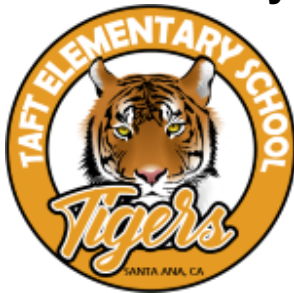


Taft Elementary

2022 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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

| | |
|--|---|
| School Name | Taft Elementary |
| Street | 500 West Keller Ave. |
| City, State, Zip | Santa Ana, CA 92707-4823 |
| Phone Number | (714) 550-1400 |
| Principal | Julie Choi (Assistant Principal) |
| Email Address | julie.choi@sausd.us |
| School Website | https://www.sausd.us/taft |
| County-District-School (CDS) Code | 30-66670-6071195 |

2022-23 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | Santa Ana Unified School District |
| Phone Number | 714-558-5501 |
| Superintendent | Jerry Almendarez |
| Email Address | jerry.almendarez@sausd.us |
| District Website Address | www.sausd.us |

2022-23 School Overview

Taft Elementary School (Taft School) includes a regional program that serves approximately 100 Deaf and Hard of Hearing students from various school districts within Orange County. 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 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 (PBIS) framework
- 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

2022-23 School Overview

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 to implement this high rigor of instruction.

Positive Behavior Interventions and Supports:

Taft has implemented Positive Behavior Interventions and Support (PBIS), a school-wide discipline framework 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.

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.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 77 |
| Grade 1 | 69 |
| Grade 2 | 60 |
| Grade 3 | 61 |
| Grade 4 | 71 |
| Grade 5 | 56 |
| Grade 6 | 45 |
| Total Enrollment | 439 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.6 |
| Male | 49.4 |
| American Indian or Alaska Native | 0.0 |
| Asian | 3.9 |
| Black or African American | 0.5 |
| Filipino | 1.1 |
| Hispanic or Latino | 90.9 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 0.5 |
| White | 3.0 |
| English Learners | 36.4 |
| Foster Youth | 1.1 |
| Homeless | 5.5 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 62.6 |
| Students with Disabilities | 25.1 |

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 |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.00 | 65.38 | 1683.40 | 86.66 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 7.30 | 0.38 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 56.10 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 17.70 | 0.91 | 12115.80 | 4.41 |
| Unknown | 9.00 | 34.62 | 177.80 | 9.16 | 18854.30 | 6.86 |
| Total Teaching Positions | 26.00 | 100.00 | 1942.60 | 100.00 | 274759.10 | 100.00 |

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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 |
|--|-------------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

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

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

2021-22 Class Assignments

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

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 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 27, 2022, 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. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 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.

| | |
|--|--------------------|
| Year and month in which the data were collected | September 27, 2022 |
|--|--------------------|

| Year Adopted | Elementary School Textbook Publisher | Grades |
|--------------------|---|--------|
| Mathematics | | |
| 2017 | Houghton-Mifflin, <i>Math 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)

| | | |
|------|-------------------------------------|------|
| 2019 | District Created Materials, Various | TK-5 |
|------|-------------------------------------|------|

Social Science

| | | |
|------|-------------------------------------|------|
| 2022 | District Created Materials, Various | TK-5 |
|------|-------------------------------------|------|

Year Adopted**Intermediate School Textbook Publisher****Grades****Mathematics**

| | | |
|------|------------------------------|-----|
| 2017 | CPM, <i>Core Connections</i> | 6-8 |
|------|------------------------------|-----|

Language Arts

| | | |
|------|-------------------------------|-----|
| 2018 | McGraw Hill, <i>StudySync</i> | 6-8 |
|------|-------------------------------|-----|

| | | |
|------|--------------------------|-----|
| 2017 | Pearson, <i>ILit ELL</i> | 6-8 |
|------|--------------------------|-----|

Science(s)

| | | |
|------|---|---|
| 2007 | Holt, Rinehart, Winston, <i>Earth Science</i> | 6 |
|------|---|---|

| | | |
|------|--|---|
| 2007 | Holt, Rinehart, Winston, <i>Life Science</i> | 7 |
|------|--|---|

| | | |
|------|--|---|
| 2007 | Holt, Rinehart, Winston, <i>Physical</i> | 8 |
|------|--|---|

Social Science

| | | |
|------|--|---|
| 2020 | McGraw Hill, <i>World History and Geography: Ancient Civilizations</i> | 6 |
|------|--|---|

| | | |
|------|--|---|
| 2020 | McGraw Hill, <i>World History and Geography: Medieval & Early Modern Times</i> | 7 |
|------|--|---|

| | | |
|------|---|---|
| 2020 | First Choice Educational Publishing, <i>E Pluribus Unum</i> | 8 |
|------|---|---|

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

7/20/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | BUILDING B -60: REPAIR BROKEN WALL PANEL UNDER WINDOW -W/O #95508 BUNGALOW 2: REGLUE BASEBOARD TRIM -W/O #95507 BUNGALOW 4: REGLUE BASEBOARD TRIM -W/O #95507 BUNGALOW 6: REPAIR WALL BASEBOARD TRIM -W/O #95507 BUNGALOW 7: REGLUE BASEBOARD TRIM -W/O #95507 |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| 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 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 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 21 | N/A | 31 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 13 | N/A | 19 | 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 |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 245 | 239 | 97.55 | 2.45 | 20.50 |
| Female | 119 | 117 | 98.32 | 1.68 | 19.66 |
| Male | 126 | 122 | 96.83 | 3.17 | 21.31 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 217 | 212 | 97.70 | 2.30 | 19.34 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 11 | 91.67 | 8.33 | 9.09 |
| English Learners | 88 | 85 | 96.59 | 3.41 | 7.06 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 17 | 17 | 100.00 | 0.00 | 5.88 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 183 | 178 | 97.27 | 2.73 | 19.66 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 66 | 63 | 95.45 | 4.55 | 7.94 |

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 |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 244 | 236 | 96.72 | 3.28 | 13.14 |
| Female | 119 | 115 | 96.64 | 3.36 | 8.70 |
| Male | 125 | 121 | 96.80 | 3.20 | 17.36 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 216 | 210 | 97.22 | 2.78 | 12.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 11 | 91.67 | 8.33 | 18.18 |
| English Learners | 87 | 85 | 97.70 | 2.30 | 3.53 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 17 | 16 | 94.12 | 5.88 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 182 | 176 | 96.70 | 3.30 | 12.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 66 | 64 | 96.97 | 3.03 | 9.38 |

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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 11.32 | 16.34 | 15.3 | 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 |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 56 | 53 | 94.64 | 5.36 | 11.32 |
| Female | 26 | 24 | 92.31 | 7.69 | 12.5 |
| Male | 30 | 29 | 96.67 | 3.33 | 10.34 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 48 | 46 | 95.83 | 4.17 | 8.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 12 | 12 | 100 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 47 | 46 | 97.87 | 2.13 | 10.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 92.9 | 94.6 | 94.6 | 94.6 | 94.6 |

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

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 supporting students' virtual learning (synchronous/asynchronous instruction)
- FACE (Family and Community Engagement)
- Wellness Center
- American Sign Language classes are offered free to families twice weekly

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

2022-23 Opportunities for Parental Involvement

- 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:

- Parent Square
- FACE (Family and Community Engagement)
- Facebook
- Taft's digital Marquee
- School web site
- Instagram
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 477 | 463 | 190 | 41.0 |
| Female | 233 | 228 | 92 | 40.4 |
| Male | 244 | 235 | 98 | 41.7 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 18 | 17 | 2 | 11.8 |
| Black or African American | 3 | 2 | 1 | 50.0 |
| Filipino | 5 | 5 | 2 | 40.0 |
| Hispanic or Latino | 428 | 417 | 182 | 43.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 3 | 3 | 1 | 33.3 |
| White | 17 | 16 | 2 | 12.5 |
| English Learners | 178 | 168 | 72 | 42.9 |
| Foster Youth | 11 | 8 | 4 | 50.0 |
| Homeless | 43 | 41 | 22 | 53.7 |
| Socioeconomically Disadvantaged | 373 | 362 | 147 | 40.6 |
| Students Receiving Migrant Education Services | 1 | 1 | 1 | 100.0 |
| Students with Disabilities | 126 | 122 | 60 | 49.2 |

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 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.00 | 2.24 | 2.45 |
| Expulsions | 0.00 | 0.04 | 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 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 1.05 | 0.02 | 3.55 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.05 | 0.00 |
| Female | 1.72 | 0.00 |
| Male | 0.41 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.17 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 2.25 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 2.33 | 0.00 |
| Socioeconomically Disadvantaged | 1.34 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.79 | 0.00 |

2022-23 School Safety Plan

Safety Plan Approval Date: 10/22/2021

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).

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 | 25 | | 3 | |
| 1 | 21 | 1 | 2 | |
| 2 | 28 | | 2 | |
| 3 | 60 | | | 1 |
| 4 | 30 | | 1 | |
| 5 | 27 | | 3 | |
| 6 | 52 | | | 2 |
| Other | 12 | 9 | 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 | 21 | 1 | 3 | |
| 1 | 30 | | 2 | |
| 2 | 21 | 1 | 2 | |
| 3 | 33 | 1 | 1 | 1 |
| 4 | 31 | | 1 | |
| 5 | 19 | 1 | 2 | |
| 6 | 54 | | | 2 |
| Other | 9 | 7 | 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 | 11 | 6 | | |
| 1 | 15 | 3 | 1 | |
| 2 | 8 | 7 | | |
| 3 | 14 | 4 | 1 | |
| 4 | 10 | 5 | 1 | |
| 5 | 9 | 6 | | |
| 6 | 40 | | | 2 |
| Other | 7 | 8 | | |

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 | 146.33 |

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 |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 3.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 15.9 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$15,588.16 | \$9,088.36 | \$6,499.80 | \$97,748.02 |
| District | N/A | N/A | \$7,279 | \$99,342 |
| Percent Difference - School Site and District | N/A | N/A | -11.3 | 2.5 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -23.0 | 15.9 |

2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

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 |
|---|-----------------|--|
| Beginning Teacher Salary | \$60,304 | \$51,081 |
| Mid-Range Teacher Salary | \$90,222 | \$77,514 |
| Highest Teacher Salary | \$116,846 | \$105,764 |
| Average Principal Salary (Elementary) | \$147,227 | \$133,421 |
| Average Principal Salary (Middle) | \$140,656 | \$138,594 |
| Average Principal Salary (High) | \$163,083 | \$153,392 |
| Superintendent Salary | \$350,000 | \$298,377 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

Professional Development

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 Taft 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. A portion of Taft Staff attended AVID training. Staff 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. Staff have access to a broad range of high-quality synchronous/asynchronous instruction through the District's GoPD district website. Professional development is supported through the District's learning management system Zoom, Webinars, and Google Classroom. LCAP goals are to increase parent engagement and FACE supports parents to access Google Classroom and various virtual on-line platforms used.

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
- SIPPS

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.sausdtips.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.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---------|---------|---------|---------|
|---------|---------|---------|---------|

Professional Development

| | | | |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 5 | 2 |
|---|---|---|---|