

# Taft Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### Contact Information (School Year 2016-17)

School Contact Information	
School Name	Taft Elementary School
Street	959 Mission Grove Pkwy. North
City, State, Zip	Riverside, CA 92506-6226
Phone Number	(951) 776-3018
Principal	Bernie Torres
E-mail Address	btorres@rusd.k12.ca.us
Web Site	<a href="http://www.rusdlink.org/Domain/34">http://www.rusdlink.org/Domain/34</a>
CDS Code	33-67215-6107957

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

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

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 660 students in grades Transitional Kindergarten through sixth grade including both primary and upper grade Special Day Classes. Taft has a diverse student population and teachers and students work daily toward high levels of learning for every Taft student.

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 is an AVID Elementary School with the following unique programs and services:

1. An expectation that every Taft student lay the foundation for future college and career readiness.
2. A full day transitional kindergarten and kindergarten program that is developmentally appropriate.
3. First grade iPod technology integration in language arts and mathematics.
4. One to One Chrome Books for all 1st-6th grade students.
5. Students in grades five and six have an option to take home the Chrome book for extended learning opportunities daily.
6. Kindergarten through sixth grade instruction in the scientific method.
7. Third through sixth grade science fair instruction and participation for every student..
8. Second grade chorus instruction and end of the year tribute to sixth grade students.
9. Third grade partnership with the Kiwanis to put a dictionary in the hands of every third grade student.
10. UCR Young Science Scholars partnership to support science instruction.
11. Fifth grade students all receive formal music instruction..
12. Sixth grade science camp at beautiful Pathfinder Ranch.
13. K-6th arts integration into content instruction and a May "Focus on the Arts."
14. On and off campus field trips to provide hands-on learning for Taft students.
15. Read Across America community partnership to celebrate reading.
16. Partnership with AmeriCorps. College age tutors assisting with students at risk.
17. K-2 Institute used for reading intervention for foundational reading skills.
18. Read 180 for CORE replacement for students in grades 3rd-6th
19. Physical Education for all students, including 100 mile club and PTA sponsored "Fire up your Feet".
20. Reflections program - a PTA sponsored event focusing on a annual arts theme.

**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 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	109
<b>Grade 1</b>	102
<b>Grade 2</b>	85
<b>Grade 3</b>	117
<b>Grade 4</b>	107
<b>Grade 5</b>	94
<b>Grade 6</b>	116
<b>Total Enrollment</b>	730

**Student Enrollment by Group (School Year 2015-16)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	7.3
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	1.6
<b>Filipino</b>	0.5
<b>Hispanic or Latino</b>	65.8
<b>Native Hawaiian or Pacific Islander</b>	1.1
<b>White</b>	19
<b>Two or More Races</b>	3.8
<b>Socioeconomically Disadvantaged</b>	74.8
<b>English Learners</b>	26.4
<b>Students with Disabilities</b>	10.3
<b>Foster Youth</b>	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	32	30	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

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

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016 The table displays information collected on 12/01/2016 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. Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Visual and Performing Arts</b>	Standards-based visual art at grades 3-6.	Yes	0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1989

Lot Size: 10 Acres

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. Taft Elementary School completed their school site inspection on 004/10/17.

Taft has a full time custodial staff who along with other district personnel maintain the grounds and 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 September report included an overall good repair with three rooms noting a need to replace stained ceiling tiles. Work orders were completed and ceiling tiles have since been repaired.

# of Work Orders = 468

Labor Hours = 1322.14

Assessed Value of Work = \$57973.61

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 04/10/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 04/10/17				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	34	42	44	48	44	48
<b>Mathematics</b>	26	32	33	35	34	36

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	108	106	98.2	57.5
	<b>4</b>	101	98	97.0	36.7
	<b>5</b>	95	92	96.8	35.9
	<b>6</b>	113	110	97.3	37.3
<b>Male</b>	<b>3</b>	56	55	98.2	61.8
	<b>4</b>	55	52	94.5	34.6
	<b>5</b>	55	53	96.4	30.2
	<b>6</b>	50	50	100.0	28.0
<b>Female</b>	<b>3</b>	52	51	98.1	52.9
	<b>4</b>	46	46	100.0	39.1
	<b>5</b>	40	39	97.5	43.6
	<b>6</b>	63	60	95.2	45.0
<b>Black or African American</b>	<b>6</b>	11	11	100.0	9.1
<b>Hispanic or Latino</b>	<b>3</b>	73	72	98.6	51.4
	<b>4</b>	65	64	98.5	35.9
	<b>5</b>	62	61	98.4	29.5
	<b>6</b>	67	66	98.5	31.8
<b>White</b>	<b>3</b>	19	18	94.7	77.8
	<b>4</b>	17	15	88.2	46.7
	<b>5</b>	17	15	88.2	60.0
	<b>6</b>	26	24	92.3	66.7
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	87	85	97.7	48.2
	<b>4</b>	83	81	97.6	28.4
	<b>5</b>	76	74	97.4	27.0
	<b>6</b>	76	74	97.4	24.3
<b>English Learners</b>	<b>3</b>	32	32	100.0	21.9
	<b>4</b>	27	27	100.0	7.4
	<b>5</b>	21	20	95.2	5.0
	<b>6</b>	26	25	96.2	
<b>Students with Disabilities</b>	<b>3</b>	11	11	100.0	9.1
	<b>4</b>	16	16	100.0	6.3
	<b>5</b>	14	14	100.0	7.1
	<b>6</b>	20	19	95.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	109	107	98.2	62.6
	<b>4</b>	101	98	97.0	27.6
	<b>5</b>	95	92	96.8	13.0
	<b>6</b>	113	110	97.3	23.6
<b>Male</b>	<b>3</b>	57	56	98.3	67.9
	<b>4</b>	55	52	94.5	34.6
	<b>5</b>	55	53	96.4	11.3
	<b>6</b>	50	50	100.0	26.0
<b>Female</b>	<b>3</b>	52	51	98.1	56.9
	<b>4</b>	46	46	100.0	19.6
	<b>5</b>	40	39	97.5	15.4
	<b>6</b>	63	60	95.2	21.7
<b>Black or African American</b>	<b>6</b>	11	11	100.0	
<b>Hispanic or Latino</b>	<b>3</b>	74	73	98.7	58.9
	<b>4</b>	65	64	98.5	28.1
	<b>5</b>	62	61	98.4	11.5
	<b>6</b>	67	66	98.5	15.2
<b>White</b>	<b>3</b>	19	18	94.7	88.9
	<b>4</b>	17	15	88.2	26.7
	<b>5</b>	17	15	88.2	20.0
	<b>6</b>	26	24	92.3	45.8
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	88	86	97.7	53.5
	<b>4</b>	83	81	97.6	19.8
	<b>5</b>	76	74	97.4	6.8
	<b>6</b>	76	74	97.4	9.5
<b>English Learners</b>	<b>3</b>	33	33	100.0	39.4
	<b>4</b>	27	27	100.0	11.1
	<b>5</b>	21	20	95.2	
	<b>6</b>	26	25	96.2	
<b>Students with Disabilities</b>	<b>3</b>	11	11	100.0	18.2
	<b>4</b>	16	16	100.0	6.3
	<b>5</b>	14	14	100.0	7.1
	<b>6</b>	20	19	95.0	



Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	43	44	45	60	58	54	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	94	91	96.8	45.1
Male	54	52	96.3	40.4
Female	40	39	97.5	51.3
Hispanic or Latino	62	61	98.4	37.7
White	17	15	88.2	60.0
Socioeconomically Disadvantaged	75	73	97.3	38.4
English Learners	21	20	95.2	20.0
Students with Disabilities	13	13	100.0	38.5

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

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

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.8	18.3	12.9

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are an integral part of the Taft community. Parents are encouraged to become involved in their child's education during transitional kindergarten through sixth grade before-school parent/student orientations, lunch with your student, movie nights, the winter festival, volunteering in the class, Back to School Night, our spring talent show and our spring Arts Walk. 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). 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.

For more information on parent involvement and becoming involved at Taft Elementary School, please contact our Community Assistant, 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](http://www.RUSDLink.org).

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.5	4.7	6.1	4.5	4.4	4.0	4.4	3.8	3.7
<b>Expulsions</b>	0.1	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		4		24		5		22	1	4	0
1	28		3		25		3		20	2	3	0
2	29		4		28		4		21	1	3	0
3	28		3		28		3		23	1	4	0
4	29	1	1	2	32		2	1	27	1	1	2
5	27		3		26	1	2	1	24	1	1	2
6	29	1		3	25	1	3		19	3	2	1
Other					12	1			12	1		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.18	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,885	\$1,181	\$4,703	\$78,880
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-10.2	-3.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-17.2	4.0

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

**Types of Services Funded (Fiscal Year 2015-16)**

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

\$90,033 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

\$141,428 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

**Professional Development (Most Recent Three Years)**

During the past three school years, Taft staff members participated in staff development and training opportunities. Many staff members participated in other activities sponsored by the district and/or Special Projects that were appropriate for their individual needs. The district sponsored professional development with CCSS focus days included 5 days in 2014-15 and 4 days during 2015-16, and two district-wide professional development days 2016-2017.

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 15 staff meeting days and a weekly collaborative opportunity to develop professional practice.

Student Achievement data and staff needs were utilized to determine the following focus areas for professional development for the past three school years:

1. Training on data analysis and response planning
2. Instructional Cycle planning
3. AVID training for teachers in grade 3rd-6th

4. Common Core State Standards for teachers in K-6
5. K/2nd Institute training for kindergarten and first grade teachers in multi-sensory strategies.
6. K-2 Treasures ongoing training and 3rd-6th Wonders (new material adoption) training
7. Grade 3-6 Training on new ELD materials.
8. CCSS Professional develop in the new standards for both ELA and Mathematics.
9. Digital Literacy and Digital Citizenship.
10. Professional development in instructional Technology, including a summer conference to Google Education Tools.
11. Support from District Staff Developers and Instructional Services Specialists in the content areas

Staff training and development also occurs by the Principal, district staff, and teacher leaders during staff meetings, team meetings, weekly teacher collaboration, as well as monthly team leadership meetings.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.