

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	959 Mission Grove Pkwy. North
City, State, Zip	Riverside, CA 92506-6226
Phone Number	(951) 776-3018
Principal	Bernie Torres
Email Address	btorres@rusd.k12.ca.us
Website	http://www.rusdlink.org/Domain/34
County-District-School (CDS) Code	33-67215-6107957

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 776-3018
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	rusdlink.org

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

Taft Elementary School opened its doors in September 1988. It was named after William Howard Taft, the twenty-seventh president of the United States. President Taft dedicated his life to public service including government, law, and teaching. Taft Elementary School serves approximately 630 students in grades Transitional Kindergarten through sixth grade including multiple Special Day Classes (Grades 1st/2nd, 3rd/4th, 5th, and 6th). Taft has a diverse student population. Our entire staff embraces all students with diverse background and academic needs.

Taft Elementary is a unique place where children come first. We strive daily to provide opportunities to impact the learning and development of Taft students in a manner that aligns with their future success. Taft Elementary has the following unique programs and services:

- AVID Implementation Across All Grade Levels (TK-6): Focus on Organization and Note-Taking Skills
- Literacy Comprehension Focus (TK-6): Implementation of Close Reading Strategy, citing of textual evidence, and annotation of text
- Student Engagement: Balancing teacher and student centered learning
- Daily Designated & Integrated English Language Development
- Instruction of Scientific Method (TK-6): K-3rd grade classes conduct a classroom Science Project while in 4th-6th grade complete individual projects for the Science Fair.
- ALL Fifth grade students are given the option of participating in beginning band. Sixth grade advance band is optional for students.
- ALL Sixth Graders are given the opportunity to attend science camp at beautiful Pathfinder Ranch.
- 100 Mile Club Program: Teachers give students opportunities to run during P.E. Students are also given the opportunity to run before school each Thursday morning.
- Partnership with UCR AmeriCorps College-age tutors assisting with students at risk.
- TK-6th Arts integration into content instruction throughout the school-year. This is showcased during the Open House Art Gallery Walk in the Spring.
- K-2 Institute (Gateway) Curriculum and Instructional Approach used for reading intervention for foundational reading skills.
- System 44 and Read 180 online software is used as an intervention component
- Reflections program - a PTA sponsored "Celebrating the Arts" event
- Student Council: 5th & 6th grade students may serve on the Student Council Board. 3rd - 6th Grade select two Student Council Representatives to attend monthly meetings
- Counseling Groups led by S.A.P. Counselor: Social Skills and Anger Management groups
- One to One Chromebook devices for all 1st-6th grade students and 10 tablets in each Kindergarten classroom to enhance teacher instruction and student learning in all content areas
- Positive Behaviors Intervention Systems (PBIS) Model is implemented school-wide supported by ALL staff members
- Instructional Intervention and Enrichment block (rotations) is implemented in 1st through 6th grade

Taft Mission Statement:

The purpose of our mission statement is to guide the work of every staff member as he/she interacts with students on a daily basis. Our Taft mission statement focuses on every student learning and applying grade level or above instruction and learning. Our goal is for every staff member, student, and parent to see evidence of and feel our school's mission on a daily basis.

OUR MISSION:

At Taft Elementary School, our mission is to ensure that all students receive, learn, and apply grade level instruction. Teachers will facilitate this learning with best first instruction and targeted interventions to support each student's progress toward attainment of grade level or above proficiency. Taft students will demonstrate their learning and application of essential skills and knowledge on formative and summative school, district, and state assessments, and teachers will utilize student achievement data to guide instructional decisions and planning.

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	100
Grade 2	81
Grade 3	88
Grade 4	96
Grade 5	90
Grade 6	110
Total Enrollment	657

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.5
Hispanic or Latino	67.3
Native Hawaiian or Pacific Islander	0.9
White	19.5
Two or More Races	3.3
Socioeconomically Disadvantaged	70.6
English Learners	23.7
Students with Disabilities	15.5
Foster Youth	0.2
Homeless	4

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	31	33	31	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

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 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 10 Acres
 Year Constructed: 1989
 26 Permanent Classrooms
 7 Portable Classrooms
 Library
 Multi-Purpose Room
 Indoor and Outdoor Cafeteria
 Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Taft has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

of Work Orders = 339

Labor Hours = 1053

Assessed Value of Work = \$43165.7100

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: 11/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	TAFB-2 (Classroom): 4: (D) Flooring has damage from cracks, tears, holes, or water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	P28: 7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) Conduit on outside of building is not attached to the strut. TAFA-10 (Library): 7: (D) lighting fixture or bulbs are not working or missing TAFA-28 (Multi Purpose Room): 7: (D) lighting fixture or bulbs are not working or missing TAFC-18 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing TAFC-20 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing TAFC-21 (Classroom):

		7: (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	TAFB-14 (Restroom): 8: (D) Exhaust fan is inoperable TAFB-5 (Classroom): 9: (D) Sink/fountain fixture is loose (D) Sink/fountain is damaged Counter Top is water damaged and needs to be replaced TAFC-10 (Restroom): 9: (D) Sink/fountain is clogged Drinking Fountain outside of restroom TAFC-19 (Classroom): 9: (D) Sink/fountain is not working Faucet drips TAFK-13A (Restroom): 8: (D) Exhaust fan is inoperable Exhaust fan is very loud TAFK-14A (Restroom): 8: (D) Toilet/urinal/sink is not working
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	P33: 12: (D) Damage to stairway or ramp Ramp needs to be resurfaced TAFC-22 (Classroom): 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	46	43	49	51	50	50
Mathematics (grades 3-8 and 11)	31	29	35	36	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	387	381	98.45	1.55	42.52
Male	209	205	98.09	1.91	39.02
Female	178	176	98.88	1.12	46.59
Black or African American	29	29	100.00	0.00	37.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	261	255	97.70	2.30	37.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	71	71	100.00	0.00	61.97

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	66.67
Socioeconomically Disadvantaged	282	277	98.23	1.77	33.57
English Learners	124	120	96.77	3.23	20.83
Students with Disabilities	73	72	98.63	1.37	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	10.00

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.

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	387	382	98.71	1.29	29.32
Male	209	206	98.56	1.44	30.58
Female	178	176	98.88	1.12	27.84
Black or African American	29	29	100.00	0.00	17.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	261	256	98.08	1.92	24.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	71	71	100.00	0.00	53.52
Two or More Races	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	282	277	98.23	1.77	22.38
English Learners	124	121	97.58	2.42	14.88
Students with Disabilities	73	69	94.52	5.48	14.49
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	19	82.61	17.39	21.05

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	20.0	18.9	24.4

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)

Parents are an integral part of the Taft community. Parents are encouraged to become involved in their child's education through opportunities such as Kinder Orientation (before school begins), Lunch with your Student each trimester, Family Math Night, PTA Sponsored Events (movie nights, fall festival, game night, the winter festival, talent show), volunteering in the class, and Back to School Night and Open House. Additionally, information is sent home in both English and Spanish to encourage all parents to participate during parent meetings, parent workshops, as well as, volunteering in our classrooms. Due to the unique residential boundaries that include students living approximately 4 miles from the school site, bus transportation is also provided for school-wide events and meetings. Taft parents are actively involved in PTA, English Learner Advisory Committee (ELAC), and School Site Council (SSC). The school pays for transportation for parents that live in our Eastside Community to encourage their attendance to our school-wide events. Spanish interpretation is consistently offered to our Spanish-speaking parents. All parents are encouraged to take an active role in their child's education through nightly homework, regular progress reports, and ongoing communication with the school. Additionally, Taft families have access to the RUSD Family Resource Center for parent workshops and classes. In an effort to increase family engagement, students are offered a homework pass and Hero points (part of the school's PBIS model) for attending school-wide events.

For more information on parent involvement and becoming involved at Taft Elementary School, please contact Mrs. Albertina Bretado at (951) 776-3018 extension 45146. The Family Resource Center information: 6735 Magnolia Avenue B6 Riverside CA 92506. Phone number is (951) 328-4003 and their webpage is www.RUSDLink.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	4.0	4.0	2.9	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.4	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	23		5		22	1	4		23		4	
1	28		3		19	4			23		4	
2	21	2	2		22		4		23	1	3	
3	26		3		30		3		25		3	
4	27	1		3	26	1	1	1	25	1	2	1
5	24	1	3		28	1		3	30		3	
6	25	1	3		28	1		3	27	1	3	
Other**									12	1		

*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)	1.0

*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	7711.88	1558.61	6153.28	94532.26
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-7.8	-4.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-66.0	8.7

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 Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$93,561 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$137,981.46 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	13	15

2017-2018 School-Year

- June of 2018, a group of teachers attended the 3-Day AVID Summer Institute. Our school-wide commitment of AVID implementation addresses our students' needs of organization skills, extracting and organizing content derived from text and lecture via 2-3 column notes, and AVID strategies to increase collaborative opportunities.
- Teachers were released 1/2 day to receive PD on AVID Note-taking, Close Reading Strategy, and Student Engagement. After SBAC data analysis, it was determined that these three components would help increase student achievement.
- Teachers were released 1/2 day to analyze student achievement data and plan their instruction. Teachers analyzed DIBELS data, district writing scores, and MAC tests.
- Staff meeting on Close Reading Strategy. One of the school's three instructional commitments that strengthens analytical reading skills. This directly supports Claim 1 on the SBAC.
- Teacher PD (one full day) on the new math curriculum (Eureka)
- August 2017, training on "Restorative Language" and "Mindfulness" presented by SAP Counselor and Principal. Taft's suspension rate is high (even though it decreased from the previous year), so the staff received training to strengthen relationships with students.
- Strengths Training: How to use individual strengths to maximize professional collaboration

2018-2019 School-Year

- August 2018, teacher training on "Danielson Framework"
- Math trainings for teachers' knowledge and understanding of new math curriculum (Eureka)
- Staff Meeting on Eureka by Math Staff Developer. Teachers communicated a need for further training on top of the district's training.
- Teacher release days to analyze student achievement data and inform instruction.
- Restorative Practice Training for selected teachers. Taft suspension rate continues to decrease each year but it is still considered high.
- Taft has 4 School-wide Instructional commitments. Most staff meetings and PD opportunities will address these commitments.

2019-2020 School-Year

Student achievement data indicates that efforts will be made to decrease the suspension rate. Data also indicates the need to decrease the distance from standard as measured on the SBAC mathematics assessment. After increasing student achievement in ELA the prior year, there was a slight decrease on the SBAC ELA assessment (-1 point from standard). District assessments (Acadience) and state assessments (SBAC and ELPAC) indicate there is an achievement gap between student subgroups (poverty, Hispanic, African-American, Special Education) and ALL students. Based on this data, staff professional development will include the following:

- Student equity will be of focus throughout the school-year. First staff meeting in the August was focused on the importance of site practices that promote equity for our students of poverty, English Learners, minorities, and Special Education.
- Classroom teachers will be provided release time to analyze student achievement data to inform instruction.
- Staff will receive training on how to positively address challenging student behaviors as the school is in its first year of PBIS implementation.
- All teachers will receive training on multiple Danielson Framework Modules throughout the year.
- Select teachers will be trained on Restorative Practices.
- Select teachers will be trained on AVID.
- All teachers will receive training on effective pedagogy when teaching students how to solve mathematical word problems.

Site identified training opportunities are provided during the instructional day as well as after school depending on staff needs and the availability of training. Follow up, support, and monitoring are provided to ensure application of training received and alignment with student learning needs and site goals. There are 13 staff meetings scheduled, 15 team meetings, and weekly professional learning community time.