

Taft Union High School
2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Taft Union High School
Street	701 Wildcat Way
City, State, Zip	Taft, CA 93268
Phone Number	(661) 763-2300
Principal	Mary Alice Finn
Email Address	mfinn@taftunion.org
School Website	www.taftunion.org
County-District-School (CDS) Code	15638181535905

2021-22 District Contact Information

District Name	Taft Union High School District
Phone Number	(661) 763-2330
Superintendent	Jason Hodgson
Email Address	jhodgson@taftunion.org
District Website Address	www.taftunion.org

2021-22 School Overview

Taft Union High School is the pride of Taft, California. Situated in the foothills of the San Joaquin Valley, the community of Taft and its high school is the bright spot in an area of oil production and agriculture. While the economy of Taft has changed dramatically over the years, the community has maintained values from a time lost. Taft Union High School is a reflection of that community. With a student population of just over 1000 students, TUHS prides itself on a plethora of opportunities for the students we serve. We are home to a robust CTE program, a Career Partnership Academy recognized as a Lighthouse Academy, Oil Technology Academy, a longstanding AVID program, and a well established dual enrollment program with Taft College and Bakersfield College that is expanding yearly. We strive to offer both a rigorous academic program that complements our In our robust CTE program that includes 11 career pathways. These pathways/courses includes: Ag Mechanics, Careers in Education, Culinary Arts, TV Productions, Graphic Communications, Marketing, Agriculture/FFA, Auto Shop, Law Enforcement, Energy & Power, Graphic Design, and our newest and flourishing Healthcare pathway. In recent years, TUHS is proud to have maintained partnerships with industries in our community despite the changes to those industries.

In November of 2020, TUHS returned to in person instruction through a hybrid model. Over the Spring semester, we began an additional phase of the hybrid to allow for more direct instruction of students in person. In summer of 2021, TUHS embarked on an extremely demanding summer school schedule. During the 6 weeks of summer school, TUHS offered both AM and PM sessions allowing for students to recover 20+ credits. This schedule required students to attend school from 7:30 am - 5:00 pm (Monday - Friday). In addition to the credit recovery options, incoming 9th graders were offered acceleration options and skills based classes to assist them with the transition to high school.

The start of the 21-22 school year was both rewarding and extremely challenging. Although students were back in class on a normal schedule, the ever changing COVID protocols have proved to be a daunting hurdle as the school year began. The school year began with the use of the Canvas platform to continue to serve absent students due to constant quarantines of both students and staff. Our extra-curricular activities and sports have been able to resume with restrictions and extra precautions and TUHS has been proud to see a return to more of a normal sense of the academic and extra-curricular experience.

TUHS remains committed to serving its students despite the continued challenges of the instruction environment in the aftermath of COVID. It is in this endeavor that we have also recognized the overwhelming need for additional supports for our students. In the 2021-22 school year, 3 temporary teachers were added to the Personalized Academic Center (PAC), Social Science/Science Departments, and PE departments to address the growing enrollment and demand within those specialized programs. Now in its sixth year, the Personalized Academic Center (PAC) that replaced the Independent Studies program is continues to meet the new and varied needs of student body. The PAC program provides rigorous online instruction, with the support of a highly qualified English teacher with Special Education credentialing and an additional teacher as well. We are excited for the support that this program is offering our students whether temporarily or long term based on their individual needs in our current post-COVID educational world. In our support staff, TUHS has added additional instructional aides in both the EL program and Special Education Program. We have hired two intervention specialists to address truancy issues. We have also benefited from the district adding a health team to the school nurse to assist with the COVID tracing and communications with parents regarding exposures and short term independent studies contracts. All of these people work alongside our full time School Psychologist and our contracted licensed drug/alcohol counselor to further meet the needs of our students and support them in their development into adults. As evidenced by the wide array of options for students, we are committed to developing the whole student regardless of academic or athletic ability and work to overcome the barriers placed in the way of students by socio-economic status or social/emotional needs.

The mission of TUHS mirrors the mission of the entire Taft Union High School District: to collaboratively and deliberately plan and implement learning experiences that will inspire excellence and achievement. With over 100 years of history, Taft Union High School has already made a tradition of excellence and achievement which is why "Excellence by Design" is also the

2021-22 School Overview

vision of the school and district. As we prepare our students for the 21st century, TUHS has had to broaden the experience of our students so that they may be “college and career ready” for an ever changing world. Thankfully, TUHS has had multiple years of implementation of our one-to-one devices. This has been a crucial piece of the puzzle as we have served our students since March 2020. The added tool of one-to-one devices has been essential to students, parents, and faculty, to broaden their skills both with the use of technology, but more importantly with the expanded capabilities of instruction that the technology allows.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	315
Grade 10	269
Grade 11	230
Grade 12	209
Total Enrollment	1,023

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.4
Asian	0.3
Black or African American	0.7
Filipino	0.3
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.8
White	40.2
English Learners	14
Foster Youth	0.4
Homeless	1.3
Socioeconomically Disadvantaged	81.5
Students with Disabilities	12.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at TUHS are in the process to align with the California Common Core standards. Instructional materials are selected from the state's most recent list of California Common Core standards and are adopted by the State Board of Education. The school follows the State Board of Education's six year cycle for core content materials (English Language Arts, math, science and social science).

Year and month in which the data were collected

1/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature - Holt McDougal Literature, Common Core Edition 2012: Grades 9-12 (Year of adoption 2015)	Yes	0
Mathematics	Algebra Readiness Prentice Hall: 2009 (Year of adoption 2010), Algebra I – Common Core, Prentice Hall: 2012 (Year of adoption 2012), Geometry Prentice Hall: 2012 (Year of adoption 2012), Algebra 2 - Common Core Glencoe: 2014 (Year of adoption 2015), Pre-Calculus - Common Core, McGraw Hill: 2014 (Year of adoption 2016), Calculus Pearson: 2020 (Year of Adoption 2019)	Yes	0
Science	Integrated Science - Pearson: 2013 (Year of adoption 2010), Biology Pearson: 2020 (Year of Adoption 2019), Chemistry Chemistry in the Earth System, Houghton Mifflin Harcourt, 2020 (adopted 2020), Forensic Science Prentice Hall: 2016 (Year of adoption 2016), Inspire Physics - McGraw Hill: 2020 (Year of adoption 2019), Anatomy Pearson: 2015 (Year of adoption 2019).	Yes	0
History-Social Science	Modern World History - Houghton McDougal: 2018 (Year of adoption 2017), American Reconstruction To The 21st Century Houghton McDougal: 2018 (Year of adoption 2017), Magraders American Government Pearson: 2016 (Year of adoption 2017), Economics Principles in Action Pearson: 2019 (Year of adoption 2013)	Yes	0
Foreign Language	Autenitico 1- Pearson: 2018 (Year of adoption 2017), Autentico 2 - Pearson: 2018 (Year of adoption 2017), Encuentros Curso De Introduccion 6 - Holt, Rinehart, & Winston: 1997 (Year of adoption 2006), Encuentros Primer Curso 7 - Holt, Rinehart & Winston: 1997 (Year of adoption 2006).	Yes	0
Health	Comprehensive Health - Goodheart Wilcox: 2018 (Year of Adoption 2018)	Yes	0
Visual and Performing Arts	Basic Drama Projects - Perfection Learning Corp: 2015 (Year of Adoption 2017)	Yes	0

Science Laboratory Equipment (grades 9-12)	All sciences labs at Taft Union School have the following equipment: tables with chemical-resistant tops, stools at the lab tables, white boards for demonstrations, one complete set of glassware per classroom and linear measuring devices (meter sticks, 12"/6" rulers, etc.). We also have LCD projectors and ELMO projectors. Most labs have additional equipment appropriate for the courses being taught in the room.	Yes	0
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School Facility Conditions and Planned Improvements

Taft Union High School was built in 1912 and has been updated over the years to be a state-of-the-art facility. The school has a well-stocked library, computer resource center, computers available in every classroom, a television studio, two gyms, an aquatic center, a wood shop, an auto shop, welding shop, food lab, TV production studio and auditorium. The school is impeccably maintained and provides a safe, clean environment for students. Our classrooms and buildings reflect our pride in our school. Our custodial staff provides high-quality maintenance and daily cleaning. We complete routine maintenance work according to a seasonal schedule. All buildings are kept in good shape. In conjunction with the Board of Trustees, the District business manager and MOT director, our principal, and the superintendent have developed a master plan for new facility construction and routine maintenance of existing facilities.

Year and month of the most recent FIT report	7/26/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			165: 2. HVAC MAKES A LOUD RUMBLING SOUND. 4. CEILING TILE IS MISSING. CEILING TILES HAVE HOLES. 266: 2. HVAC MAKES A LOUD RUMBLING SOUND. 11. PAINT IS PEELING ON DOOR.
Interior: Interior Surfaces			X	: 102: 4. CEILING TILE HAS A WATER STAIN. 103: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 119: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 133: 4. FLOOR TILES ARE BROKEN (HALLWAY). CARPET IS SEPERATING AT THE SEAM. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL(FUNGUS GROWING). 134: 4. CEILING TILE HAS A WATER STAIN. 135: 4. CARPET IS SEPERATING AT THE SEAM. CEILING TILE HAS A WATER STAIN. 136: 4. FLOOR TILE BROKEN IN HALLWAY AT ENTRY. CARPET IS SEPERATING AT THE SEAM. 137: 4. CEILING TILE HAS A WATER STAIN. 141: 4. CEILING TILE HAS A WATER STAIN. 142: 4. CARPET IS SEPERATING AT THE SEAMS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 160: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING.

School Facility Conditions and Planned Improvements

161: 4. CEILING TILE HAS A WATER STAIN. WALL PANEL IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. BURNED CANDLES IN CLASSROOM.

164: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES.

165: 2. HVAC MAKES A LOUD RUMBLING SOUND. 4. CEILING TILE IS MISSING. CEILING TILES HAVE HOLES.

166: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CARPET IS SEPERATING AT THE SEAM.

167: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. CARPET IS SEPERATING AT THE SEAM. WOOD CARPET TRIM IS MISSING. 7. OUTLET COVER IS BROKEN.

201/ BOILER ROOM: 4. CEILING TILES HAVE WATER STAINS THROUGHOUT HALLWAY. 11. PAINT IS PEELING ON EXTERIOR WALL OF (200) BUILDING.

202/ LOUNGE: 4. CEILING TILE HAS A WATER STAIN.

203/ STORAGE ROOMS: 4. FLOOR TILE IS BROKEN AT ENTRY.

206: 4. PLASTER IS CHIPPING ON WALL.

212: 4. CEILING TILES ARE MISSING (HALLWAY).

213: 4. CEILING TILES HAVE WATER STAINS (HALKWAY ALSO). CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT.

215: 4. CEILING TILES HAVE WATER STAINS.

216: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ONE LIGHT PANEL IS BAD.

220: 4. CEILING TILES HAVE WATER STAINS.

230: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALKWAY). CEILING TILES ARE LOOSE.

235: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 9. ISLAND FAUCETS HAVE CONSTANT DRIPS (BASIN IS DETERIORATED).

265: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON INTERIOR WALL.

267: 4. CEILING TILE HAS A HOLE.

277: 4. CEILING TILE IS LOOSE (ROBE ROOM). HOLES IN FLOOR. CEILING TILES HAVE WATER STAINS (HALLWAY).

School Facility Conditions and Planned Improvements

278: 4. CEILING TILES ARE LOOSE (INTERIOR HALLWAY). FLOOR TILES ARE BROKEN (INTERIOR HALLWAY).

283: 4. FLOOR TILES ARE BROKEN AT ENTRY (HALLWAY). WALL TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

317: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

329/ LEARNING CENTER: 4. CEILING TILE IS MISSING.

391: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE.

403: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

427/ AUTO TECH: 4. CEILING TILES HAVE WATER STAINS.

451 SHOP: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. LOCKER IS BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING.

452/ CLASSROOM: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 7. THERMOSTAT IS LOOSE FROM WALL AND COVER IS MISSING.

501/ WEIGHT ROOM: 4. RUBBER MOLDING IS MISSING, TORN, AND LOOSE. 11. PAINT IS PEELING ON THE DOOR.

535/ COACHES OFFICE: 4. CEILING TILES ARE MISSING. 9. FAUCET HAS A CONSTANT DRIP IN RR. 12. CRACKS IN STAIRWELL WALL.

536: 4. CEILING TILE HAS A HOLE.

ALL GENDER RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY. 7. LIGHT DIFFUSER IS MISSING. 8. TOILET IS STUCK IN FLUSH MODE.

ATHLETICS OFFICE: 4. CEILING TILES HAVE WATER STAINS.

BOARD ROOM/ 107: 4. CEILING TILES HAVE WATER STAINS.

BOOK ROOM/ OFFICES: 4. CEILING TILES HAVE WATER STAINS.

BOYS LOCKER ROOM & SHOWERS: 4. FLOORING IS PEELING. 7. LIGHT DIFFUSER IS MISSING. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.

BOYS RESTROOM (NEAR ATTENDANCE): 4. STALL DIVIDER IS BROKEN AT BASE.

CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CEILING TILES ARE MISSING

School Facility Conditions and Planned Improvements

			<p>(HALLWAY). FLOOR TILES ARE BROKEN (HALLWAY).</p> <p>COMPUTER LAB: 4. CEILING TILE IS MISSING.</p> <p>CUSTODIAN: 4. CEILING TILES HAVE WATER STAINS. (ALSO IN HALLWAY).</p> <p>DANCE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 10. EMERGENCY EXIT SIGNS ARE NOT FUNCTIONING.</p> <p>GIRLS RESTROOM (NEAR ATTENDANCE): 4. WALL TILE IS BROKEN. 11. PAINT IS PEELING ON THE CEILING.</p> <p>GIRLS RESTROOM: 4. WALL TILE IS BROKEN. FORMICA TRIM IS MISSING ON SHELF.</p> <p>GREEN ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. FLOOR TILES ARE MISSING AND BROKEN. 7. ONE LIGHT AND COVER ARE MISSING.</p> <p>GUIDANCE CENTER/ ADMIN: 4. CARPET TRIM IS LOOSE. FLOOR TILES ARE BROKEN (HALLWAY). CEILING TILES HAVE WATER STAINS (HALLWAY).</p> <p>KITCHEN: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>MENS RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY.</p> <p>MENS RESTROOM: 4. WALL TILE IS BROKEN. BENCH SUPPORT STANDS ARE RUSTED.</p> <p>MENS RESTROOM: 4. WALL TILES ARE BROKEN.</p> <p>NURSE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>RECEPTION/ I.S. (132): 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL.</p> <p>WOMENS LOCKER ROOM: 4. CEILING TILES HAVE WATER STAINS. 9. SHOWERS HAVE A CONSTANT LEAK. 12. CRACK IN WALL AT ENTRY.</p> <p>WOMENS RESTROOM: 4. WALL TILES ARE BROKEN.</p>
Cleanliness:	X		

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation			<p>283: 4. FLOOR TILES ARE BROKEN AT ENTRY (HALLWAY). WALL TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 317: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 403: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. WOMENS RESTROOM: 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
Electrical	X		<p>160: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 161: 4. CEILING TILE HAS A WATER STAIN. WALL PANEL IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. BURNED CANDLES IN CLASSROOM. 167: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. CARPET IS SEPERATING AT THE SEAM. WOOD CARPET TRIM IS MISSING. 7. OUTLET COVER IS BROKEN. 213: 4. CEILING TILES HAVE WATER STAINS (HALKWAY ALSO). CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 216: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ONE LIGHT PANEL IS BAD. 358/ EQUIPMENT ROOM: 7. LIGHT DIFFUSER IS MISSING. 451 SHOP: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. LOCKER IS BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 452/ CLASSROOM: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 7. THERMOSTAT IS LOOSE FROM WALL AND COVER IS MISSING. 501/ WEIGHT ROOM: 4. RUBBER MOLDING IS MISSING, TORN, AND LOOSE. 11. PAINT IS PEELING ON THE DOOR. ALL GENDER RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY. 7. LIGHT DIFFUSER IS MISSING. 8. TOILET IS STUCK IN FLUSH MODE. ATTENDANCE OFFICE: BOYS LOCKER ROOM & SHOWERS: 4. FLOORING IS PEELING. 7. LIGHT DIFFUSER IS MISSING. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p>

School Facility Conditions and Planned Improvements

			<p>COUNSELOR: 7. ONE LIGHT PANEL IS OUT.</p> <p>GREEN ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. FLOOR TILES ARE MISSING AND BROKEN. 7. ONE LIGHT AND COVER ARE MISSING.</p> <p>MENS RESTROOM: 7. LIGHT DIFFUSER IS MISSING.</p> <p>SPECIAL SERVICES: 7. TWO LIGHT PANELS ARE OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>235: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 9. ISLAND FAUCETS HAVE CONSTANT DRIPS (BASIN IS DETERIORATED). 341/ COPY ROOM: 9. FAUCET IS LOOSE AT BASE. 11. PESTICIDES ARE PRESENT.</p> <p>535/ COACHES OFFICE: 4. CEILING TILES ARE MISSING. 9. FAUCET HAS A CONSTANT DRIP IN RR. 12. CRACKS IN STAIRWELL WALL.</p> <p>ALL GENDER RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY. 7. LIGHT DIFFUSER IS MISSING. 8. TOILET IS STUCK IN FLUSH MODE.</p> <p>BOYS LOCKER ROOM & SHOWERS: 4. FLOORING IS PEELING. 7. LIGHT DIFFUSER IS MISSING. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>WOMENS LOCKER ROOM: 4. CEILING TILES HAVE WATER STAINS. 9. SHOWERS HAVE A CONSTANT LEAK. 12. CRACK IN WALL AT ENTRY.</p> <p>WOMENS RESTROOM: 9. SINK DRAIN HAS A LEAK.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>103: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>104: 11. PAINT IS PEELING ON DOOR.</p> <p>119: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR.</p> <p>133: 4. FLOOR TILES ARE BROKEN (HALLWAY). CARPET IS SEPERATING AT THE SEAM. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL(FUNGUS GROWING).</p> <p>139: 11. PAINT IS PEELING ON THE DOOR.</p> <p>161: 4. CEILING TILE HAS A WATER STAIN. WALL PANEL IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. BURNED CANDLES IN CLASSROOM.</p>

School Facility Conditions and Planned Improvements

201/ BOILER ROOM: 4. CEILING TILES HAVE WATER STAINS THROUGHOUT HALLWAY. 11. PAINT IS PEELING ON EXTERIOR WALL OF (200) BUILDING.

207: 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL.

209: 10. PLUG IN AIR FRESHENER.

256/ DRAMA: 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL.

258: 11. PAINT IS PEELING ON INTERIOR WALL.

259: 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL.

261: 11. PAINT IS PEELING ON INTERIOR WALL.

265: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON INTERIOR WALL.

266: 2. HVAC MAKES A LOUD RUMBLING SOUND. 11. PAINT IS PEELING ON DOOR.

341/ COPY ROOM: 9. FAUCET IS LOOSE AT BASE. 11. PESTICIDES ARE PRESENT.

376: 11. PAINT IS PEELING ON INTERIOR WALL.

378: 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARDS ON ASPHALT.

534/ TRAINING ROOM: 10. PLUG IN CANDLE WARMER.

ATTENDANCE OFFICE:

AUDITORIUM: 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT BUILDING. 15. DOOR HANDLE IS LOOSE (STAGE). DOOR DOESN'T OPEN/SHUT PROPERLY (FOYER).

BOYS LOCKER ROOM & SHOWERS: 4. FLOORING IS PEELING. 7. LIGHT DIFFUSER IS MISSING. 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.

CONFERENCE ROOM: 10. PLUG IN CANDLE WARMER.

COUNSELOR: 10. PLUG IN CANDLE WARMER.

DANCE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 10. EMERGENCY EXIT SIGNS ARE NOT FUNCTIONING.

FARLOW GYM: 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. 11. PAINT IS PEELING ON EXTERIOR WALL.

FOOTBALL TEAM ROOM: 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.

GIRLS RESTROOM (NEAR ATTENDANCE): 4. WALL TILE IS BROKEN. 11. PAINT IS PEELING ON THE CEILING.

School Facility Conditions and Planned Improvements

			<p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>MENS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>RECEPTION/ I.S. (132): 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER.</p> <p>STAFF WOMENS RESTROOM: 11. PAINT IS PEELING ON CEILING.</p> <p>TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL.</p> <p>WOMENS RESTROOM: 11. PAINT IS PEELING ON WALL AT ENTRY.</p> <p>WOMENS RESTROOM: 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>535/ COACHES OFFICE: 4. CEILING TILES ARE MISSING. 9. FAUCET HAS A CONSTANT DRIP IN RR. 12. CRACKS IN STAIRWELL WALL.</p> <p>TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL.</p> <p>WOMENS LOCKER ROOM: 4. CEILING TILES HAVE WATER STAINS. 9. SHOWERS HAVE A CONSTANT LEAK. 12. CRACK IN WALL AT ENTRY.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>378: 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARDS ON ASPHALT.</p> <p>AUDITORIUM: 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT BUILDING. 15. DOOR HANDLE IS LOOSE (STAGE). DOOR DOESN'T OPEN/SHUT PROPERLY (FOYER).</p>

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	170	83.33	16.67	47.06
Female	109	89	81.65	18.35	55.06
Male	95	81	85.26	14.74	38.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	112	96	85.71	14.29	45.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	85	68	80	20	45.59
English Learners	13	11	84.62	15.38	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	127	80.38	19.62	44.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	21	77.78	22.22	14.29

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	204	156	76.47	23.53	8.97
Female	109	79	72.48	27.52	7.59
Male	95	77	81.05	18.95	10.39
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	112	87	77.68	22.32	5.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	85	63	74.12	25.88	11.11
English Learners	13	10	76.92	23.08	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	112	70.89	29.11	5.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	18	66.67	33.33	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A

					Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	18.53	N/A	17.52	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	384	286	74.48	25.52	18.53
Female	198	151	76.26	23.74	14.57
Male	186	135	72.58	27.42	22.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	208	151	72.60	27.40	15.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	124	76.54	23.46	21.77
English Learners	28	21	75.00	25.00	0.00
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	298	210	70.47	29.53	15.71
Students Receiving Migrant Education Services	13	11	84.62	15.38	9.09
Students with Disabilities	39	27	69.23	30.77	3.70

2020-21 Career Technical Education Programs

Career Technical Education (CTE) courses are offered at Taft Union High School. Students choose to follow a career pathway, as defined by district graduation requirements. To complete the pathway, students must take at least 20 units in that pathway composed of courses from school course offerings comprised of District funded CTE programs. Taft Union High School District (TUHS) is home to eleven CTE pathways for students on the TUHS campus and on the Career Technical Education Center (CTEC) site. Agriculture Mechanics, Agriculture Science, Education, Energy and Power Technology, Food Service and Hospitality, Graphic Production Technologies, Patient Care, Production and Managerial Arts, Professional Sales, Public Safety, and Systems Diagnostics, Service and Repair have been developed from existing programs and expanded programs to offer our students exposure to many different industry sectors as they begin to explore their plans for their future. All the classes offered to our students are open to all students regardless of language or ability. Accommodation and modifications to curriculum are made according to each student's IEP. That commitment is evidenced in our regularly assigning paraprofessionals to CTE classes where assistance for students with varying needs is necessary. All CTE courses that are offered at TUHSD meet the Eleven Elements of a High Quality CTE Program, academic standards, and the A-G entrance requirements for UC and CSU with the exception for our capstone courses in Patient Care and System Diagnostics, Services and Repair and they are currently pending approval.

Our CTE Advisory Board and Comprehensive Local Needs Assessment (CLNA), which is a requirement for the Perkins grant, consists of K12 Administrators, teachers, business partners, parents, and students. Traditionally, we try to hold two meetings a year in order to stay current with the ever-changing trends of the industry. This also allows multiple opportunities to meet and build strong bonds with program supporters. Our CLNA and Advisory meeting were conducted on Tuesday, April 20, 2021. Our culinary CTE teacher and his students hosted a tri-tip dinner for our CLNA and Advisory Members and we had seventy-five participants. Our meeting included our District and the local K-8 Superintendents, 3 Board Members, 2 Administrators, 1 Director of Special Education, 3 Community College Representatives, 10 CTE Teachers, 33 Advisory Committee Members (2 members are Academic teachers), 10 parents, and 11 students. We had two students at the front sign-in table and had all participants sign and fill out a contract for functions, duties, and future commitment of participation of our annual CNLA and Advisory Board. All categories of stakeholders attended and because we are a one district high school, we had several members that filled more than one category.

All students are required to take a course entitled Success 101. This course is the first step in the exploration of college and career and is required of all freshmen students. It is important to TUHS that starting their first year with us, students begin thinking about their future and enable them to be college and career ready. Success 101 and the use of the Get Focused, Stay Focused curriculum begins that conversation with our students and exposes them to our CTE pathways.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	863
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	2.9

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.58
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	30.46

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents are an essential piece in the education of their children. We are proud to have multiple opportunities for parents to partner with us through various advisory committees: School Site Council (SSC) and District English Learner Advisory Committee (DELAC). The SCC reviews our achievement data, receives regular reports on initiatives new to the school each year, and is intimately involved in the Student Plan for Student Achievement (SPSA) that they review and approve along with the associated federal dollars. We are excited at the growing involvement in DELAC. Based upon the feedback from our parents on DELAC we cover a wide variety of topics of interest to parents of English Learners and parents interested in the programs for our English Learner students. In addition to those specific topics, DELAC receives updates on the initiatives new to the school. In March of 2020, with school closure, these 2 groups continued to meet virtually to ensure that they were involved and informed of the most recent guidance and decision making. As we moved into the Summer of 2020 and prepared for the opening of school, both SSC and DELAC contributed members to a community wide task force of parents, students, faculty, staff, and administration across 4 districts on a coordinated plan to support students in the 20-21 school year. This heavily involved group continued to meet virtually through the entire 20-21 school year. With the start of a more traditional 21-22 school year, we have been happy to return to in person meeting with a virtual option for parents in SSC. The input of these groups continues to be an integral part of our support of the students and their families.

Clubs and groups on campus like AVID, FFA, Oil Tech Academy, Choir, Band and our sports teams continue to adapt to how they interact with parents. During the 20-21 school year, these meetings became virtual and electronic communication more frequent. With the 21-22 school year we have been excited to return to our in person events and dinners. This has been a welcome return for students, families, and our various groups.

TUHS has found success in fostering relationships with families even before the students start their first day of class. This relationship starts in the Spring preceding a student's freshmen year with Freshmen Registration. This one night event invites families to come on to campus and preview all that we have to offer both extra-curricularly and academically. In preparation for the 21-22 school year, we held this event as a drive thru experience where we hoped to share a little of the TUHS experience. Once the school year began, we have returned to our in person Back to School Night and this was a welcome return of both the faculty and our families.

2021-22 Opportunities for Parental Involvement

Regular communication with families continues to be achieved through the use of “My Cats” (Aeries) that allows parents to view their student’s academic progress, attendance, and engage with teachers regarding concerns they may have. The expectations of students are communicated annually through the Student Handbook reviewed by parents through the online portal used to register students at the start of each school year. For the 21-22 school year, TUHS transitioned to the use of Parent Square as our primary means of communication both at the school-wide level and through individual classes, sports, and clubs. During the 20-21 school year, the Principal's Forum was created to allow for regular communication with students and their parents. Despite our return to full in-person instruction, Principal's Forum continues to provide periodic updates of changes and additions to the campus. The use of Canvas has remained for all classes and this has allowed the engagement with students to be both in person through daily classes, but also virtually through the Canvas classroom. Additionally, the system also allows for parent observers to be present virtually in the classroom and see all that is happening in the classrooms.

Parents wishing to get more information about opportunities for involvement can contact Dianne Kaszycki, Administrative Assistant at 661-763-2326.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.6	5.3	2.1	3.6	6.0	3.1	9.0	8.9	9.4
Graduation Rate	92.1	93.3	91.6	88.6	89.3	88.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	190	174	91.6
Female	95	91	95.8
Male	95	83	87.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	100	91	91.0
Native Hawaiian or Pacific Islander	--	--	--

Two or More Races	--	--	--
White	83	76	91.6
English Learners	24	18	75.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	157	143	91.1
Students Receiving Migrant Education Services	12	11	91.7
Students with Disabilities	18	12	66.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1070	1047	510	48.7
Female	524	515	235	45.6
Male	546	532	275	51.7
American Indian or Alaska Native	4	4	2	50.0
Asian	3	3	1	33.3
Black or African American	8	8	6	75.0
Filipino	3	3	1	33.3
Hispanic or Latino	599	591	282	47.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	9	8	7	87.5
White	437	423	207	48.9
English Learners	156	153	74	48.4
Foster Youth	9	8	7	87.5
Homeless	19	18	11	61.1
Socioeconomically Disadvantaged	888	868	456	52.5
Students Receiving Migrant Education Services	56	56	19	33.9
Students with Disabilities	143	137	83	60.6

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.88	0.00	8.22	0.00	3.47	0.20
Expulsions	0.10	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.58	3.40	2.45
Expulsions	0.00	0.00	0.05

2020-21 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
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

2021-22 School Safety Plan

The Comprehensive School Safety Plan, which also includes a disaster preparedness plan, was updated in December 2021. This plan is regularly revised and communicated to the faculty and staff through training, and finally went for final approval to the Board of Trustees in January 2022. This plan includes the policies related to school discipline and student expectations, evacuation plans, emergency shut off locations, procedures for the conducting of drills and procedures in case of an actual emergency. Earthquake drills, fire drills, and lock down drills are conducted annually and all students and staff participate. Additionally, in light of COVID-19, we have worked closely with public health and the Department of Education to ensure that our protocols and procedures related to on campus safety and hygiene are communicated clearly to all students, parents, staff, and community.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	38	17	1
Mathematics	21	20	19	
Science	22	10	17	3
Social Science	20	17	13	4

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	36	21	3
Mathematics	19	25	18	1
Science	24	9	16	4
Social Science	19	21	14	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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 Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	46	19	4
Mathematics	17	30	21	1
Science	17	23	16	3
Social Science	16	34	9	2

2020-21 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	341

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	.75
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	15537.90	2699.40	12838.51	88610
District	N/A	N/A	33477.86	\$88,185
Percent Difference - School Site and District	N/A	N/A	-89.1	0.5
State			\$8,444	\$77,422
Percent Difference - School Site and State	N/A	N/A	41.3	13.5

2020-21 Types of Services Funded

The need for students support has continued to be a priority, but with the change to the schedule for the 20-21 school year, our efforts to support students also changed. There are varied approaches to these interventions and a student's involvement in programs are based upon their needs so involvement in multiple programs is feasible for a student.

a. Virtual Academic Support—TUHSD recongnized that student still need additional support during the 20-21 school year. It is for that reason that a Virtual Academic Support Zoom room was created. This was provided daily with support by instructional aides and AVID trained tutors.

b. Group Counseling—TUHSD continued their contract with with New Vision Recovery Inc. to provide counseling to students in need on both TUHSD campuses. The virtual meetings were both individual and group to help students with addiction, self-injury behavior, and for those who have been affected by the destructive behaviors of others.

c. Personalized Academic Center (PAC)—PAC continues to serve students that are not able to access the traditional educational model. The PAC allows students to maintain the rigorous academic classes that we expect, while also accommodating their personalized academic needs. Students met virtually daily a highly qualified teacher who is also credentialed in Special Education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$44,842	\$47,995
Mid-Range Teacher Salary	\$83,052	\$65,131
Highest Teacher Salary	\$115,334	\$99,908
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$0
Average Principal Salary (High)	\$141,171	\$129,582
Superintendent Salary	\$180,259	\$140,551
Percent of Budget for Teacher Salaries	10%	23%
Percent of Budget for Administrative Salaries	2%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	3.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered	3

Professional Development

Through the last 3 years, teachers and administrators have been engaged in staff training with the goal of increasing student achievement based upon the review of CAASPP scores. To meet this goal during the 2017-18 and 2018-19 school years, TUHS had a late start every Thursday where teachers engage in various meetings on a rotating basis to further discuss steps for increasing student achievement. Beginning the 2019-20 school year, the entire bell schedule was changed to accommodate an early out for students on Tuesday's and Thursday's. Each Tuesday of this schedule is dedicated to department meeting time. During this time departments are developing common assessments and reviewing data gathered from those and other assessments. Additionally, the Math department is continuing the work begun in the 2018-19 school year with the MTSS process. The English department has begun this work for the 9th and 10th grade levels both during the department time and with full day pull outs during the 2019-20 school year. In March of 2020, all previously planned professional development was placed on hold as we transitioned to online education. Moving into the summer of 2020 the following professional development opportunities were given to faculty to both develop curriculum, learn the new learning platform Canvas and independent progression through Social Emotional Academic Learning (SEAL) Training:

All Faculty:

Literacy Standard and Distance Learning - 18 days

Canvas Training - 5 days

Social Emotional Academic Learning Training (SEAL) - 24 hours

Throughout the 20-21 & 21-22 school years the following trainings have occurred to ensure that all staff and faculty are aware of safety protocols in addition to the mandated trainings:

All Faculty/Staff:

Mandated Reporter Training - modules completed

Job Specific Safety Training - modules completed

Safety Training for COVID-19 - 1 partial day

Job specific training for COVID-19 - 1 partial day

Traditionally, the majority of the professional development offered at TUHS is done through full teacher in-service days or teacher pull out. Teachers are selected for attendance by either invitation or expressed interest based upon their subject matter and the grade of students they teach. Teachers attend conferences based upon their subject matter or their interest with consideration given to the previous conferences attended and this is encouraged. Beginning with the 2019-20 school year, all professional development days are planned by the District Leadership Team. This team is made up of members of classified staff, certificated staff, administration, and members of the board. This team uses feedback from their colleagues and needs of the district based upon data to drive the professional development for the next day. Examples of professional development offered at TUHS over the last 3 years are as follows:

All Faculty & Staff:

Suicide Prevention Training - 1 partial day or training modules

Safety Procedures Training - 1 partial day or training modules

Sexual Harassment Training - 1 partial day or training modules

Human Trafficking Prevention - training modules

Digital Citizenship and Preventative Programs - 1 partial day

Epi-Pen Training and First Aid - 1 partial day

All Faculty:

Social Emotional Academic Learning (SEAL) - 1 partial day

WASC Training & Focus Group Work - 2 partial day

Selected Faculty:

Special Education Tips and Legal - partial day break out session

Supporting students in Distress or Crisis - partial day breakout session

ELD Framework and Teaching Strategies - partial day break out session

Alternative to Suspension: Training for implementation of new approach to student discipline program - 2 all day trainings & 10 days of in-class coaching

Alternative Learning Center Training: Training for implementation of PAC - 3 all day trainings & 5 days of at-work coaching

Student Discipline: Training for administrators, counselors, school psychologist, and faculty - 1 all day training

WASC Action Plan Development - Leadership Team - 1 full day

IEP Development for new special education teachers: 4 full days

Collaboration Special Education Model Training - 5 full days

Professional Development

SEAL Champions Training - 10 days
 Multi-Tiered Systems of Support with Datawise - 10 days (2 years: 2018-19 - Math 2019 -20 - English)
 Semesterly Leadership Retreats for Leadership Team (setting district vision, analyzing data, and LCAP review) - beginning 2019-20 school year this was called the School Leadership Team (SLT) & District Leadership Team (DLT)
 SEP Process to develop SEP Plan - 3 partial days
 Continuous Improvement Process - 4 partial days

Conferences attended:

State and National Subject Matter Specific Trainings/Conferences - Various
 AVID Training Yearly (12 faculty/1 administrator trained) -- 3 days
 Lighthouse Convening Yearly (4 faculty/1 administrator)-- 2 days
 California Association of Directors of Activities alternating years (4 faculty/1 administrator) -- 4 days
 California Partnership Academies Conference yearly (4 faculty/1 administrator) -- 3 days
 Coaching Conferences - Various
 Updated Policy Conference (CASBO, etc)
 ACSA Principal's Academy (6 administrators) -- 10 two-day weekend trainings
 ACSA Special Education Academy (1 School Psychologist) -- 10 two-day weekend trainings
 ACSA Human Resources Academy (1 HR Manager) -- 10 two-day weekend trainings
 CUE Conference alternating years (6 faculty/1 administrator)
 AERIES Conference (1 counselor/2 administrators/5 classified staff)
 Labor Management Initiative Convenings (4 conferences - 10 administrators/19 classified/25 certificated staff) 7 days
 CAPP Grant Convening (2 conferences - 1 administrator/15 certificated staff) - 2019-20 - 2 days & 2020-21 - 3 partial days & 21-22 - 1 partial day

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Taft Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Taft Union High School District
Phone Number	(661) 763-2330
Superintendent	Jason Hodgson
Email Address	jhodgson@taftunion.org
District Website Address	www.taftunion.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	202	81.78	18.22	44.06
Female	123	100	81.30	18.70	54.00
Male	124	102	82.26	17.74	34.31
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	117	86.03	13.97	42.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	104	79	75.96	24.04	43.04
English Learners	15	12	80.00	20.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	152	79.17	20.83	41.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	22	73.33	26.67	13.64

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	181	73.28	26.72	7.73
Female	123	88	71.54	28.46	6.82
Male	124	93	75.00	25.00	8.60
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	136	104	76.47	23.53	4.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	104	71	68.27		9.86
English Learners	15	11	73.33	26.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	192	132	68.75	31.25	4.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	19	63.33	36.67	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

