

Taft Union High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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
E-mail Address	mfinn@taft.k12.ca.us
Web Site	www.taft.k12.ca.us
CDS Code	15638181535905

District Contact Information	
District Name	Taft Union High School District
Phone Number	(661) 763-2330
Superintendent	Blanca Cavazos
E-mail Address	bcavazos@taft.k12.ca.us
Web Site	www.taft.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 under 1000 students, TUHS prides itself on a plethora of opportunities for the students we serve. We are home to a robust AVID program, a Career Partnership Academy recognized as a Lighthouse Academy, Oil Technology Academy, and a well established dual enrollment program with Taft College. We offer our students a rigorous, academic experience while also maintaining varied and successful career technical education programs including Welding, Foods, Wood Shop, TV Productions, Graphic Communications, Agriculture/FFA and through partnership with the Westside Regional Occupation Program (ROP) Autoshop, Law Enforcement, Marketing, a Graphic Design courses. We recognize the need for supports for our struggling students and are proud to offer intervention and tutorial courses to students in need of assistance beyond what are provided by teachers in the classroom setting. Outside the classroom, our students have access to 36 student clubs and 36 sports teams (Frosh Soph, Junior Varsity, and Varsity Levels). We are proud to be the only public school in Kern County to have a Water Polo team. TUHS is a school committed to serving its students. It is in this endeavor that we have also recognized the overwhelming need for counseling supports for our students. We employ a full time School Psychologist and contract with a 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. 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	244
Grade 10	252
Grade 11	255
Grade 12	229
Total Enrollment	980

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	2
Asian	0.4
Filipino	0
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	1.2
White	52.2
Two or More Races	2
Socioeconomically Disadvantaged	63
English Learners	6.4
Students with Disabilities	10.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	73	61	63	68
Without Full Credential	0	0	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.7	2.3
All Schools in District	92.0	8.0
High-Poverty Schools in District	92.0	8.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/7/2015

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 follow the State Board of Education’s six year cycle for core content materials (English Language Arts, math, science and social science).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt McDougal Literature, Common Core Edition 2012: Grades 9-12	Yes	0
Mathematics	Algebra Readiness Prentice Hall, Algebra I – Common Core, Prentice Hall: 2012, Geometry Prentice Hall 2012, Algebra 2 - Common Core Glencoe 2014	Yes	0
Science	Earth Science Prentice Hall 2006, Biology Foundations 7 (Life Science) Miller Levine: 2010, Biology Prentice Hall: 2010, Chemistry Prentice Hall: 2007, Forensic Science Prentice Hall: 2016, Physics Prentice Hall: 2009, Anatomy, Prentice Hall, 2012.	Yes	0
History-Social Science	Modern World History McDougal Little: 2006, The Americans, McDougal Littell: 2006, American Reconstruction To The 21st Century McDougal Little: 2006, Magruder's American Government Prentice Hall: 2006, Economics Pearson Prentice Hall: 2013	Yes	0
Foreign Language	Realidades 1 Prentice Hall: 2008, Realidades 2 Prentice Hall: 2008, Encuentros Curso De Introduccion 6 Holt, Rinehart & Winston: 1997, Encuentros Primer Curso 7 Holt, Rinehart & Winston:1997, Temas Vista Higher Learning: 2014	Yes	0
Health	Health Glencoe: 2011	Yes	0
Visual and Performing Arts	Basic Drama Projects Perfection Learning Corp: 2004	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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" ruleers, 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 (Most Recent Year)

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, a new aquatic center, a wood shop, an auto shop, food lab, 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. To address the growth in our course offerings, teachers, students, our 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. Currently, we are planning for start of a remodel of the cafeteria on campus. This will not only allow for updates to our existing cafeteria, but add a culinary classroom for our expanding culinary arts pathway.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 23, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 23, 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	40	32	37	44	48
Mathematics	11	18	10	16	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	242	230	95.0	39.6
Male	11	114	110	96.5	29.1
Female	11	128	120	93.8	49.2
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	102	101	99.0	34.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	129	118	91.5	44.9
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	155	147	94.8	38.1
English Learners	11	17	17	100.0	
Students with Disabilities	11	30	25	83.3	
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	242	228	94.2	18.1
Male	11	114	109	95.6	13.0
Female	11	128	119	93.0	22.7
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Hispanic or Latino	11	102	101	99.0	11.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	129	116	89.9	25.2
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	155	146	94.2	14.4
English Learners	11	17	17	100.0	
Students with Disabilities	11	30	24	80.0	
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	66	52	43	61	48	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	244	237	97.1	43.0
Male	133	130	97.7	48.5
Female	111	107	96.4	36.5
Hispanic or Latino	93	91	97.9	38.5
White	135	130	96.3	47.7
Socioeconomically Disadvantaged	166	161	97.0	41.0
English Learners	14	13	92.9	23.1
Students with Disabilities	21	20	95.2	30.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

TUHS is very proud of the wide range of Career and Technical Education (CTE) classes we offer. Beginning with the Class of 2018, 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 student being thinking about their future plans. Success 101 and the use of the Get Focused, Stay Focused curriculum begins that conversation with our students. The work toward the development of career pathways began in the 2015-16 school year. With so many opportunities for our students, it was clear that defining the focus for our students would lead to more engagement. As we further develop our pathways in the coming years, we are excited to not only offer a quality experience for each of our students, but to bring the world that they will step into to them while we still have an opportunity to support them in their exploration.

TUHS is home to 14 CTE opportunities for students when you include are partnership with Westside Regional Occupation Program. On the TUHS campus students may take woodworking, food production, television production, and welding classes. As a partner with the Westside Regional Occupational Program, students may take classes in photography, print shop, auto shop, careers in education, digital communication, retail merchandising, fashion design, graphic communication, food service production, and law enforcement. 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 in needs is necessary.

The Oil Technology Academy at TUHS has been given Lighthouse designation by the state of California as of the 2015-16 school year. This designation is given to very few California Partnership Academies and the requirements to receive the honor are extensive. One of the requirements of the academy that TUHS has successfully maintained is the sheltered classes across the curriculum. Students attend all required academic classes, but selected classes are sheltered with only OTA students present. This allows teachers to integrate CTE curriculum into their academic classes. Another requirement that has produced considerable results is the common preparation period that OTA teachers share. Much like the common prep for subject matter, this allows OTA teachers to discuss the progress of their students and develop curriculum to meet the needs of their students. Lastly, another requirement of the academy model is the inclusion of an advisory committee. TUHS benefits from a robust and active steering committee with representatives from the over 20 industry partners. Representatives from the various companies connected to the Oil industry in Kern County assist in the direction of the academy. It is with their input that the OTA has focused its goals on developing professionalism among its students. This direct input for what employers are seeking continues to drive this thriving academy to develop students both through content and through the interpersonal skills needed to be successful. As with all state funded program, being a California Partnership Academy requires an annual report to the state with an accounting of all funding and the performance of students. As a lighthouse academy, TUHS OTA receives additional funding which is also reported to the state through a separate report.

AVID, Advancement Via Individual Determination, is also a standout for TUHS. This internationally successful program has grown consistently over the years that it has been in place at TUHS. The commitment to providing students with not only the skills to succeed academically, but the experiences to help determine their next steps is where much of success of AVID lies. TUHS has 3 AVID teachers that also share a common prep. As with the other common preps on campus, this allows the AVID teachers to meet regularly to meet the needs of their students. The accounting of funding and the performance of students is compiled annually in a report to AVID along with a visit by the AVID team to verify the report we have submitted.

The Agriculture program and its associated student group of Future Farmers of America work alongside the science curriculum to lend an agricultural focus for the learning. Through various classes like Ag Biology, Ag Earth Science, Veterinary Science 1 & 2, and Agricultural Leadership, students have glimpses into the agriculture field. Through their course work, the fair projects, field trips, and State and National FFA conventions, students are exposed to more than the theory of agriculture, they are allowed the opportunity to learn first hand what it takes to be successful in the field of agriculture. The Advisory Committee also works alongside the agriculture program to provide insight and advice as the teachers and advisor continue to work to make their program representative of the current agriculture industry.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	895
% of pupils completing a CTE program and earning a high school diploma	10%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	89.04
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	32.7

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.6	11.9	52.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are 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 and updates the Single School Plan for Student Achievement each year. DELAC covers a wide variety of topics of interest to parents of English Learners in addition to updates on the initiatives new to the school.

In much the same way that TUHS places importance on the social/emotional needs of students, we recognize that parents also struggle with meeting the needs of their struggling students. In 2014-15 TUHS brought Parent Project to our parents. In 2015-16, we were proud to hold 3 sessions of the Parent Project for our parents in both English and Spanish. This program provides parents of struggling students with practical tools to address their child's behaviors while at the same time giving the parents a support system that extends beyond the class to include the other parents learning alongside themselves.

TUHS is very proud of our very hard working Parent Support Organization (PSO). The PSO at TUHS operates and mans the snack bars at all sporting events held on campus. With their year long fundraiser, they give back to the students of TUHS in the form of scholarships. Last year they gave over \$20,000 in scholarships to members of the Class of 2016.

AVID, FFA, Oil Tech Academy, Choir, Band and our sports teams regularly engage with parents through various meetings and dinners throughout the year. These events are well attended and something that not only the parents and students look forward to, but our community as well. We are proud that through our regular engagement with parents we have also fostered extensive community support through our local service clubs and community organizations.

Along with outreach events like Back to School Night in the Fall, TUHS uses "My Cats" through 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 sent home to parents during the summer prior to the start of the school year. As events loom closer or in when unexpected events occur, TUHS communicates with parents via an auto-dialer system and text messaging in addition to the posts on our social media, website, and marquee.

Parent wishing to get more information about opportunities for involvement can contact Susie Harmer, Administrative Assistant at 661-763-2300.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.00	1.90	1.00	2.20	3.40	1.70	11.40	11.50	10.70
Graduation Rate	98.57	96.30	98.08	96.92	93.59	96.94	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	94	91	86
Black or African American	100	100	78
American Indian or Alaska Native	71	71	78
Asian	100	100	93
Filipino	0	0	93
Hispanic or Latino	93	93	83
Native Hawaiian/Pacific Islander	100	100	85
White	93	88	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	93	66
English Learners	100	100	54
Students with Disabilities	47	47	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.1	8.5	4.2	10.5	11.3	5.0	4.4	3.8	3.7
Expulsions	0.8	0.1	0.5	1.2	0.2	0.5	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Safety Plan which also includes a disaster preparedness plan was updated in November 2015. This plan was communicated to the Safety Committee, the faculty and staff through training, and finally went for final approval to the Board of Trustees in January 2016. This plan includes the policies related to school discipline and student expectations, evacuation plans, emergency shut off locations, procedures of the conducting of drills and procedures in case of an actual emergency. Earthquake and fire drills are conducted annually and all students and staff participate. Additionally, TUHS practiced a lock down drill in November of 2015.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17	42	21		17	42	21		17.7	31	21	0
Mathematics	19	22	21		19	21	23		19.5	20	15	0
Science	20	14	22		20	20	17		20.2	26	15	0
Social Science	18	21	19		18	26	13	3	20.6	15	20	0

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	321
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	22,087,486	3,228,340	18,859,146	89,021
District	N/A	N/A		\$88,975
Percent Difference: School Site and District	N/A	N/A		0.1
State	N/A	N/A	\$5,677	\$67,969
Percent Difference: School Site and State	N/A	N/A	332102.7	31.0

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

Types of Services Funded (Fiscal Year 2015-16)

Intervention programs for student success: TUHSD has taken an active role in addressing the needs of students. 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. Homework Club—TUHSD recognizes that many students need additional help and a structured environment to be successful. Before school and afterschool, Monday-Thursday, the TUHS Library is open and manned with tutors for students to get extra help on their homework.
- b. Intervention/Tutorial Courses—As counselors monitor academic progress of students, students are identified and placed into intervention/tutorial classes each semester. These classes serve as a place where students can receive both extra time and extra help on their classes. Additionally, teachers of these courses hold their students accountable by checking the student’s “My Cats” and closely monitoring their progress.
- c. Group Counseling—TUHSD contracts with New Vision Recovery Inc. to provide counseling to students in need on both TUHSD campuses. The groups meet to help students with addiction, self-injury behavior, grief counseling (Optimal Hospice), and for those who have been affected by the destructive behaviors of others.
- d. Teen Parenting Classes—TUHSD works with Campus Life to provide parenting classes for teen parents as they work to complete their education while at the same time providing for their young children.
- e. Tardy/Truancy Program—TUHSD takes an active role in monitoring and notifying parents of their student’s attendance. Parents are notified both by phone and letter of their student’s poor attendance. Students are held accountable to their attendance and receive appropriate discipline for excessive truancy/tardy issues. Additionally, meetings are scheduled with the Assistant Principal for both parents and students to attend to identify solutions prior to referrals to the Student Attendance Review Board (SARB) which is held monthly.
- f. Alternative to Suspension (ATS)—ATS is decision making counseling, restorative practices, and goals setting opportunity for students that have made poor behavioral decisions. The program is completely voluntary. Parents/students that opt for this program do so with the understanding that the time spent in ATS is an investment in better decision making in the future.
- g. SAT Coordinator—Coordinator works with students/staff/counselor/parents/school psychologist and Assistant Principal to identify students that are struggling. The indicators of non-success very often do not identify the underlying cause, so the SAT Coordinator pulls information from all the areas of need and works to identify the cause so that solutions can be provided. Additionally, the SAT Coordinator works hand in the ATS program to do the orientation with all students enrolled in ATS. This orientation lays the foundation for the ATS program by clearly communicating what the student did wrong in the context of Ed Code.
- h. Student Attendance Review Board (SARB)—SARB is made up of educators, law enforcement, representatives from Human Services, counseling services, members of the medical field, and members of the community. Students that are not attending school regularly and the site interventions have not brought about changes in behavior are brought to SARB. SARB works with parents and students to identify solutions. While the panel works to identify and facilitate solutions, individuals on the panel have the authority to enact consequences of a monetary nature on both students and parents.
- i. Independent Studies—Students that have circumstances that make regular school attendance difficult can apply to enroll in Independent Studies. Through independent studies students work independently and check in once a week with an instructor who monitors their progress and provides instruction on the subject matter. Progress and attendance is closely monitored in this program.
- j. Home Studies—Students that have a temporary medical condition or other extenuating circumstance are enrolled in home schooling. In this program, instructors go to the home of the student and work through their regularly scheduled classes with them so that they can maintain satisfactory progress for their return to the traditional setting when they are able.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,096	\$43,787
Mid-Range Teacher Salary	\$78,284	\$64,314
Highest Teacher Salary	\$108,713	\$85,084
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$103,661
Average Principal Salary (High)	\$131,034	\$111,896
Superintendent Salary	\$157,500	\$131,536
Percent of Budget for Teacher Salaries	13%	26%
Percent of Budget for Administrative Salaries	1%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science		N/A
All courses	4	.3

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Through the last 3 years, teachers and administrators have been engaged in staff trainings with the goal of increasing student achievement based upon the reviewing of our CST and then CAASPP scores. To meet this goal, TUHS has a late start every Thursday where teachers engage in various meetings on a rotating basis to further discuss steps for increasing student achievement. Additionally, beginning the 2015-16 school year Math and English have common prep periods where the regular discussion of best practices and progress is encouraged.

The majority of the professional development offered at TUHS is done through full teacher inservice 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. Examples of professional development offered at TUHS over the last 3 years are as follows:

All Faculty:

Dr. Marzano’s Comprehensive Instructional Materials and Framework-- 2 days

WASC Report development-- 6 days

Selected Faculty:

PIVOT: Coaching and PD for Academic Language Development for EL, EO, and SED students across campus - 10 days of pull out

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

Conferences attended:

Parent Project Training (5 staff/faculty trained) -- 5 days

State and National Subject Matter Specific Trainings/Conferences

AVID Training (12 staff/faculty trained) -- 3 days

Lighthouse Convening-- 2 days

California Association of Directors of Activities (4 faculty) -- 4 days

California Partnership Academies Conference (4 faculty/1 administrator) -- 3 days

Google Apps for Education (20 faculty/2 Administrator) -- 3 days

Coaching Conferences

Updated Policy Conference (CASBO, etc)