

Taft Union High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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

2022-23 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

2022-23 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 growing 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 Distinguished Academy, Oil Technology Academy, a longstanding AVID program, and a well established and growing dual enrollment program with Taft College. We strive to offer both a rigorous academic program that complements our In our robust CTE program that includes 12 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 Healthcare pathway. In recent years, TUHS is proud to have maintained partnerships with industries in our community despite the changes to those industries.

Due address the growing enrollment and need across campus and within specialized programs, TUHS has added 4.5 teaching positions for the 22-23 school year. One .5 teacher in the Personalized Academic Center (PAC), 1 teacher each to the Social Science and Science Departments, and an additional ELD and Special Education teacher to each of those departments to meet student need. Now in its seventh year, the Personalized Academic Center (PAC) that replaced the Independent Studies program continues to meet the new and varied needs of the 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. Last year we added two intervention specialists to address truancy issues and those positions have been critical during this time of high need. Additionally, TUHS was able to add a full-time School Social Worker to the campus. 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 socioeconomic 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 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. Like many schools across the country, there were aspects of distance learning that we have retained to continue to provide a quality education to our students. The Canvas platform continues to be used by the majority of the TUHS faculty so that they may provide direct instruction, but follow up that instruction with supplemental supports and activities through the Canvas platform. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	300
Grade 10	311
Grade 11	252
Grade 12	209
Total Enrollment	1,072

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.5
Asian	0.6
Black or African American	1.2
Filipino	0.4
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.5
White	39.5
English Learners	14.5
Foster Youth	0.3
Homeless	0.4
Migrant	4.9
Socioeconomically Disadvantaged	82.5
Students with Disabilities	13.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.00	81.34	47.60	81.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	1.51	0.80	1.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.20	9.95	5.20	9.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	5.62	3.70	6.48	12115.80	4.41
Unknown	0.80	1.57	0.80	1.42	18854.30	6.86
Total Teaching Positions	52.80	100.00	58.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	4.00	
Misassignments	1.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.20	

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.10	
Local Assignment Options	1.80	
Total Out-of-Field Teachers	2.90	

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2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.70	

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

2022-23 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	12/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature- Savvas Learning Company, MyPerspectives 2022: Grades 9-12 (year of adoption 2022)	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

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

8/12/2022

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. 266: 2. HVAC MAKES A LOUD RUMBLING SOUND. 4. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 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. 136: 4. FLOOR TILE BROKEN IN HALLWAY AT ENTRY. 7. OUTLET COVER IS BROKEN. 141: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 142: 4. CEILING TILE HAS A WATER STAIN. 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. 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. 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. CARPET IS SEPERATING AT THE SEAM. WOOD CARPET TRIM IS MISSING. 7. OUTLET COVER IS BROKEN.

School Facility Conditions and Planned Improvements

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. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING

207: 4. CEILING TILES HAVE WATER STAINS.

212: 4. CEILING TILES ARE MISSING (HALLWAY). CEILING TILE IS LOOSE.

213: 4. CEILING TILES HAVE WATER STAINS (HALLWAY 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. TWO LIGHT PANELS ARE OUT.

220: 4. CEILING TILES HAVE WATER STAINS.

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

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

258: 4. HOLE IN CEILING. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON INTERIOR WALL.

265: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON INTERIOR WALL.

266: 2. HVAC MAKES A LOUD RUMBLING SOUND. 4. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON DOOR.

267: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON INTERIOR WALL.

277: 4. HOLES IN FLOOR. CEILING TILES HAVE WATER STAINS (HALLWAY).

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

283: 4. 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.

341/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS NOT MOUNTED (WRONG MOUNT). PLUG IN CANDLE WARMER.

391: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. (NO ROOM ID)

401: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENERS.

403: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (NO ROOM ID)

School Facility Conditions and Planned Improvements

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.

481/ FFA CLASSROOM: 4. CEILING TILES HAVE WATER STAINS (FOYER).

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. CEILING TILE HAS A WATER STAIN. 7. SWITCH PLATE IS MISSING. 10. PLUG IN CANDLE WARMER.

536: 4. CEILING TILE HAS A WATER STAIN. 13. GUTTER IS RUSTED.

ALL GENDER RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY. 7. LIGHT DIFFUSER IS MISSING.

ATHLETICS OFFICE: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN CANDLE WARMER.

BOARD ROOM/ 107: 4. CEILING TILE HAS A WATER STAIN.

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. 11. PAINT IS PEELING ON DOOR.

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

COMPUTER LAB: 4. CEILING TILE IS MISSING.

CUSTODIAN: 4. CEILING TILES HAVE WATER STAINS. (ALSO IN HALLWAY).

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

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

GIRLS RESTROOM: 4. WALL TILE IS BROKEN. FORMICA TRIM IS MISSING ON SHELF. 9. ONE FAUCET HAS A DRIP. 15. DOOR DOES NOT SHUT PROPERLY.

GREEN ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 7. ONE LIGHT AND COVER ARE MISSING.

GUIDANCE CENTER/ ADMIN: 4. FLOOR TILES ARE BROKEN (HALLWAY). CEILING TILES HAVE WATER STAINS (HALLWAY).

KITCHEN: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN.

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: 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. 9. FAUCETS HAVE A LOW FLOW.</p> <p>MULLEN GYM: 4. CEILING TILE HAS A HOLE (FOYER).</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. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL.</p> <p>WOMENS RESTROOM: 4. WALL TILES ARE BROKEN. 9. ONE FAUCET HAS A LOW FLOW.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>142: 4. CEILING TILE HAS A WATER STAIN. CARPET IS SEPERATING AT THE SEAMS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>283: 4. WALL TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>317: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>403: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. (NO ROOM ID)</p> <p>483/ WELDING CLASSROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WOMENS RESTROOM: 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<p>Electrical</p>		X	<p>136: 4. FLOOR TILE BROKEN IN HALLWAY AT ENTRY. 7. OUTLET COVER IS BROKEN.</p> <p>160: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</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> <p>167: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CARPET IS SEPERATING AT THE SEAM. WOOD CARPET TRIM IS MISSING. 7. OUTLET COVER IS BROKEN.</p> <p>213: 4. CEILING TILES HAVE WATER STAINS (HALKWAY ALSO). CEILING TILE IS LOOSE. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT.</p> <p>216: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>233: 7. TWO LIGHT PANELS ARE OUT.</p>

School Facility Conditions and Planned Improvements

			<p>358/ EQUIPMENT ROOM: 7. LIGHT DIFFUSER IS MISSING.</p> <p>451 SHOP: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. LOCKER IS BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>501/ WEIGHT ROOM: 4. RUBBER MOLDING IS MISSING, TORN, AND LOOSE. 11. PAINT IS PEELING ON THE DOOR.</p> <p>535/ COACHES OFFICE: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN. 7. SWITCH PLATE IS MISSING. 10. PLUG IN CANDLE WARMER.</p> <p>ALL GENDER RESTROOM: 4. FLOOR TILES ARE BROKEN IN HALLWAY. 7. LIGHT DIFFUSER IS MISSING.</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>COUNSELOR: 7. ONE LIGHT PANEL IS OUT.</p> <p>FARLOW GYM: 7. ONE LIGHT FIXTURE IS OUT. ONE LIGHT FIXTURE COVER IS MISSING. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>GREEN ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 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. 10. PLUG IN CANDLE WARMER.</p> <p>TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>235: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 9. ISLAND FAUCETS HAVE CONSTANT DRIPS (BASIN IS DETERIORATED).</p> <p>401: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENERS.</p> <p>GIRLS RESTROOM: 4. WALL TILE IS BROKEN. FORMICA TRIM IS MISSING ON SHELF. 9. ONE FAUCET HAS A DRIP. 15. DOOR DOES NOT SHUT PROPERLY.</p> <p>MENS RESTROOM: 4. WALL TILES ARE BROKEN. 9. FAUCETS HAVE A LOW FLOW.</p> <p>MENS RESTROOM: 8. ONE TOILET IS CLOGGED.</p> <p>WOMENS LOCKER ROOM: 9. SHOWERS HAVE A CONSTANT LEAK. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL AT ENTRY.</p> <p>WOMENS RESTROOM: 4. WALL TILES ARE BROKEN. 9. ONE FAUCET HAS A LOW FLOW.</p>

School Facility Conditions and Planned Improvements

<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>103: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 104: 11. PAINT IS PEELING ON DOOR. 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). 139: 11. PAINT IS PEELING ON THE DOOR. 141: 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. 161: 4. CEILING TILE HAS A WATER STAIN. WALL PANEL IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. BURNED CANDLES IN CLASSROOM. 201/ BOILER ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL OF (200) BUILDING. 237: 10. BURNED CANDLES ARE PRESENT. 238: 10. FIRE EXTINGUISHER TAG IS OUTDATED. 256/ DRAMA: 10. FIRE EXTINGUISHER TAG IS OUTDATED. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL. 258: 4. HOLE IN CEILING. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON INTERIOR WALL. 259: 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 261: 10. FIRE EXTINGUISHER TAG IS OUTDATED. 265: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON INTERIOR WALL. 266: 2. HVAC MAKES A LOUD RUMBLING SOUND. 4. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON DOOR. 267: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER TAG IS OUTDATED. 11. PAINT IS PEELING ON INTERIOR WALL. 341/ COPY ROOM: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS NOT MOUNTED (WRONG MOUNT). PLUG IN CANDLE WARMER. 376: 11. PAINT IS PEELING ON INTERIOR WALL AND EXTERIOR WALL NEAR BRICK WALL. 378: 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARDS ON ASPHALT. 401: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENERS. 535/ COACHES OFFICE: 4. CEILING TILES ARE MISSING. CEILING TILE HAS A WATER STAIN. 7. SWITCH PLATE IS MISSING. 10. PLUG IN CANDLE WARMER. ATHLETICS OFFICE: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN CANDLE WARMER. AUDITORIUM: 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT</p>
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School Facility Conditions and Planned Improvements

			<p>BUILDING. 15. 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. BOYS RESTROOM (NEAR ATTENDANCE): 4. STALL DIVIDER IS BROKEN AT BASE. 11. PAINT IS PEELING ON DOOR. 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: 7. ONE LIGHT FIXTURE IS OUT. ONE LIGHT FIXTURE COVER IS MISSING. 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. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR. MENS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL. OIL TECH CLASSROOM: 11. PAINT IS PEELING ON RR WALL. RECEPTION/ I.S. (132): 4. CEILING TILE HAS A WATER STAIN. 10. PLUG IN CANDLE WARMER. SPECIAL SERVICES: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER. STAFF WOMENS RESTROOM: 11. PAINT IS PEELING ON CEILING. TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL. WOMENS RESTROOM: 11. PAINT IS PEELING ON HALLWAY WALL. WOMENS RESTROOM: 11. PAINT IS PEELING ON WALL AT ENTRY. WOMENS RESTROOM: 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>536: 4. CEILING TILE HAS A WATER STAIN. 13. GUTTER IS RUSTED. TEACHERS WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN THE WALL. WOMENS LOCKER ROOM: 9. SHOWERS HAVE A CONSTANT LEAK. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL AT ENTRY.</p>

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		378: 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARDS ON ASPHALT. AUDITORIUM: 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY THROUGHOUT BUILDING. 15. DOOR DOESN'T OPEN/SHUT PROPERLY (FOYER). GIRLS RESTROOM: 4. WALL TILE IS BROKEN. FORMICA TRIM IS MISSING ON SHELF. 9. ONE FAUCET HAS A DRIP. 15. DOOR DOES NOT SHUT PROPERLY.
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	N/A	8	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	220	97.78	2.22	38.81
Female	112	110	98.21	1.79	44.55
Male	113	110	97.35	2.65	33.03
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	125	96.90	3.10	32.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	88	87	98.86	1.14	46.51
English Learners	35	32	91.43	8.57	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	184	181	98.37	1.63	35.56
Students Receiving Migrant Education Services	19	19	100.00	0.00	21.05
Students with Disabilities	25	25	100.00	0.00	12.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	221	98.22	1.78	9.05
Female	112	110	98.21	1.79	10.91
Male	113	111	98.23	1.77	7.21
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	125	96.90	3.10	6.40
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	88	88	100.00	0.00	11.36
English Learners	35	32	91.43	8.57	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	184	181	98.37	1.63	6.63
Students Receiving Migrant Education Services	19	18	94.74	5.26	0.00
Students with Disabilities	25	25	100.00	0.00	4.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	18.53	12.1	17.52	10.55	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	410	405	98.78	1.22	12.1
Female	205	203	99.02	0.98	11.33
Male	205	202	98.54	1.46	12.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	232	98.31	1.69	8.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	160	159	99.38	0.62	17.61
English Learners	46	45	97.83	2.17	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	326	321	98.47	1.53	11.21
Students Receiving Migrant Education Services	26	26	100	0	7.69
Students with Disabilities	46	46	100	0	2.17

2021-22 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 (TUHSD) is home to eleven CTE pathways for students on the TUHSD campus and 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 System 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 classes offered are open to all students regardless of language or ability. All CTE courses 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.

Our CTE Advisory Board and Comprehensive Local Needs Assessment (CLNA), a requirement for the Perkins grant, consists of K-12 Administrators, teachers, business partners, parents, and students. Traditionally, we have one meeting a year and several collaboration meetings with our local community colleges. This allows multiple opportunities to meet and build strong bonds with our program supporters. Our CLNA and Advisory meetings were conducted on April 20, 2022. We had sixty-five participants attend our meeting, and it included our Superintendent, High School Principal, Director of Special Education, CTE Administrator, K-12 Pathway Coordinator, CTE Administrative Assistant, three Board Members, three Community College Representatives, twenty-seven Advisory Members, ten CTE Teachers, ten students, and ten parents. In addition, we had students serve as greeters at the sign-in table, and all participants signed and filled out a contract for functions, duties, and future participation commitment for 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 for all freshman students. It is essential to TUHS that students starting their first year with us begin thinking about their future, enabling them to be college and career ready. Success 101 and the Get Focused, Stay Focused curriculum begins that conversation with our students and exposes them to our CTE pathways.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	872
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	51.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	33.52

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.6	96.6	97.0	97.4	97.4

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.

2022-23 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. Through the 21-22 school year and as we started the 22-23 school year, TUHS prepared for a WASC visit in Fall of 2022. Through this process, parents were engaged in a focus group that gave us specific feedback on areas for improvement at our school. The input of these groups continues to be an integral part of our support of the students and their families.

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-curricular and academically. The conversation continues prior to the start of school with our registration event that is open to parents. Students pick up their books, class schedules, and get all the necessary logistics out of the way so that the first day of school students feel comfortable and prepared.

Beginning last year, TUHSD engaged with Fresno State in their Parent University. This is a virtual opportunity for parents to get additional information and training on digital literacy and social and emotional wellness. These classes are held in both Spanish and English and begin throughout the year for 6 week sessions.

Through the school year, 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. TUHS regularly uses Parent Square and our social media platforms as our primary means of communication both at the school-wide level and through individual classes,

2022-23 Opportunities for Parental Involvement

sports, and clubs. While born out of school closure, Principal's Forum continues to allow for regular communication with students and their parents with periodic updates. 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. 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. We are fortunate that we have an impressive amount of parent involvement in these groups.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.3	5.1		6	6.9		8.9	7.8
Graduation Rate		93.3	91		89.3	90.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	178	162	91.0
Female	89	82	92.1
Male	89	80	89.9
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	101	93	92.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	71	63	88.7
English Learners	32	28	87.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	151	135	89.4
Students Receiving Migrant Education Services	13	12	92.3
Students with Disabilities	31	20	64.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1142	1110	458	41.3
Female	557	545	216	39.6
Male	585	565	242	42.8
American Indian or Alaska Native	7	7	4	57.1
Asian	6	6	1	16.7
Black or African American	14	14	9	64.3
Filipino	5	5	2	40.0
Hispanic or Latino	644	625	220	35.2
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	4	4	3	75.0
White	450	438	211	48.2
English Learners	183	175	62	35.4
Foster Youth	7	6	4	66.7
Homeless	10	9	6	66.7
Socioeconomically Disadvantaged	947	921	387	42.0
Students Receiving Migrant Education Services	78	77	24	31.2
Students with Disabilities	165	155	90	58.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.50	0.00	3.37	0.20	3.17
Expulsions	0.00	0.18	0.00	0.16	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.50	0.18
Female	1.97	0.00
Male	4.96	0.34
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	3.88	0.16
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.33	0.22
English Learners	4.37	0.55
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.70	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.48	0.61

2022-23 School Safety Plan

The Comprehensive School Safety Plan, which also includes a disaster preparedness plan, was updated in December 2022. 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 2023. 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 lockdown 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 compliant with local and national guidance.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	49	22	2
Mathematics	15	41	19	
Science	15	36	19	
Social Science	13	49	15	

2021-22 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	357.33

2021-22 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)	3.0
Library Media Teacher (Librarian)	0.9
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9323.87	1126.20	8197.67	90267
District	N/A	N/A	27872.48	\$90,267
Percent Difference - School Site and District	N/A	N/A	-109.1	0.0
State	N/A	N/A	\$6,594	\$79,321
Percent Difference - School Site and State	N/A	N/A	21.7	12.9

2021-22 Types of Services Funded

- The need for student support has continued to be a priority. 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.
- Academic Supports —TUHSD recognized that student need is exceptional and has revamped the Academic Supports for the 22-23 school to include both in person support through the Homework Club and 24/7 virtual support through tutor.com. Both avenues have groups of students that regularly use them and engage in the assistance.
 - Group Counseling—TUHSD continued its contract 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.
 - 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 with a highly qualified teacher who is also credentialed in Special Education.
 - School Social Worker--Beginning in the 22-23 school year, TUHS has added a full-time School Social Worker. The need of students has been exceptional and our School Social Worker has spent countless hours providing ongoing support to students on varied topics as well as intervening with a student in crisis.
 - Academic Interventions & Data Analysis Tools--An area of the significant need for the 22-23 school year has been the need to gather data and make instructional adjustments based on that data. Types of expenditures for this need include: Illuminate, No Red Ink, Read 180, Accelerated Reader, Renaissance Learning, SSICA
 - Instructional Professional Development---In addition to instructional tools and data analysis, TUHS has increased the professional development to teachers and administrators around instructional needs. Types of expenditures for this need include: Trust Based Observation Training, Teacher Clarity Professional Development

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,126
Mid-Range Teacher Salary	\$83,052	\$61,890
Highest Teacher Salary	\$115,148	\$99,120
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$144,722	\$128,609
Superintendent Salary	\$180,259	\$145,986
Percent of Budget for Teacher Salaries	19%	27%
Percent of Budget for Administrative Salaries	4%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.3
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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	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

The goals of professional development in the last 3 years have been to meet the exceptional needs of the students due to school closure. Beginning in the 22-23 school year, the shift has been to addressing areas of need for our students and instructional-focused professional development to support teachers and instructional staff in that focus. This year, each Tuesday of this schedule is dedicated to department meeting time. During this time departments are developing common assessments, reviewing data gathered from those and other assessments, and having discussions about the learning targets that will be tracked for progress through the year. Additionally, the Math department is continuing the work begun in the 2018-19 school year with the MTSS process. The English department will continue their work also begun in the 19-20 school year department-wide with MTSS. Here is a summary of the professional development efforts for the past three years that include teachers and administrators who have been engaged in staff training with the goal of increasing student achievement based upon the review of CAASPP scores and combatting school closure impact:

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, 22-23 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 on 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 the needs of the district based on data to drive professional development for the next planned 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
FERPA Training - training modules
Digital Citizenship and Preventative Programs - 1 partial day
Epi-Pen Training and First Aid - 1 partial day
Narcan Training - 1 partial day

All Faculty:

Social Emotional Academic Learning (SEAL) - 1 partial day
WASC Training & Focus Group Work - 2 partial day
Steve Ventura Instructional Training - 1 partial day with department follow-up

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 new faculty and administration - 1 all day trainings
Student Discipline: Training for administrators, counselors, school psychologist, and faculty - 1 all day training
WASC Action Plan Development - Leadership Team - 2 full day
IEP Development for new special education teachers: 3 full days
Collaboration Special Education Model Training - 5 full days
SEAL Champions Training - 10 days
Multi-Tiered Systems of Support with Datawise - 10 days (3 years: 2018-19 - Math 2019 -20 - English)
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)

Professional Development

SEP Process to develop SEP Plan - 3 partial days
 Continuous Improvement Process - 4 partial days, 3 full days
 Administrative Retreat - all executive admin team - 3 days each year

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 - held virtually
 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 Special Education Academy (1 School Psychologist) -- 10 two-day weekend trainings
 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 (3conferences - 1 administrator/up to 15 certificated staff) - 2019-20 - 2 days & 2020-21 - 3 partial days & 21-22 - 1 partial day, 2022-23 - 3 full days

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4