Learners	267	259	83	32.0
Foster Youth	8	8	7	87.5
Homeless	12	11	9	81.8
Socioeconomically Disadvantaged	448	437	154	35.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	68	27	39.7

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	2.03	2.45
<b>Expulsions</b>	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.40	0.19	2.37	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.40	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.80	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.22	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	4.00	0.00
<b>English Learners</b>	0.75	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.45	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2022-23 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. We use the Raptor program to monitor who is on campus during the school day. 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 in the spring .

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.

## 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	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	28		2	
1	30		1	
2	29		1	
3	28		2	
4	30		3	
5	30		2	
6	31		2	
Other	29		3	

## 2021-22 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	0

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4.6

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$4781.96	270.08	5052.04	\$83066.85
<b>District</b>	N/A	N/A	\$6616.90	\$89,626
<b>Percent Difference - School Site and District</b>	N/A	N/A	-26.8	-7.6
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.5	-2.7

## 2021-22 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
- \*Academic Field Trips and Assemblies
- \*Technology
- \*Professional Development
- \*Books and Other Media

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$54,515	\$51,081
<b>Mid-Range Teacher Salary</b>	\$79,004	\$77,514
<b>Highest Teacher Salary</b>	\$111,263	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$130,156	\$133,421
<b>Average Principal Salary (Middle)</b>	\$137,808	\$138,594
<b>Average Principal Salary (High)</b>	\$165,215	\$153,392
<b>Superintendent Salary</b>	\$256,476	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17