

Taft Union High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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@taftunion.org
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@taftunion.org
Web Site	www.taft.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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 that is expanding yearly. 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, Marketing, Agriculture/FFA, Autoshop, Law Enforcement, Marketing, Graphic Design, and a newly added Healthcare course. 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. Also, as a start to the 2017-18 school year, we have transitioned our Independent Studies Program to a Personalized Academic Center (PAC). This newly branded program provides rigorous online instruction, with the support of a highly qualified English teacher with Special Education credentialing as well. This program addresses the unique and varied needs of our students while maintaining regular academic supports and access to counseling services that each student needs. We are excited for the support that this program is offering our students whether temporarily or long term based on their individual 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. We are now in our first year of full school implementation of the use of one-to-one devices. The added tool of one-to-one devices has forced 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	266
Grade 10	224
Grade 11	226
Grade 12	252
Total Enrollment	968

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.7
Asian	0.5
Filipino	0
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	0.9
White	50.2
Two or More Races	1.9
Socioeconomically Disadvantaged	62.2
English Learners	7.4
Students with Disabilities	11.2
Foster Youth	0.1

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	61	63	68	74
Without Full Credential	0	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 1/11/2018

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).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature - Holt McDougal Literature, Common Core Edition 2012: Grades 9-12 (Year of adoption 2015)	Yes	0
Mathematics	Algebra Readiness Prentice Hall: 2009 (Year of adoption 2010), Algebra I – Common Core, Prentice Hall: 2012 (Year of adoption 2012), Geometry Prentice Hall: 2012 (Year of adoption 2012), Algebra 2 - Common Core Glencoe: 2014 (Year of adoption 2015), Pre-Calculus - Common Core, McGraw Hill: 2014 (Year of adoption 2016).	Yes	0
Science	Earth Science Prentice Hall: 2006 (Year of adoption 2006), Biology Foundations 7 (Life Science) Miller Levine: 2010 Year of adoption 2010), Biology Prentice Hall: 2010 (Year of Adoption 2010), Chemistry Prentice Hall: 2007 (Year of adoption 2007), Forensic Science Prentice Hall: 2016 (Year of adoption 2016), Physics Prentice Hall: 2009 (Year of adoption 2010), Anatomy, Prentice Hall, 2012 (Year of adoption 2011).	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), Magruder's American Government Pearson: 2016 (Year of adoption 2017), Economics Pearson Prentice Hall: 2013 (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	Health - Glencoe: 2011 (Year of adoption 2011)	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 (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 newly renovated 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 20th, 2017				
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: November 20th, 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	40	48	37	45	48	48
Mathematics (grades 3-8 and 11)	18	14	16	13	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	211	99.53	47.87
Male	111	111	100	40.54
Female	101	100	99.01	56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	82	81	98.78	43.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	114	100	53.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	129	99.23	45.74
English Learners	29	28	96.55	17.86
Students with Disabilities	17	17	100	23.53
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	209	98.58	14.35
Male	111	110	99.1	11.82
Female	101	99	98.02	17.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	82	81	98.78	13.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	112	98.25	16.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	130	129	99.23	13.95
English Learners	29	28	96.55	10.71
Students with Disabilities	17	17	100	17.65
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	43	48	40	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 15 CTE opportunities for students on the TUHS campus and on the Career Technical Education Center (CTEC) site. On the TUHS campus students may take woodworking, food production, television production, and welding, agriculture, auto shop, and marketing classes. On the CTEC campus students may take classes in, print shop and photography, careers in education, digital communication, retail merchandising, graphic communication, healthcare 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.

Each program is required to have an advisory committee that consists of industry professionals, current students and parents. These committees serve to strengthen each program and ensure the programs are current and relevant.

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 and is moving to incorporate Lean Six Sigma certification into the curriculum for the benefit of 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 is 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, 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 advisors continue to work to make their program representative of the current agriculture industry.

Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	87.09
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	27.75

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.4	18.3	44.8

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 State priority: Parental Involvement (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 2017-18)

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. DELAC covers a wide variety of topics of interest to parents of English Learners and parents interested in the programs for our English Learner students. In addition to those specific topics, DELAC receives updates on the initiatives new to the school.

In 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. During the 2017-18 school year, we are taking a more detailed approach to partnering with our parents based upon feedback. Parents are requesting specific training in the area of technology and social media. We will be hosting workshops for parents throughout the year that specifically educate parents on what to watch for, how to monitor your students, and the powerful tools available to them through the use of technology. These workshops entitled "Parenting in the Age of Technology" will be offered in both English and Spanish in the Spring semester of 2018.

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 \$30,000 in scholarships to members of the Class of 2017.

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.

Beginning in the middle of the 2016-17 school year and continuing into the 2017-18 school year, the Principal has hosted a monthly event called "Pastries with the Principal." This event is an open door event that invites the community to visit with the Principal monthly regarding questions or concerns they might have. This event is in its infancy, but the hope is that this regular communication with parents, community members, and students will allow for an even more productive relationship.

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 reviewed by parents through the online portal used to register students at the start of each 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 and website. Expanded this year is the use of Aeries Communication that allows teachers, administration, and school announcements in general to be communicated to parents directly to their phones. Additionally, the communication is 2-way and allows for translations of those messages to the preference of the parent. Full implementation of this program in the coming years will allow communication with parents in the parent's language of choice to happen more frequently and with greater ease.

Parents 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.9	1	0.9	3.4	1.7	2.5	11.5	10.7	9.7
Graduation Rate	96.3	98.08	96.33	93.59	96.94	94.12	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	91.27	87.4	87.11
Black or African American	75	100	79.19
American Indian or Alaska Native	77.78	77.78	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	94.85	90.57	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	88.89	83.74	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	50	46.88	63.9
English Learners	66.67	71.43	55.44
Students with Disabilities	94.33	89.38	85.45
Foster Youth	0	0	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.5	4.2	5.4	11.3	4.9	6.0	3.8	3.7	3.6
Expulsions	0.1	0.5	0.1	0.2	0.5	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Comprehensive School Safety Plan which also includes a disaster preparedness plan was updated in December 2017. 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 2018. 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 drills, fire drills, and lock down drills are conducted annually and all students and staff participate.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	43	22		17	46	18	1
Mathematics	19	21	23		19	24	19		18	25	20	
Science	20	20	17		20	21	18		18	20	15	
Social Science	18	26	13	3	19	19	20	1	17	25	17	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	319
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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	23,968,338	2,889,325	21,079,013	89,571
District	N/A	N/A	23,897,306	\$88,926
Percent Difference: School Site and District	N/A	N/A	-11.8	0.6
State	N/A	N/A	\$6,574	\$69,964
Percent Difference: School Site and State	N/A	N/A	320542.1	28.0

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,569	\$45,374
Mid-Range Teacher Salary	\$80,633	\$67,188
Highest Teacher Salary	\$111,974	\$91,637
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$107,289
Average Principal Salary (High)	\$141,485	\$123,947
Superintendent Salary	\$171,375	\$132,751
Percent of Budget for Teacher Salaries	21%	28%
Percent of Budget for Administrative Salaries	2%	6%

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 2016-17)

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	1	N/A
All courses	5	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 training with the goal of increasing student achievement based upon the review of 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 common preps have extended and now include the Social Science, Science, and Vocational Arts departments in addition to the Oil Technology Academy and AVID program.

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:

WASC Report development-- 6 days

Illuminate Training - 2 partial 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

Illuminate Training for Department Chairs - 1 day

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

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

Conferences attended:

State and National Subject Matter Specific Trainings/Conferences

AVID Training (12 faculty/1 administrator trained) -- 3 days

Lighthouse Convening (4 faculty/1 administrator)-- 2 days

California Association of Directors of Activities (6 faculty/1 administrator) -- 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)

ACSA Principal's Academy (4 administrators) -- 10 two-day weekend trainings

CUE Conference (6 faculty/1 administrator)