Taft Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

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	http://www.rusdlink.org/Domain/34
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 2017-18)

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 leaning 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 3rd - 6th Grade, specifically in the areas of Organization and Note-Taking Skills

• Reading Fluency instructional focus TK - 2nd Grade and Reading Comprehension instructional focus 3rd - 6th Grade.

• 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

• Kindergarten through sixth grade instruction in the scientific method. K-3rd grade classes conduct a classroom Science Project while in 4th-6th grade, students complete an individual project for the Science Fair.

• ALL Fifth grade students receive formal music instruction..

• ALL Sixth Graders are given the opportunity to attend science camp at beautiful Pathfinder Ranch.

• 100 Mile Club Program: Teachers give students opportunity to run during P.E. Students 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.

• K-2 Institute (Gateway) Curriculum and Instructional Approach used for reading intervention for foundational reading skills.

• System44/Read 180 for CORE replacement for students in grades 3rd-6th

• 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

• Partnership with H.E.R.O.- Anti-bullying Organization: Student Assemblies, School-wide Student Anti-Bullying Pledge, Guest Motivational Speakers, and Parent Workshops.

• Counseling Groups led by S.A.P. Counselor: Social Skills Group, Anger Management Group

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 2016-17)

Grade Level	Number of Students
Kindergarten	114
Grade 1	84
Grade 2	83
Grade 3	82
Grade 4	104
Grade 5	96
Grade 6	98
Total Enrollment	661

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0
Asian	0.9
Filipino	0.5
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	1.1
White	20.7
Two or More Races	4.4
Socioeconomically Disadvantaged	67.8
English Learners	24.1
Students with Disabilities	10.7
Foster Youth	0.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	30	31	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		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 = 368
Labor Hours = 1127.16
Assessed Value of Work = $50,198.66

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/28/2017				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		11: Transition strip broken (carpet) sink loose from cabinet 19: Carpet seams coming apart, sink loose from counter Main Hallway Restrooms: Door plate loose (boys restroom), tiles need repair, door is split at key clasp
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		15: Light out 25: Light out MPR: Tiles in restroom need repair, replace mirrors, aerator nozzle on sink, linoleum transition ripped off, lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			11: Transition strip broken (carpet) sink loose from cabinet MPR: Tiles in restroom need repair, replace mirrors, aerator nozzle on sink, linoleum transition ripped off, lights out
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Main Hallway Restrooms: Door plate loose (boys restroom), tiles need repair, door is split at key clasp

Overall Facility Rating (Most Recent Year)

	Year and month of the most recent FIT report: 12/28/2017			
	Exemplary	Good	Fair	Poor
Overall Rating		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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	44	48	47	48	48
Mathematics (grades 3-8 and 11)	32	26	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	392	98.49	43.62
Male	213	210	98.59	40.95
Female	185	182	98.38	46.7
Black or African American	28	28	100	28.57
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	266	264	99.25	40.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100	57.14
Two or More Races	21	21	100	47.62
Socioeconomically Disadvantaged	294	288	97.96	34.03
English Learners	141	137	97.16	25.55
Students with Disabilities	61	60	98.36	6.67
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	396	99.5	25.82
Male	213	211	99.06	25.71
Female	185	185	100	25.95
Black or African American	28	28	100	17.86
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	266	264	99.25	20.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	63	100	41.27
Two or More Races	21	21	100	38.1
Socioeconomically Disadvantaged	294	292	99.32	17.87
English Learners	141	141	100	15
Students with Disabilities	61	60	98.36	10.17
Foster Youth	--	--	--	--

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

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	26.7	18.9

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 State priority: Parental Involvement (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 2017-18)

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 Only 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. The H.E.R.O. "Anti-bullying" organization provided parent workshops in both Spanish and English and also attended ELAC to promote their resources.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.7	6.1	4.0	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	24		5		25		5		23		5	
1	25		3		24		3		28		3	
2	28		4		25		4		21	2	2	
3	28		3		28		4		26		3	
4	32		2	1	28	1	1	2	27	1		3
5	26	1	2	1	34			2	24	1	3	
6	25	1	3		24	2	3	1	25	1	3	
Other	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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6719	1349	5371	83174
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-19.7	-9.5
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-28.5	-0.4

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

Types of Services Funded (Fiscal Year 2016-17)

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

$83,425 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 four days during 2015-16, and two district-wide professional development days 2016-2017. In addition, a different group of Taft Teachers attend the AVID Institute each summer to remain up to date on the AVID components. In 2016-2017, our District AVID Staff Developer provided feedback from classroom walkthroughs and professional development days as well. Some Taft Teachers received training on Computer Science- Coding from our District's Innovation and Engagement Staff. These last two years, Taft Teachers have worked closely with both our ELA and Math Staff Developers during professional learning community and/or planning day. In 2016-2017 School-Year, our Math Staff Developer presented on Number Talks and Math Fluency Instruction. Staff also identified the need for some Professional Development on the SST Process and Model- District Special Education Staff Developer presented at a Staff Meeting.

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.