

Taft Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Email Address	cpsmith@orangeusd.org
Website	https://www.orangeusd.org/taft-elementary-school
County-District-School (CDS) Code	30-66621-6029961

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

School Description and Mission Statement (School Year 2019-20)

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

Taft School is one of twenty-seven (27) elementary schools in the Orange Unified School District. The school was built in July 1962 on 16.5 acres of land. The school is located on Cambridge Avenue between Taft and Meats Avenues, just south of the Village of Orange. Taft School is on a traditional calendar. Approximately 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. Our teachers meet weekly to evaluate their own teaching and the individual progress of each student. We continue to focus on identifying and utilizing best practices to support reading comprehension, writing, and vocabulary development. We have increased our focus on mathematics through individualized intervention or enrichment. Our teachers use various assessments including school site and district level assessments to monitor progress and plan standards based instruction. As a result of our commitment to academic success we continue to close the achievement gap.

Vision

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

Mission

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

Taft's Theory of Action:

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	108
Grade 1	89
Grade 2	67
Grade 3	62
Grade 4	88
Grade 5	83
Grade 6	67
Total Enrollment	564

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	0.9
Filipino	0.2
Hispanic or Latino	91.7
White	6
Two or More Races	0.4
Socioeconomically Disadvantaged	90.2
English Learners	61.5
Students with Disabilities	8
Foster Youth	0.2
Homeless	4.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	20	24	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: September 26, 2019

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. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science Program adopted in 2019 for Grades K-6. 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 for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A

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

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

The school was built in 1962 and is exceptionally well maintained. The custodian and principal make monthly site inspections and submit reports to the district. The district makes requested repairs in a timely manner and schedules the site for deferred maintenance as needed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 8/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 21: 9.Drinking fountain water pressure too high;14.Crack on walkway Room 22: 9.Drinking fountain water pressure too high Room 25: 9. Drinking fountain water pressure too high Room 33: 9. Drinking fountain water pressure too high Room 53: 9.Drinking fountain water pressure too high
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 41: 12.Outside stucco deteriorated by door,gutter rotted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Office: 14.Cracks on walkway Room 21: 9.Drinking fountain water pressure too high;14.Crack on walkway
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	40	57	57	50	50
Mathematics (grades 3-8 and 11)	22	26	43	44	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	307	99.35	0.65	40.07
Male	147	146	99.32	0.68	36.30
Female	162	161	99.38	0.62	43.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	290	288	99.31	0.69	39.58
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	283	281	99.29	0.71	38.79
English Learners	251	249	99.20	0.80	39.36
Students with Disabilities	33	33	100.00	0.00	9.09
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	308	99.68	0.32	25.97
Male	147	147	100.00	0.00	28.57
Female	162	161	99.38	0.62	23.60
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	290	289	99.66	0.34	26.30
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	21.43
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	283	282	99.65	0.35	24.47
English Learners	251	250	99.60	0.40	25.20
Students with Disabilities	33	33	100.00	0.00	9.09
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.6	10.1	5.6

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.

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)

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. Our parents also serve as "Greeters" before and after school as a part of our Gang Reduction Intervention Partnership (GRIP) Parents Supporting Parents (PSP).

Taft Elementary School also has two parent committees, School Site Council and English Learners Advisory Committee. The SSC is a governance body and approves budgets and programs. They also oversee the Parent Involvement Policy as well as the Home School Compact. The ELAC, which boasts of at least 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: Orange County Philharmonic Society Performances, Anaheim Ducks Score, Mission San Juan Capistrano, Discovery Science Center, El Modena Nature Center, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.3	0.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 last approved by the School Site Council on February 11, 2019.

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	29		3	1	31		4		29		4	
1	27		2		30		2		31		2	
2	29		4		30		2		29		3	
3	31		3		29		4		31		2	
4	33			2	28		3		29		3	
5	32		3		35			2	32		1	1
6	33		1	2	31		3		29		3	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5671.67	\$329.93	\$5341.74	\$78921.42
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-21.3	-6.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-33.7	-4.3

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 (Fiscal Year 2018-19)

Taft operated the following categorical programs for the 2018-19 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21

The number of school days dedicated to Staff Development and Continuous Improvement:

3 - Full days

18 - Partial days

21 - Total

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

All staff members meet weekly as Professional Learning Communities to support each other in identified areas of need. At Taft, Professional Learning Communities emphasize utilizing research-based strategies such as vocabulary development, differentiated instruction, GLAD (Guided Language Acquisition Development), Thinking Maps, academic interventions, and technology use in all content areas. All teachers understand how to access formative assessment data and how to create action plans based on grade level and individual needs. 100% of our teachers are highly qualified and all hold a CLAD certificate. Taft's 2nd through 6th grade teachers are also trained in AVID Elementary teaching strategies.

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

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

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