



[SARC Home](#) » Taft Middle

## 2018–2019 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2018–2019 School Year

### California Department of Education

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

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

### DataQuest

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

## 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.

## About This School

### Contact Information (School Year 2019–2020)

#### District Contact Information (School Year 2019–2020)

<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>Email Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Website</b>	<a href="http://www.sandi.net">www.sandi.net</a>

**School Contact Information (School Year 2019–2020)**

<b>School Name</b>	Taft Middle
<b>Street</b>	9191 Gramercy Dr.
<b>City, State, Zip</b>	San Diego, Ca, 92123-4015
<b>Phone Number</b>	858-935-2650
<b>Principal</b>	Hortencia Garcia- Rubio, Principal
<b>Email Address</b>	<a href="mailto:hgarcia-rubio@sandi.net">hgarcia-rubio@sandi.net</a>
<b>Website</b>	<a href="http://sandi.net/taft">http://sandi.net/taft</a>
<b>County-District-School (CDS) Code</b>	37683386059711

*Last updated: 1/20/2020***School Description and Mission Statement (School Year 2019–2020)****Business and Community Partners**

YMCA Primetime

Friends of Ruffin Canyon

Military Family Supports

Parents

## Community Volunteers

*Our school gratefully acknowledges the tremendous support we receive from our partners.*

Taft Middle School has served the Serra Mesa community since 1961. The community is an ethnically diverse mix including many professionals, military families, and retirees. The student population at Taft mirrors the demographics of San Diego. Approximately 78 percent of our student population resides in the Serra Mesa community. Many students also choose to attend Taft through the School Choice program.

Taft is a comprehensive neighborhood middle school (grades 6 through 8) that offers foreign language (Spanish), theatre, art, advanced common core mathematics classes, as well as coding, technology, and engineering elective classes. We also have a special education program designed for most levels of students with IEPs. The PrimeTime before- and after-school program offers many more extra-curricular activities and academic tutoring.

The mission of Taft Middle School is for all children to achieve academic excellence in a safe and nurturing environment. In collaboration with families and the community, we will prepare each student to be a confident, contributing, highly productive and responsible citizen in a global society. All Taft students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of post-high-school education and career in order to be productive participants in this global society.

**Instruction and Curriculum**

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

**Visual and Performing Arts**

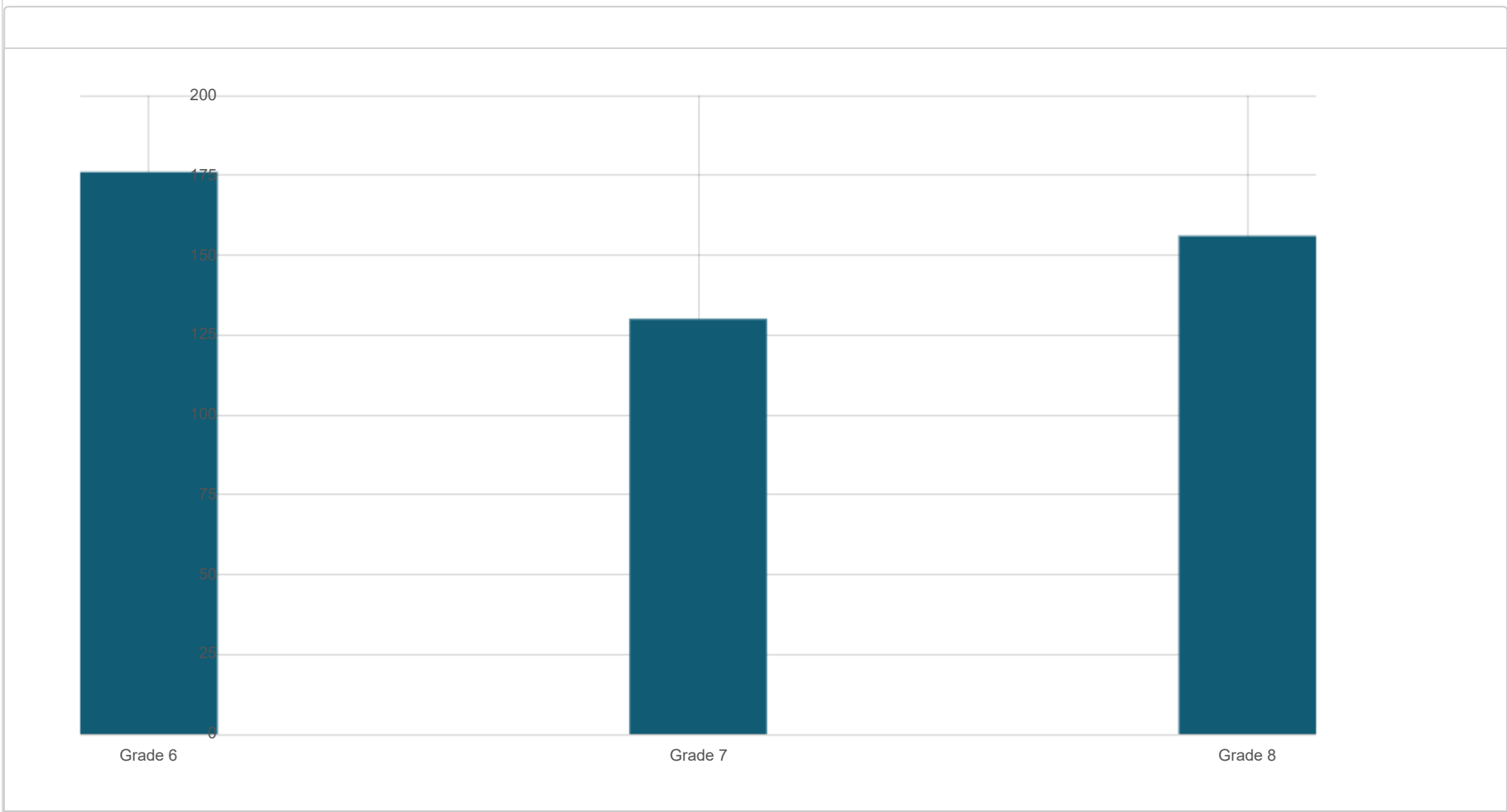
The Visual and Performing Arts (VAPA) course of study includes standards-based sequential TK-12 pathways in dance, music, theatre, and visual arts, guided by the San Diego Unified Board-approved Strategic Arts Education Plan. The California Education Code requires the arts as part of the course of study in grades 1-12, and the arts are listed among the core subjects of a well-rounded education as defined by the Every Student Succeeds Act (ESSA, 2015). The new California Arts Standards place emphasis on artistic literacy and mastery of 21st Century Skills – collaboration, critical thinking, creativity, and communication – essential areas for workplace success. Related courses may be offered in physical education or the practical arts.

Currently, Taft offers Theatre and Art for all grades.

### Student Enrollment by Grade Level (School Year 2018–2019)

Most of the data in this SARC are from the 2017–18 school year or the two preceding years (2015–16 and 2016–17). Graduation, dropout, and fiscal data are from 2016–17. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2018–19 school year. When no year is specified, data are from the most recent year available. Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/).

Grade Level	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	176	130	156	462



### Student Enrollment by Student Group (School Year 2018–2019)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	V
Percent of Total Enrollment	19.70 %	0.90 %	7.60 %	3.90 %	32.30 %	0.60 %	1
<div style="background-color: #cccccc; height: 15px; position: relative;"> <span style="position: absolute; left: -10px; top: 5px;">◀</span> <span style="position: absolute; right: -10px; top: 5px;">▶</span> </div>							
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless		
Percent of Total Enrollment	64.90 %	11.90 %	22.10 %	0.60 %	5.40 %		

### State Priority: Basic

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

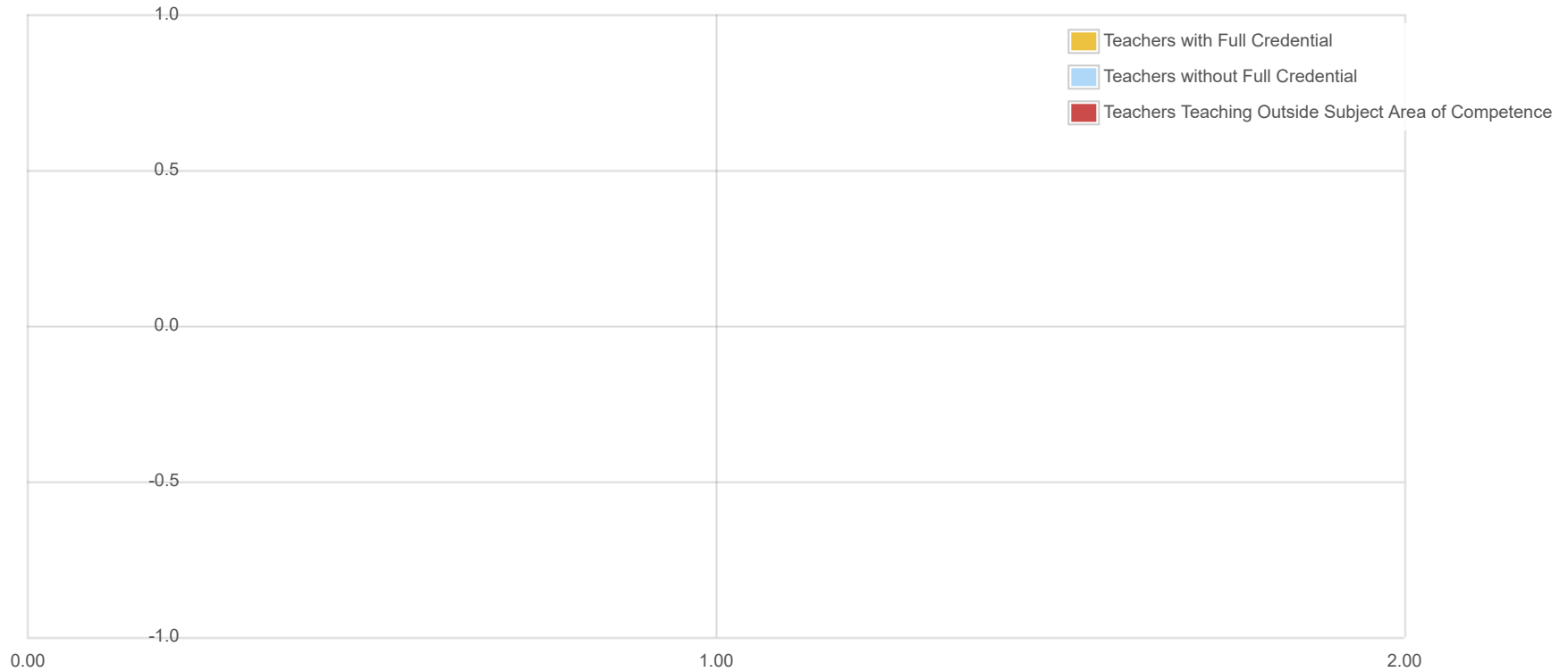
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE DataQuest website at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/).

\* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; [www.sandiegounified.org/human-resources](http://www.sandiegounified.org/human-resources).

Teachers	School 2017–2018	School 2018–2019	School 2019–2020	District 2019–2020
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



*Last updated: 1/31/2020*

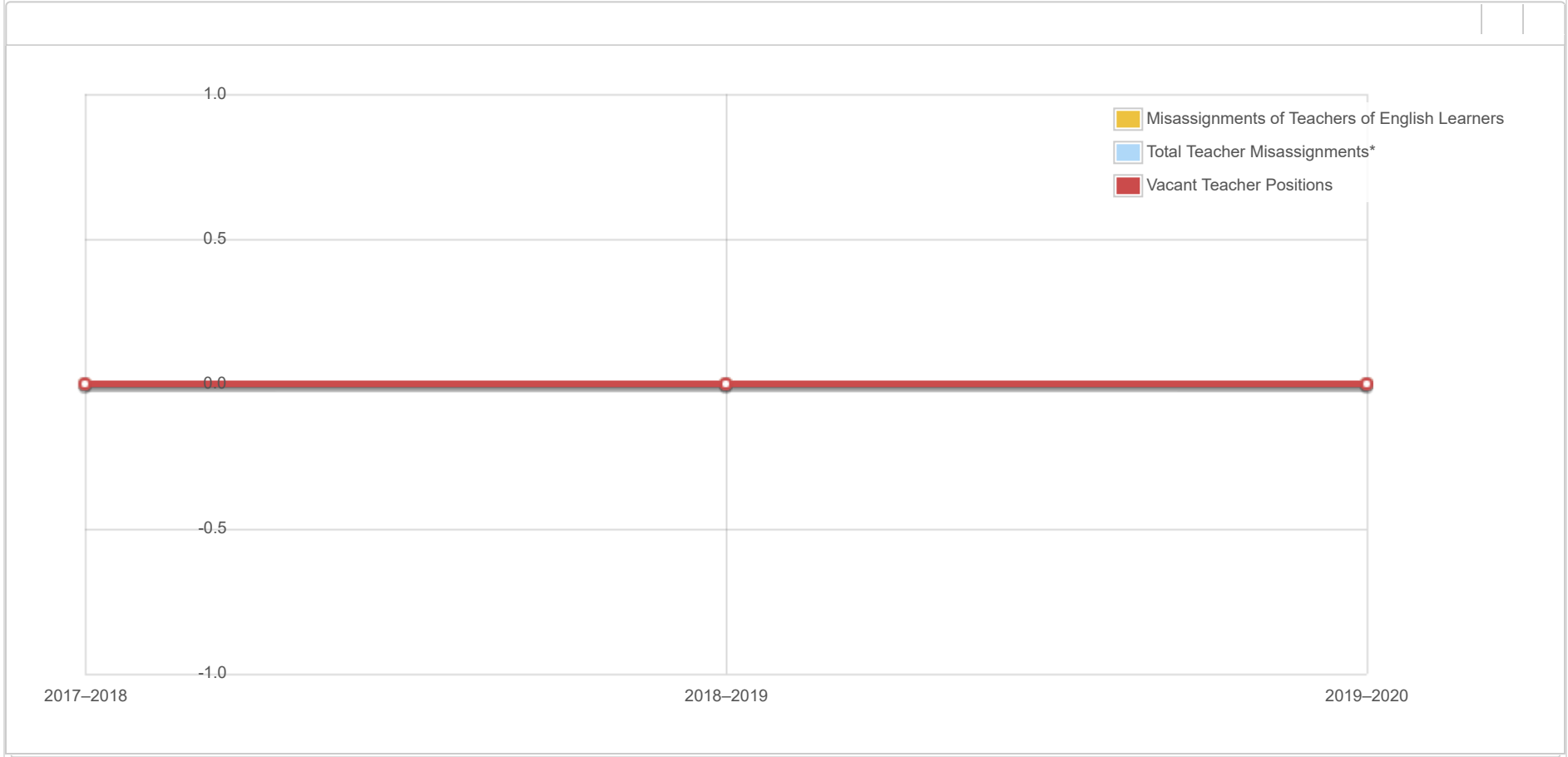
**Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments include the number of misassignments of teachers of English learners.

\* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; [www.sandiegounified.org/human-resources](http://www.sandiegounified.org/human-resources).

Indicator	2017–2018	2018–2019	2019–2020
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0

Indicator	2017–2018	2018–2019	2019–2020
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.

*Last updated: 1/31/2020*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–2020)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world



languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

All textbooks and instructional materials come from state or district lists. Descriptions of the district's courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at [www.sandiegounified.org/course-study](http://www.sandiegounified.org/course-study).

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes, Prentice Hall	Yes	0.00 %
Mathematics	6th: Big Ideas Math Course 1: A Common Core Curriculum, CA, Big Ideas Learning 6th: Accelerated Math 6th Big Ideas Math Advanced 1: A Common Core Curriculum, CA, Big Ideas Learning 7th: Big Ideas Math Course 2: A Common Core Curriculum, CA, Big Ideas Learning 7th: Accelerated Math 7th Big Ideas Math Advanced 2: A Common Core Curriculum, CA, Big Ideas Learning 8th: Big Ideas Math Course 3: A Common Core Curriculum, CA, Big Ideas Learning 8th: Advanced Integrated Math I Mathematics I: Integrated CME Project, Pearson	Yes	0.00 %
Science	6th: Science 6th California Focus on Earth Science, Pearson Prentice Hall 7th: Science 7th Focus on Life Sciences, California Edition, McDougal Littell 7th: Science 7th - Computers & Technology 1,2 Focus on Life Sciences, California Edition, McDougal Littell 8th: Science 8th Interactions in Physical Science, California Edition, It's About Time 8th: Science 8th Advanced Interactions in Physical Science, California Edition, It's About Time	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	6th: Holt CA Social Studies: World History, Ancient Civilizations, Holt McDougal 7th: Holt CA Social Studies: World History, Medieval to Early Modern Times, Holt McDougal 8th: Holt CA Social Studies: U.S. History, Independence to 1914, Holt McDougal	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/16/2020*

### School Facility Conditions and Planned Improvements

Our clean and well-maintained site helps to create a welcoming atmosphere for everyone involved in educating our students. We have a well-organized campus with well-maintained classrooms and conference rooms for meetings and staff development sessions. Thanks to our excellent custodial crew, the classrooms and the main campus are cleaned and maintained daily. A scheduled maintenance program is administered by the district to ensure the maintenance of classrooms, facilities, and landscaping.

Since its opening in the 1961–62 school year, Taft Middle School has undergone various improvements. In November 2014, conversion from analogue to digital telephone and internet was completed. In the summer of 2014, the district painted all of our buildings in a fresh, new color. Plans for wholesale modernization are currently under way with the funding from Proposition S. Construction started in January 2016 and has included new pedestrian and vehicular access for drop-off and pick-up, security lighting, renovation of the food service areas, repair and upgrade of electrical systems, improvement of building interiors and exteriors, plumbing and sewer lines, air conditioning in all buildings, and sidewalks and walkway areas. Additional renovations will include IDEA improvements to all restrooms and public areas to allow access to people with physical disabilities. Construction of a joint-use park and field is scheduled to begin in the near future.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good
----------------	------

## State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

**Note:** In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

Subject	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
English Language Arts / Literacy (grades 3-8 and 11)	43.0%	42.0	55.0%	55.0	50.0%	50.0
Mathematics (grades 3-8 and 11)	29.0%	36.0	45.0%	46.0	38.0%	39.0

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

*Last updated: 1/20/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018–2019)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	452	440	97.35%	2.65%	41.91%
Male	259	254	98.07%	1.93%	37.94%
Female	193	186	96.37%	3.63%	47.31%
Black or African American	88	87	98.86%	1.14%	31.03%
American Indian or Alaska Native	--	--	--	--	
Asian	35	34	97.14%	2.86%	67.65%
Filipino	12	12	100.00%	0.00%	66.67%
Hispanic or Latino	154	148	96.10%	3.90%	35.37%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	90	87	96.67%	3.33%	51.72%
Two or More Races	63	63	100.00%	0.00%	39.68%
Socioeconomically Disadvantaged	298	288	96.64%	3.36%	36.59%
English Learners	114	105	92.11%	7.89%	30.48%
Students with Disabilities	100	98	98.00%	2.00%	21.43%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	20	19	95.00%	5.00%	21.05%

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.

*Last updated: 1/20/2020*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018–2019)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	451	446	98.89%	1.11%	36.49%
Male	259	256	98.84%	1.16%	37.01%
Female	192	190	98.96%	1.04%	35.79%
Black or African American	88	87	98.86%	1.14%	31.40%
American Indian or Alaska Native	--	--	--	--	
Asian	35	34	97.14%	2.86%	58.82%
Filipino	12	12	100.00%	0.00%	66.67%
Hispanic or Latino	154	152	98.70%	1.30%	25.83%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	90	89	98.89%	1.11%	38.20%
Two or More Races	62	62	100.00%	0.00%	45.16%
Socioeconomically Disadvantaged	297	294	98.99%	1.01%	30.72%
English Learners	114	112	98.25%	1.75%	27.68%
Students with Disabilities	100	98	98.00%	2.00%	17.71%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	20	20	100.00%	0.00%	10.00%

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.

*Last updated: 1/20/2020*



**CAASPP Test Results in Science for All Students****Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/20/2020*

**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

**California Physical Fitness Test Results (School Year 2018–2019)**

The California Physical Fitness Test provides the outcomes in physical education and is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available.

Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE website at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
----------------	---	---	--

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

*Last updated: 1/23/2020*

## State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019–2020)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, SSC, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Taft parents are always encouraged to become active at the school and are welcome to visit classrooms at any time. Once a month, the principal hosts Coffee with the Principal to meet with parents and talk about school issues and topics. The specific dates are provided on the Taft website calendar and our Facebook page.

If you want to get involved, please contact Rosemary Acevedo at (858) 935-2650, ext. 3051.

*Last updated: 1/20/2020*

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

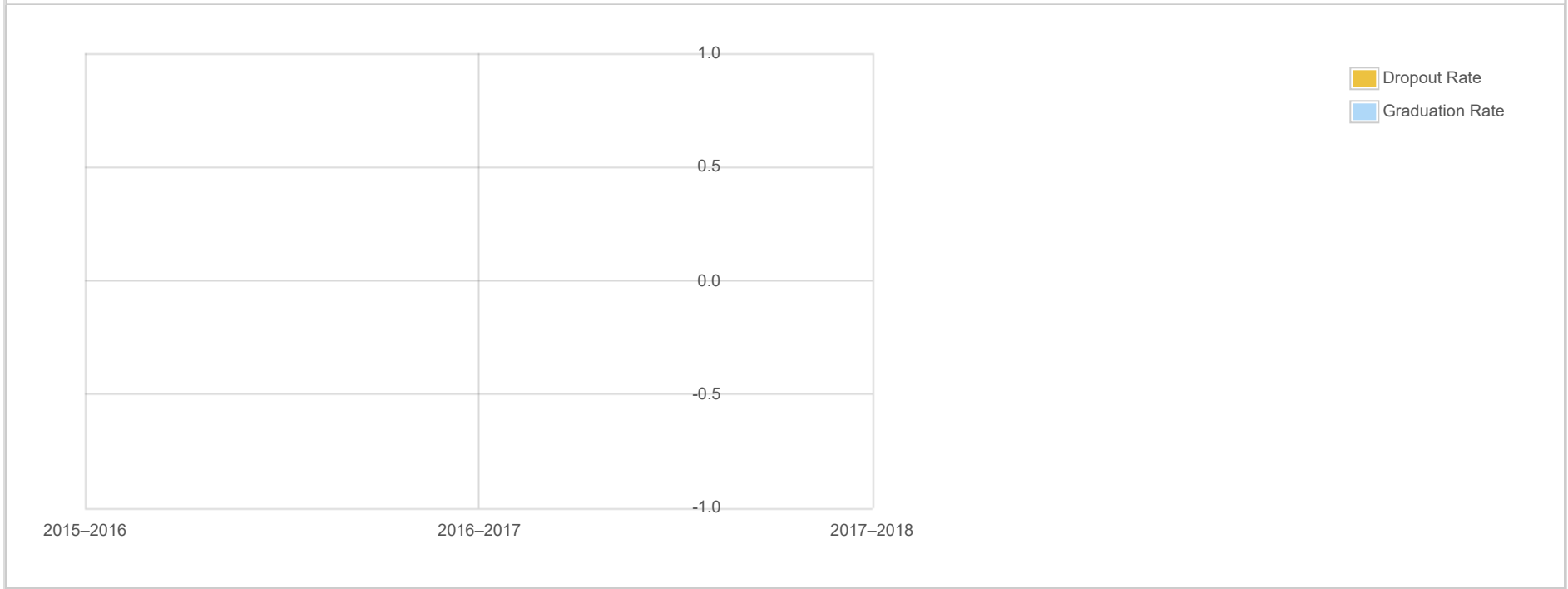
- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

This table displays the school's four-year "cohort" dropout rates and graduation rates for the most recent three-year period for which data are available. (A cohort is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A graduate is a cohort member who earns a regular high school diploma by the end of the cohort's fourth year.) For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the DataQuest website at [dq.cde.ca.gov/dataquest/](https://dq.cde.ca.gov/dataquest/).

Indicator	School 2015–2016	School 2016–2017	School 2017–2018	District 2015–2016	District 2016–2017	District 2017–2018	State 2015–2016	State 2016–2017	State 2017–2018
Dropout Rate	--	--	--	3.30%	3.70%	4.10%	9.70%	9.10%	9.60%
Graduation Rate	--	--	--	91.30%	82.00%	83.10%	83.80%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/20/2020

### 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

The following table shows the rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures do not include charter schools.

## Suspensions and Expulsions

Rate	Suspensions	Expulsions
<b>School 2016–2017</b>	13.70%	0.20%
<b>School 2017–2018</b>	15.20%	0.20%
<b>School 2018–2019</b>	15.90%	0.00%
<b>District 2016–2017</b>	3.30%	0.00%
<b>District 2017–2018</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.60%	0.10%
<b>District 2016–2017</b>	3.60%	0.10%
<b>District 2017–2018</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%

**State  
2016–2017**

**State  
2017–2018**

**State  
2018–2019**

*Last updated: 1/20/2020*

## School Safety Plan (School Year 2019–2020)

***Last Review/Update: October, 2019***

***Last Discussed with Staff: November, 2019***

School safety is the district's top priority. District leadership, principals, teachers, support staff, school police services, and community partners collaborate to ensure a safe school environment, including efforts to mitigate, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual Comprehensive School Safety Plan, containing policies and procedures to address the safe school climate and emergency readiness to include a safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; substance abuse prevention programs; and, gang dress attire prohibition policy.

Adult supervision is provided in the classrooms and outside areas before, during, and after school hours. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The safety of all children is paramount to the staff and community. There is secure fencing around our entire campus. There is only one way in, which is through a door in the main office. All visitors are required to sign in at the front office and obtain a visitor's ID badge. Closed-circuit video cameras are strategically placed throughout campus in order to monitor activity and to ensure safety on campus. With whole-site modernization, which began in the 2015–16 school year, the number of video cameras will be increased and fencing added to completely secure the campus.

In order to maintain a safe and secure learning environment, the staff, administration, are working to refine our Positive Behavior Interventions and Supports (PBIS) program. The program encourages a positive approach to curtailing negative student behaviors. We are beginning to implement strategies from the International Institute for Restorative Practices. Through these strategies teachers are building more positive relationships with students. When students find themselves stuck in a pattern of behavior that they don't know how to change, our job is to teach them and help them to make those changes. Taft's proactive approach to student discipline has improved the overall climate of the school and, in turn, has contributed greatly to the general safety of our students.

*Last updated: 1/23/2020*

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2016–2017)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							29.00	
Number of Classes * 1-20							6	
Number of Classes * 21-32							18	
							17	

**Number of Classes \*  
33+**

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							20.00	
Number of Classes * 1-20							14	
Number of Classes * 21-32							17	

**Number of Classes \*  
33+**

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							25.00	
Number of Classes * 1-20							6	
Number of Classes * 21-32							27	
							2	

Number of Classes \*  
33+

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/20/2020

**Ratio of Pupils to Academic Counselor (School Year 2018–2019)**

Title	Ratio**
Counselor*	462.00

\*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.

\*\*Average Number of Pupils per Counselor

Last updated: 1/20/2020

**Student Support Services Staff (School Year 2018–2019)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. The table also displays the average number of students for each academic counselor.

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00

	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	0.90
Nurse	0.60
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.40
Other	

\*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.

*Last updated: 1/23/2020*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–2018)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. Supplemental or restricted sources are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data website at: [www.ed-data.org](http://www.ed-data.org).

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10631.00	\$3513.00	\$7118.00	\$77076.00
District	N/A	N/A	--	\$80624.00



Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/5/2020*

**Types of Services Funded (Fiscal Year 2018–2019)**

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

*Last updated: 1/20/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–2018)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

#### Teacher Salary Chart

**Principal Salary Chart**

*Last updated: 1/20/2020***Professional Development**

Measure	2017–2018	2018–2019	2019–2020
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	25

**Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406**

California Department of Education  
1430 N Street  
Sacramento, CA 95814