



Taft Elementary School

500 West Keller Ave. • Santa Ana, CA 92707-4823 • (714) 550-1400 • Grades K-6

Dr. Scott Barlow, Principal
scott.barlow@sausd.us
<http://www.sausd.us/taft>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Ana Unified School District

1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
714-558-5501
www.sausd.us

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School Description

William Howard Taft Elementary School/Taft DHH School (Taft School) is located at the corner of Keller Avenue and Pasteur Street. The mission of Taft School is fulfilled by highly competent staff working in concert with parents and outside resources. School staff are committed to celebrating the uniqueness of the individual and guiding each child to fulfillment of his or her potential. All children can learn - it is the commitment of Taft School to educate its students for positive and varied roles in society.

Taft School has a large concentration of students with special needs, including a regionalized deaf and hard of hearing program. Over 16 classrooms are dedicated to servicing these special education students based upon their individual needs and abilities. Taft School hosts a special education infant/preschool program for students up to age five. Identified students have an IFSP (Individualized Family Service Plan) or an IEP (Individualized Education Plan).

School Vision:

Our vision is to maximize student achievement by:

- Providing high quality, standards-based instruction for students in the two programs offered at Taft School: Elementary TK-6 (general and special education) and Deaf and Hard of Hearing (DHH)
- Providing a school-based system of accountability measures, which will ensure continuous progress for all students
- Providing teachers with training, which includes research-based strategies and best practices
- Providing innovative programs in order to give students the opportunity to excel in higher level thinking skills for all curricular areas
- Partnering with the community to provide a wide variety of support for our students and families
- Providing opportunities for parents to be meaningfully involved in the education of their children
- Providing students with positive character trait expectations of being "respectful, responsible and safe," utilizing the tenets of the Positive Behavior Intervention Supports (P.B.I.S.) program
- Providing a college/career focus by implementing S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics) curricula

School Mission:

Our mission is to promote a partnership that includes students, staff, parents, and the community to ensure the academic success of all students. Teachers and support staff provide a rigorous, standards-based instructional program to Taft's diverse student population. Instruction is data-driven to meet grade level expectancy and individual needs. A strong focus will be the Common Core State Standards as teachers are trained and implement this high rigor of instruction.

Positive Behavior Interventions and Supports:

Taft has implemented Positive Behavior Interventions and Support (PBIS), a school-wide discipline program that utilizes proactive strategies for defining teaching and supporting appropriate student behaviors. At Taft, PBIS encompasses an integrated approach that focuses on prevention, instruction, and intervention by way of Taft's PBIS coaches, its PBIS team and staff members. A positive school climate and support for all students is implemented in both classroom and non-classroom areas utilizing "Tiger Tickets", students of the week, and other positive reinforcements which are a daily part of life at Taft Elementary School.

Taft and Target's (TnT) Fit to Read Lab:

In January of 2012, Taft Elementary School was the recipient of a \$100,000 unrestricted grant from Target and the Ellen DeGeneres Show. The funds have been used to create a one-of-a-kind exercise and reading lab that utilizes gym-quality recumbent bicycles coupled with student reading activities. The purpose of the lab is to measure and take advantage of the effects of exercise and reading.

In October 2014, Taft opened up a completely remodeled state of the art library and digital learning center courtesy of 'Heart of America' along with volunteers from Target.

Fun Fitness Fridays:

As a support to both Taft's PBIS program and physical fitness goals, Taft has implemented Fun Fitness Fridays. This is a school-wide, physical education activity which focuses on 8 different centers of enriched physical activity where students are constantly engaged. The activities range from jump ropes to hula-hoops, kick boxing, and basketball drills. All activities are designed and led by student leaders from our 5th-6th grade classes.

District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	81
Grade 2	69
Grade 3	58
Grade 4	92
Grade 5	89
Grade 6	70
Total Enrollment	544

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	3.7
Filipino	1.3
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.2
White	4.6
Two or More Races	1.1
Socioeconomically Disadvantaged	80.3
English Learners	33.1
Students with Disabilities	25.2
Foster Youth	0.4
Homeless	8.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Taft Elementary School	17-18	18-19	19-20
With Full Credential	37	36	35
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Taft Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On September 10, 2019, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Expressions</i>	K-5
Language Arts		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
Spanish Language Arts		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
Science(s)		
2008	MacMillan/ McGraw Hill, <i>California Science</i>	K-5
Social Science		
2007	Scott- Foresman, <i>History-Social Science for California</i>	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/17/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	B-A BOYS OUTSIDE RESTROOM: Drain is clogged -W/O #44981 B-A LUNCH AREA: Need a storm drain -W/O #48111 KITEHEN: AC blows very low air -W/O #48112
Interior: Interior Surfaces	Fair	B-A BOYS OUTSIDE RESTROOM: Door stall needs handle -W/O #44980 B-A GIRLS OUTSIDE RESTROOM: Missing door stall -W/O #44980 HALLWAY BUILDING A: Rip carpet -W/O #48108 OFFICE WORKROOM: Missing ceiling panel -W/O #48109 ROOM A 24-1: Rip carpet -W/O #48108 ROOM A 24-2: Rip carpet -W/O #48108 ROOM A-06: Fire sprinkler cover plate -W/O #48110, missing light cover -W/O #44983 ROOM A-26: Broken cabinet drawer -W/O #44980 ROOM A-30: Countertop sink is cracking -W/O #44980 ROOM A-33: Rip carpet -W/O #48108 ROOM A-36: Rip carpet -W/O #48108 ROOM A-37: Rip carpet -W/O #48108 ROOM A-38: Rip carpet -W/O #48108
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM A 24-2: broken light cover -W/O #44983 ROOM A-06: Fire sprinkler cover plate -W/O #48110, missing light cover -W/O #44983 ROOM A-27: Need 2 cover plates on wall & 3 light covers -W/O #44983
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BUNGALOW RESTROOMS: Girls need new faucet, Boys no water in sink -W/O #44981

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	BOYS RESTROOM UPPER GRADE: Fire sprinkler cover plate -W/O #48110 GIRLS RESTROOM UPPER GRADE: Fire sprinkler cover plate -W/O #48110 ROOM A-14: Fire sprinkler cover plate -W/O #48110 ROOM A-26: fire sprinkler plate -W/O #48110 ROOM A-33: fire sprinkler cover plate -W/O #48110 ROOM A-35: Fire sprinkler cover plate -W/O #48110 ROOM A-37: fire sprinkler cover plate -W/O #48110
Structural: Structural Damage, Roofs	Good	BUILDING B 60: Crack wall underneath window -W/O #48109
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	B-A LUNCH AREA: Need a storm drain -W/O #48111 BUILDING A FRONT DOUBLE GATES: Broken door handle W/O #44982 BUNGALOW 11: Chain link fence needs repair -W/O #48109
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	24	32	35	50	50
Math	17	18	26	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.3	13.8	6.9

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	288	98.97	23.96
Male	143	141	98.60	24.82
Female	148	147	99.32	23.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	45.45
Filipino	--	--	--	--
Hispanic or Latino	255	252	98.82	20.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	247	246	99.60	21.95
English Learners	166	163	98.19	14.72
Students with Disabilities	71	71	100.00	1.41
Students Receiving Migrant Education Services	--	--	--	--
Homeless	33	33	100.00	0.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	291	100.00	17.53
Male	143	143	100.00	20.28
Female	148	148	100.00	14.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	63.64
Filipino	--	--	--	--
Hispanic or Latino	255	255	100.00	14.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	247	247	100.00	15.38
English Learners	166	166	100.00	10.84
Students with Disabilities	71	71	100.00	1.41
Students Receiving Migrant Education Services	--	--	--	--
Homeless	33	33	100.00	0.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in Taft Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, library and/or media center on special days. Parents are always invited to help chaperon field trips. Taft Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Career Day
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops including the Olive Crest Active Parenting Program
- FACE (Family and Community Engagement)
- Wellness Center

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council
- Parent Teacher Association (PTA). PTA has been cited as an exemplary organization that continues to provide on going support to the Taft community.

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 550-1400.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Blackboard Automated Phone Messaging System
- Facebook
- Taft's digital Marquee
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners

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.

School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.1	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		16	4	3		17	2	3	
1	27		2		28		2		19	1	3	
2	22	1	3		24		2		31		2	
3	29		2		19	2	3		15	2	2	
4	23	1	3		30		2		27		3	
5	18	3	3		23	2	3		18	2	3	
6	14	2	1		21	2	2		23	1	2	
Other**	8	5			7	1			7	3		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the state standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, state standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. Staff training topics at the individual school sites may have included: Common Core State Standards, Open Court, Frontloading, Thinking Maps, Guided Language Acquisition Design, effective teaching strategies from Marzano, et al., effective grading practices, strategic schooling strategies, etc. Taft is currently an AVID Elementary School and is continually implementing AVID strategies and attending various AVID seminars and Summer Institutes. Utilizing technology to provide access, staff is continuing to receive exposure to strategies such as personalized and blended learning with a focus of small group collaborative instruction.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities have focused on the following:

- Common Core State Standards
- Benchmark Curriculum
- Differentiated Instruction
- Frontloading
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis
- Curriculum Mapping
- Thinking Maps
- Write from the Beginning
- NWEA MAP
- DIBELS

As necessary, new teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available at www.sausdtps.org

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

School professional development has been focused on implementation of AVID strategies including the following: students are being taught organizational skills by utilizing a binder for record keeping, etc., and students are learning note taking skills via one column, two column and Cornell notes. At staff meetings, teachers are presenting to their peers successful strategies being implemented within their classrooms.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12477	6674	5803	97878
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-15.6	-0.7
School Site/ State	-23.5	13.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP)
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Safe Haven
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title I, School Improvement Grant QEIA
- Title II-Part A Improving Teacher Quality
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program

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).

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.