Taft Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2016-17)

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	Connie P. Smith
E-mail Address	cpsmith@orangeusd.org
Web Site	http://www.orangeusd.org/schools/elementary/taft/index.asp
CDS Code	30-66621-6029961

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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. Unless otherwise specified, the information provided in this report is from the 2015/16 school year.

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 600 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. During the 2015-16 school year teachers met weekly to evaluate their own teaching and the individual progress of each student. We continued to focus on identifying and utilizing best practices to support reading comprehension, writing, and vocabulary development. Our teachers used 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	107
Grade 1	91
Grade 2	88
Grade 3	58
Grade 4	94
Grade 5	86
Grade 6	76
Total Enrollment	600

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	1.2
Filipino	0.5
Hispanic or Latino	92.2
Native Hawaiian or Pacific Islander	0
White	5.7
Two or More Races	0.2
Socioeconomically Disadvantaged	85
English Learners	66.8
Students with Disabilities	6.8
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	21	22	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 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. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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	Pearson/Scott Foresman Science Program adopted in 2008 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. It is fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 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%
Foreign Language	N/A	Yes	N/A
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
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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 a main office. The campus also houses a library facility, a computer lab for 40 students, a laptop lab for 36 students 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/8/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces			X	40 Bldg: 4: Carpets in need of replacement 50 Bldg: 4: Some carpets in need of replacement K1 to K3: 4: Carpets in need of replacement
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/8/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	27	34	50	53	44	48
Mathematics	25	21	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	62	93.9	22.6
	4	94	93	98.9	25.8
	5	86	83	96.5	43.4
	6	76	72	94.7	43.1
Male	3	32	30	93.8	23.3
	4	45	44	97.8	27.3
	5	44	42	95.5	40.5
	6	30	28	93.3	39.3
Female	3	34	32	94.1	21.9
	4	49	49	100.0	24.5
	5	42	41	97.6	46.3
	6	46	44	95.7	45.5
Black or African American	6	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	62	59	95.2	20.3
	4	85	84	98.8	23.8
	5	80	77	96.3	39.0
	6	73	69	94.5	42.0
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	54	53	98.2	20.8
	4	79	79	100.0	22.8
	5	74	72	97.3	36.1
	6	66	65	98.5	40.0
English Learners	3	38	35	92.1	11.4
	4	41	41	100.0	4.9
	5	35	32	91.4	
	6	31	28	90.3	10.7
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	62	93.9	17.7
	4	94	93	98.9	18.3
	5	86	84	97.7	23.8
	6	76	73	96.0	23.3
Male	3	32	30	93.8	30.0
	4	45	44	97.8	27.3
	5	44	42	95.5	26.2
	6	30	29	96.7	20.7
Female	3	34	32	94.1	6.3
	4	49	49	100.0	10.2
	5	42	42	100.0	21.4
	6	46	44	95.7	25.0
Black or African American	6	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	62	59	95.2	15.3
	4	85	84	98.8	15.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	80	78	97.5	24.4
	6	73	70	95.9	22.9
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	54	53	98.2	15.1
	4	79	79	100.0	13.9
	5	74	73	98.7	20.6
	6	66	65	98.5	23.1
English Learners	3	38	35	92.1	2.9
	4	41	41	100.0	4.9
	5	35	33	94.3	6.1
	6	31	29	93.5	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	53	57	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	86	84	97.7	57.1
Male	44	42	95.5	50.0
Female	42	42	100.0	64.3
Hispanic or Latino	80	78	97.5	53.9
Socioeconomically Disadvantaged	74	73	98.7	50.7
English Learners	35	33	94.3	15.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7	18.8	12.9

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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), English Language Advisory Council (ELAC), and the Parent/Teacher Association (PTA). Taft parents, grandparents, and community members actively support Taft programs by joining and supporting our PTA.

In addition to Back to School Night and Open House, Taft provides evening parent education nights two times during the year in literacy and STEM to give parents ideas for supporting and monitoring these subjects at home. These nights provide fun educational ideas that are easy for parents to replicate at home. Similarly, parents are invited to Math Mornings to learn strategies to support their children in math. 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.

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.

Orange Children and Parents Together has established a pre-school program at Taft Elementary School. Parents attend orientations, conferences, and activities to assist in preparing their children for kindergarten.

Trips to the surrounding community reinforce classroom learning. Some of these trips include: the El Modena High School Nature Center, Orange County Philharmonic Society Performances, The Gift of History Event, Mission San Juan Capistrano, Discovery Science Center, the Ocean Institute, Centennial Farm and Inside the Outdoors. Some of these trips are funded through Grants obtained by the teachers. The Kiwanis of Orange also sponsors some of these excursions. Parents are invited to attend as chaperones and volunteers.

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.7	0.0	0.5	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 8:00 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 approved by the School Site Council on January 25, 2016.

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 has 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

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		3	1	30		4		30		4	
1	29		1		28		3		28		3	
2	32		2	1	32		2		32		2	
3	32		2	1	29		3		29		3	
4	34		1	1	32		2		32		2	
5	35			2	31		3		31		3	
6	37			2	34			2	34			2

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4187.4	438.79	3748.61	59430.78
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	2.6	-15.9
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-26.3	-15.0

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

Types of Services Funded (Fiscal Year 2015-16)

Taft operated the following categorical programs for the 2015-16 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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Staff development opportunities are provided throughout the year with teacher-to-teacher mentoring programs, BTSA (Beginning Teacher Support and Assessment), PAR (Peer Assessment and Review), District trainings, staff meetings, conferences, and school-based trainings. Taft Elementary has an instructional coach that works with the staff to provide demonstrations of instructional techniques, consultations to improve student performance, and assistance in establishing school-wide 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 under performing subgroups such as English Learners, Socioeconomic Disadvantaged students and Foster Youth; increase the consistency of the use of GLAD, Thinking Maps 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 and technology use in all content areas. All teachers understand how to utilize Data and DIBELS 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 6th grade teachers were also trained in the AVID 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 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.