Taft Community School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Taft Community School
Street	903 10th Avenue
City, State, Zip	Redwood City, CA 94063
Phone Number	(650) 482-2416
Principal	David Camarena
Email Address	dcamarena@rcsdk8.net
School Website	https://taft.rcsdk8.net
Grade Span	K-5
County-District-School (CDS) Code	41-69005-6044598

2025-26 District Contact Information

District Name	Redwood City School District
Phone Number	(650) 482-2200
Superintendent	Dr. John Baker, Ed.D.
Email Address	jbaker@rcsdk8.net
District Website	www.rcsdk8.net

2025-26 School Description and Mission Statement

Vision Statement
Taft Community School, by providing a quality education, will be a source of empowered, successful members who reinvest in the community they create.

Mission Statement
We are Taft Community School. Our students, parents, staff, and community members work together to ensure every student meets or exceeds academic standards in a safe and caring environment. Building on diverse backgrounds, providing educational opportunities and resources, and fostering successful learning experiences, we are dedicated to being lifelong

2025-26 School Description and Mission Statement

learners and contributing members of a global society.

School Profile
Taft Community School offers a preschool through fifth grade English and Spanish biliteracy program. The goal of our school is to develop a strong pathway to biliteracy leading into high school and beyond. This assures our students great opportunities in college and career by giving them skills that translate into the workplace. Our teachers are at the forefront in integrating technology, critical thinking, communication, creativity, and collaboration skills into their lessons. Taft Community School also offers STEAM program for students to both inspire and develop creativity and innovation.

Taft Community School works in partnership with families in a community that respects diverse backgrounds and treats everyone equitably with the goal of preparing all students for success in high school, college, and career paths. Taft Community School offers a biliteracy program with English and Spanish language strands for preschool, transitional kindergarten, and kindergarten through fourth grade students. Our Partnering with Parents Program aims to engage parents in to volunteer service at the school by supporting students with reading assistance, providing classroom and office support, engaging in computer and job skills classes, serving on school committees, helping with school-wide events, and more! Taft Community School and our students flourish due to a positive and supportive culture provided by the staff and parents and the community resources that support the whole child and their families.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	22
Kindergarten	54
Grade 1	53
Grade 2	47
Grade 3	51
Grade 4	48
Grade 5	82
Total Enrollment	357

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
Asian	0.8
Filipino	0.8
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	1.7
Two or More Races	0.8
White	1.4
English Learners	65.8
Foster Youth	0.8
Homeless	14
Migrant	0.6
Socioeconomically Disadvantaged	95
Students with Disabilities	25.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.2	81.58	267.9	71.82	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.4	2.8	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.23	39	10.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.7	5.56	11953.1	4.28
Unknown/Incomplete/NA	1.5	11.2	34.9	9.36	15831.9	5.67
Total Teaching Positions	13.8	100	373.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9	56.29	217.6	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	12.45	67.7	19.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.25	14.7	4.31	11746.9	4.23
Unknown/Incomplete/NA	4	25.02	35	10.27	14303.8	5.15
Total Teaching Positions	15.9	100	341.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.5	67.65	223	60	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.9	1.61	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	23.53	100	26.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	5.88	23.5	6.35	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.94	19	5.13	13705.8	4.91
Total Teaching Positions	17	100	371.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	1.9	4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.9	4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6	15.6	32.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.1	6	13

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2025-2026 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2025 District Textbook Audit, in regards to student editions in use at Taft Community School during the current school year (2025-2026)

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017	0%
Mathematics	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023	0%
Science	Full Option Science System NGSS (FOSS) Delta Education, Inc. ©2013, Kindergarten through 5th grade – State Approved, Board Adopted 2008	0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006	0%

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

School Facility Conditions and Planned Improvements

Taft Community School was originally constructed in 1951, and is currently comprised of 36 classrooms, one library, one multi-purpose room, a STEAM room, a playground, and a play field.

The school was completely modernized in 1993, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by December 2001 and included the addition of 7 new classrooms, two reclaimed classrooms, and a new library/media center and cafeteria/multipurpose room. Measure B projects have been completed at variable times over the past three years and have included: remodeling of restrooms in older buildings; replacing of damaged sidewalks, old perimeter fencing, and window coverings; installation of energy efficient lighting in older buildings; the addition of a covered walkway; fresh painting on a number of buildings; and campus-wide American Disabilities Act (ADA) improvements.

The school was currently modernized and added a new school office, the school library, STEAM room, and add 5 additional classroom to the school site. Renovations are being supported through a school bond Measure T. Modernization was completed by June 2022.

Year and month of the most recent FIT report	12/04/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			WO # 116817 AC Temp needs adjustment WO # 116818 AC temp needs adjustment
Interior: Interior Surfaces		X		WO # 116821 Missing knobs rm 204, 303, ams 402 WO # 116837 High storage -Bean bags
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			WO # 116823 Restroom needs cleaning WO # 116824 Restroom needs cleaning
Electrical	X			WO # 116835 Remove long string of lights Fire Hazard
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		WO # 116828 Low water pressure WO # 116827 Low water pressure WO # 116825 Water pressure low WO #116826 Water pressure low
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			WO # 116822 Gouges on 2 walls WO # 116836 Ceiling tiles need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			WO #116820 Latch doesn't open

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	19	22	42	46	47	48
Mathematics (grades 3-8 and 11)	13	15	35	38	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	173	95.05	4.95	21.51
Female	78	73	93.59	6.41	17.81
Male	104	100	96.15	3.85	24.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	175	167	95.43	4.57	21.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	116	92.80	7.20	15.65
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	130	94.89	5.11	18.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	50	100.00	0.00	16.33

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	178	97.80	2.20	15.25
Female	78	75	96.15	3.85	6.67
Male	104	103	99.04	0.96	21.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	175	172	98.29	1.71	15.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	121	96.80	3.20	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	135	98.54	1.46	14.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	49	98.00	2.00	14.58

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.11	10.26	31.17	33.12	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	78	98.73	1.27	10.26
Female	33	32	96.97	3.03	12.50
Male	46	46	100.00	0.00	8.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	74	98.67	1.33	9.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	49	48	97.96	2.04	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	60	59	98.33	1.67	8.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	9.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents play a crucial role at Taft Community School through active participation and involvement in the Community School with the Student Goal-Setting Conferences, School Site Council, Advisory Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and other support committees. Parents are encouraged to volunteer at school events and in classrooms. There are many opportunities for parents to participate. Examples are chaperoning field trips, helping in the classroom, conducting yard supervision, and participating in our annual Pancake Breakfast. Additionally, Taft partners with the YMCA to bring Project Cornerstone, a series of parent workshops that are free of charge.

Taft Community School is proud of the support it receives from the community and its strong collaboration with the Boys and Girls Club, College Advisory Prep (CAP), Healthy Cities Tutoring, Sequoia Heath Foundation, OneLife Friendly Acres Neighborhood Association, Redwood City Police Department, Police Activity League (PAL), Menlo School, Cañada College, Kaiser Foundation, and the San Mateo County Health Department.

Parents who wish to participate in Taft Community School’s committees and activities, or become a volunteer, may contact the school at (650) 482-2416 or the Family Center at (650) 482-2847.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	382	101	26.4
Female	180	172	38	22.1
Male	220	210	63	30.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	371	361	94	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	261	255	67	26.3
Foster Youth	--	--	--	--
Homeless	75	75	22	29.3
Socioeconomically Disadvantaged	376	363	94	25.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	103	38	36.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.69	0.51	0	3.39	2.52	1.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At Taft Community School, the safety of students and staff is a top priority. The School Site Safety Plan is evaluated and revised annually by administrators, staff, and parents and approved by the School Site Council. Revisions to the Safety Plan are communicated to staff and community members annually. Key elements of the Safety Plan emphasize disaster preparedness and drill schedules (intruder, earthquake, and fire). The school complies with the laws, rules, and regulations about hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire and earthquake drills are conducted monthly throughout the school year. The school also practices lockdown drills and all safety/evacuation drills following the district & county-adopted Big Five Emergency Response Protocols.

To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, wear a visitor pass, and receive prior authorization to be on campus at least 24 hours in advance. The Taft ELAC & School Site Council (SSC) began the process of reviewing and updating the School Safety Plan on Monday, November 17, 2025, with staff and parent stakeholder input. The draft updated school safety plan will be available to the Taft Staff after Monday, December 15, 2025, to review and provide feedback. Upon approval by the SSC in January 2026, the final version will be submitted to the county by February 1, 2026

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	23	0	5	0
1	14	3	3	0
2	17	3	2	0
3	22	4	3	0
4	24	1	4	0
5	21	1	4	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	25	0	4	0
1	16	4	2	0
2	24	0	4	0
3	10	9	0	0
4	17	3	6	0
5	18	3	4	0
6	0	0	0	0
Other	2	2	0	0

2024-25 Elementary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	21	1	5	
1	21	1	4	
2	17	4	3	
3	18	2	5	
4	15	4	2	
5	24	1	9	

2022-23 Secondary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Secondary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$25,076	$11,772	$13,304	$106,696
District	N/A	N/A	$12,840	$98,083
Percent Difference - School Site and District	N/A	N/A	3.5	10.8
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	21.0	10.2

Fiscal Year 2024-25 Types of Services Funded

Federal Funding:
Title I: Basic Grants Low Income
Title I: Migrant Education
Special Education
Title II: Part A Teacher Quality
Title IV: Part B 21st Century Community Learning Centers
Title III: Limited English Proficiency
Medi-Cal Billing Option

State Funding:
After School Education and Safety ("ASES")
Lottery: Instructional Materials
Special Education

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,041	$61,597
Mid-Range Teacher Salary	$97,976	$98,902
Highest Teacher Salary	$124,633	$126,340
Average Principal Salary (Elementary)	$160,238	$158,383
Average Principal Salary (Middle)	$160,238	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$275,000	$288,332
Percent of Budget for Teacher Salaries	26.06%	31.29%
Percent of Budget for Administrative Salaries	8.11%	5.38%

Professional Development

2025-26
During the 2025–26 school year, the district implemented a comprehensive professional development plan aligned to instructional priorities and adopted curricula. Middle school teachers (grades 6–8) received training on the newly adopted Illustrative Mathematics curriculum, while K–2 teachers participated in professional development focused on implementing math centers and using math assessments to better support student learning. Teachers in grades 3–5, as well as 6–8 Social Studies and Science teachers, engaged in training through the California Reading and Literature Project (CRLP). Additionally, 6–8 English Language Arts teachers received training in ECRW. New teachers across grades K–8 were provided professional development on the Language Power curriculum.

School leaders engaged in ongoing professional development through Solution Tree, with an emphasis on establishing and leading effective Professional Learning Communities (PLCs) at their sites. Six school sites also participated in PBIS training provided through a partnership between Santa Clara County and San Mateo County Offices of Education. Administrators received training on best practices from the California English Learner Roadmap and the ELD Framework through Komir Minds. This training also supported targeted professional development at selected school sites to enhance instructional practices for English learners.

2024-25
The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The MTSS focus is to create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

The district continues to focus on RCSD Student Learner Profile which began in 2021-22. We continue to focus on developing the teaches lens of Universal Design for Learning (UDL) for all teachers.

Professional Development

2023-24
The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. MTSS focus is create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5