

TAFT UNION HIGH SCHOOL

701 WILDCAT WAY
TAFT, CA 93268
(661) 763-2300

Focus on Learning Self Study



WASC Report 2015-2016

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TAFT UNION HIGH SCHOOL DISTRICT Board of Trustees

Mr. Tom White: Board President
Mr. George Harmer: Clerk of the Board
Mrs. Julie Ortlieb: Board Member
Mr. Rick Twisselman: Board Member
Mr. Paul Linder: Board Member

TAFT UNION HIGH SCHOOL DISTRICT Administration

Blanca G. Cavazos: TUHSD Superintendent
Bernardo Valenzuela: TUHS Principal
Mary Alice Finn: TUHS Assistant Principal
Monica Toro: Alternative Education Administrator
Chelle Koerner: TUHSD Director of Special Programs
Chuck Chauvin: TUHS Dean of Academics and Athletics
Chuck Hagstrom: TUHSD Business Manager

TAFT UNION HIGH SCHOOL WASC Leadership Team & Stakeholders

WASC Certificated Leadership Team/Stakeholders

Bernardo Valenzuela	TUHS Principal	TUHS Principal
Debra Popejoy	TUHS AVID DD/BTSA SPC	WASC Co-Coordinator
Sarah Hamblin	TUHS AVID/English Teacher	WASC Co-Coordinator
Caroline Schoneweis	English Department Chair/Teacher	Focus Group Co-Leader A1
Gene Conners	Career Ed. Department Chair/Teacher	Focus Group Co-Leader A1
Jana Durkan	Counselor/Oil-Technology Academy	Focus Group Co-Leader A2
Greg Goossen	VPARTS Department Chair/Teacher	Focus Group Co-Leader A2
Vicki Schooler	Librarian	Focus Group Co-Leader A3&4
Mary Alice Finn	Assistant Principal	Focus Group Co-Leader A3&4
Chelle Koerner	Director Special Services/Testing	Focus Group Co-Leader A5
Chuck Chauvin	Director of Athletics/Academics	Focus Group Co-Leader A5
Angela Pendergrass	Mathematics Department Chair/Teacher	Focus Group Co-Leader B
Harold Heiter	Science Department Chair/Teacher	Focus Group Co-Leader B
Brad Van Roekel	Social Science Teacher	Focus Group Co-Leader B
Mike Goodwin	Social Science Department Chair/Teacher	Focus Group Co-Leader C
Mike Cowan	For. Language Department Chair/Teacher	Focus Group Co-Leader C

Peter Lango	Special Education Teacher	Focus Group Co-Leader D
John Usrey	Social Science Teacher	Focus Group Co-Leader D
Jarudd Prosser	Physical Education Department Teacher	Focus Group Co-Leader E1&2
Lilie Murillo	Counselor/ELD	Focus Group Co-Leader E1&2
Brian Durkan	Physical Ed Department Chair/Teacher	Focus Group Co-Leader E3
Russell Emberson	Health/Driver Education Teacher	Focus Group Co-Leader E3

WASC Classified Stakeholders

Diana Cota	Bilingual Instructional Assistant	Focus Group A1 Member
Cari Fivecoat	Athletic Assistant	Focus Group A1 Member
Gary Rennie	Vehicle Mechanic/Maintenance	Focus Group A1 Member
Denise Stockton	Web Coordinator	Focus Group A1 Member
Rocky O'Neill	MOT Manager	Focus Group A2 Member
Butch Neil	Maintenance Worker	Focus Group A2 Member
Beth Barba	Accounting Technician/Business	Focus Group A2 Member
Julie Gragg	Superintendent's Office Focus	Focus Group A2 Member
Brooke Cimental	Special Education Technician	Focus Group A2 Member
Nicole Cameron	Receptionist	Focus Group A3&4 Member
Dianne Kaszycki	I.T. Specialist	Focus Group A3&4 Member
Diane Wheeldon	Lead Custodian	Focus Group A3&4 Member
Stacy Meadows	I.T. Manager	Focus Group A5 Member
Kirk Kindred	Lead Maintenance Worker	Focus Group A5 Member
Chuck Hagstrom	Business Manager	Focus Group A5 Member
Cathy Greenwalt	Special Education Instructional Asst.	Focus Group A5 Member
Lynna Pitts	Bilingual Instructional Assistant	Focus Group B Member
Michelle Simpson	Special Education Instructional Asst.	Focus Group B Member
Tresa Leaf	Independent Study Asst./A+ Learning	Focus Group B Member
Carolyn Dixon	Special Education Instructional Asst.	Focus Group C Member
Tom Brown	Computer Support Technician	Focus Group C Member
Sharon Hill	Admin Assistant/Special Services	Focus Group D Member
Pattie Gonzalez	Executive Assistant	Focus Group D Member
Patricia Baldrich	Bilingual Assistant	Focus Group D Member
Shawna Taylor	Registrar	Focus Group D Member
Jodi Jackson	I.T. Specialist	Focus Group D Member
Josh Salazar	Bilingual Instructional Assistant	Focus Group E1&2 Member
Veronica Mock	Bilingual Instructional Assistant	Focus Group E1&2 Member
Mandi Neudorf	Sr. Account. Tech. -(ASB) Bus. Office	Focus Group E1&2 Member
Barry Jameson	Lead Grounds/ Maintenance Worker	Focus Group E1&2 Member
Kelly Federoff	Library Resources Technician	Focus Group E3 Member
Mary Miller	Campus Suprvisor	Focus Group E3 Member
Brandy Naff	Custodian	Focus Group E3 Member
Jacob White	I.T. Technician II	Focus Group E3 Member

WASC Parent/Community Group

Mr. and Mrs. Wayne Ashmore
Ms. Jane White
Mr. and Mrs. Larry Breslin
Mr. Greg Brown
Mr. and Mrs. Gabino Diaz
Mr. and Mrs. Jose Espinoza
Mr. and Mrs. William Fester
Mr. and Mrs. Steve Fitzsimmons
Mr. and Mrs. James Gable
Mr. and Mrs. Jose Garcia
Mr. and Mrs. Jeffery Ginn

WASC Student Group

Tanner Ashmore
Mikayla Bratcher
Brooklyn Breslin
Kaitlin Brown
Lucia Diaz
Cynthia Espinoza
Dustin Fester
Bethany Fitzsimmons
Zackery Gable
Saul Garcia
Cameron Ginn

Mr. and Mrs. Jose Hernandez
 Jeremiah Howell
 Mr. and Mrs. Terrance Howell
 Mr. and Mrs. Jeff Jones
 Mrs. Melinda Knowles
 Mr. and Mrs. Loren Kolb
 Mr. and Mrs. Bobby Krier
 Mr. and Mrs. Jerry Lopez
 Mr. and Mrs. Steven McDaniel
 Mr. and Mrs. Brent Ortlieb
 Mr. and Mrs. Pablo Palacios
 Mr. and Mrs. Hubbell Self
 Mr. and Mrs. Neil Sharp
 Mr. and Mrs. Bud Stubblefield
 Mr. and Mrs. Ariel Talavera
 Ms. Jennifer Willingham
 Ms. Ramona Urias
 Mr. and Mrs. Dean Watts
 Mr. and Mrs. David Wilmer
 Mr. and Mrs. Sean Yaws
 Mrs. Tammy Yezer

Marcela Hernandez Hernandez
 Kayly Howell
 Tevin Howell
 Jason Jones
 Erika Knowles
 Zachary Kolb
 Andrey Krier
 Sarah Lopez
 Kaitlyn McDaniel
 Olivia Ortlieb
 Christian Palacios
 Zachary Self
 Jaycee Sharp
 William Stubblefield
 Kandie Talavera
 Haylie Terrell
 Abel Urias Lopez
 Shelby Watts
 Jeremy Wilmer
 Brooklyn Yaws
 Sutton Yochum

TAFT UNION HIGH SCHOOL

Certificated Staff Members

Ashmore, April
 Borrecco, Lisa
 Braboy, Stella
 Burnett, Kristen
 Nathan, Cahoon
 Carnal, James
 Cavazos, Blanca
 Chauvin, Chuck
 Conners, Gene
 Cowan, Mike
 Cruz, Sigi
 Cummins, Shawn
 Durkan, Brian
 Durkan, Jana
 Emberson, Russ
 Eubank, Marsha
 Gonzales, Eric
 Goodwin, Mike
 Goossen, Greg
 Greer, Timothy
 Haiungs, Stacey
 Hamblin, Sarah
 Hansen, Don
 Heber, Emmy Lou
 Heber, Ryan
 Heiter, Harold
 Hickman, Ryan
 Hillygus, Karen
 King, Russell

Science
 English
 Career Education
 Career Education
 Mathematics
 English
 Superintendent
 Athletic Director
 Career Education
 Foreign Language/AVID
 Mathematics
 Career Education
 Physical Education
 Counselor/Oil Technology
 Physical Education
 Physical Education
 Social Science
 Social Science
 Career Education
 Social Science/Yearbook
 Mathematics
 English/AVID
 Independent Study
 Career Education
 Science
 Science
 Science
 English/Career Education
 Career Education

Koerner, Chelle
 Lackey, Stacey
 Lango, Peter
 Locke, Amanda
 Mauldin, Tanya
 Morones, Victor
 Morris, Kelly
 Morris, Wes
 Murillo, Lilie
 Newton, Eric
 Pedro, Abel
 Pendergrass, Angela
 Pendergrass, Ted
 Polk, Lisa
 Pombo, Amanda
 Popejoy, Alan
 Popejoy, Debra
 Posey, Amanda
 Prosser, Jarudd
 Rasmussen, Sophie
 Reed, Anthony
 Schoneweis, Caroline
 Schooler, Victoria
 Shoffner, Mark
 Skowron, David
 Sutherland, Tammy
 Taylor, Doug
 Tofte, Joshua
 Torres, Jorge
 Torres, Sandra
 Trejo, Brandy
 Usrey, John
 Usrey, Nathan
 Valenzuela, Bernardo
 VanRoekel, Bradley
 Van Horn, Courtney
 Vogel, Amber
 White, Jacquelyn
 Wolfe, Bill

Director SpeServ/Testing
 English/Yearbook
 Mathematics
 Fine Arts
 Career Education
 Intervention
 Fine Arts
 Social Science
 Counselor ELD
 Science
 Special Education
 Mathematics
 Oil Technology Academy
 English/ELD
 Science
 English
 AVID Director
 Fine Arts
 Physical Education
 Fine Arts
 English
 English
 Librarian
 School Psychologist
 Special Education
 Counselor/AVID
 Mathematics
 Mathematics
 Foreign Language
 Foreign Language
 Physical Education
 Social Science
 Science
 Principal
 Social Science
 Mathematics
 Special Education
 English
 English

TAFT UNION HIGH SCHOOL

Classified Staff Members

Ashmore, Wayne
 Baldwin, Patricia
 Barba, Beth
 Bauer, Connie
 Breslin, Larry
 Brown, Lindsay
 Brown, Tom
 Burell, Jordan
 Burell, Sara
 Cameron, Nichole

Custodian
 Bilingual Assistant
 Accounting Technician/Business
 Food Service Manager
 Grounds Maintenance Worker
 Athletic Trainer
 Computer Support Technician
 Food Service Worker
 Guidance Assistant
 Receptionist

Cimental, Brooke
 Cota, Diana
 Davis, Elaine
 Davis, Greg
 Day, Leroy
 Dickey, Tina
 Dixon, Carolyn
 Dunham, Michelle
 Ecklund, Jeannie
 Faagau, June
 Falgout, George
 Fannon, Jeffrey
 Fedoroff, Kelly
 Fields, Gina
 Fields, Kim
 Fivecoat, Cari
 Garcia, Jennifer
 Gee, Aimee
 Gonzalez, Patty
 Gragg, Julie
 Greenwalt, Cathy
 Hagstrom, Chuck
 Harmer, Susie
 Hill, Ed
 Hill, Sharon
 Holder, Brenda
 Holmes, Shawn
 House, Gary
 Jackson, Jodi
 Jameson, Barry
 Jones, Aaron
 Jorgensen, Jeremy
 Kaszycki, Dianne
 Kuhn, Hans
 Kidd, Charlotte
 Kindred, Kirk
 King, Karen
 Leaf, Tresa
 Martin, Kim
 Meadows, Stacy
 Mercado, Michelle
 Miller, Mary
 Milner, Travis
 Mock, Veronica
 Morris, Russell
 Naff, Brandy
 Neal, Butch
 Neudorf, Mandi
 Oberst, Sarah
 O'Neill, Rocky
 Owen, Barbara
 Peters, Mallory
 Pitts, Lynna
 Rennie, Gary
 Salazar, Joshua
 Self, Michelle

Special Education Technician
 Bilingual Instructional Assistant
 Attendance Assistance
 Lead Vehicle Mechanic
 Maintenance Worker
 Principal's Administrative Assistant
 Instructional Assistant/Special Education
 Student Store Manager
 Instructional Assistant/Special Education
 Food Service Worker
 Instructional Assistant
 Gardner
 Library Resources Technician
 Senior Administrative Assistant/Business
 Campus Supervisor
 Athletic Assistant
 Custodian/Business Driver
 Instructional Assistant/Literacy
 Instructional Aid
 Supt.'s Office
 Instructional Assistant/Special Education
 Business Manager
 Administrative Assistant/Attendance
 Athletic Equipment Manager
 Administrative Assistant/Special Services
 Food Service Worker
 Custodian
 Custodian
 Information Technology Specialist/Aeries
 Lead Grounds/Maintenance Worker
 Maintenance Worker
 Grounds Maintenance Worker
 Information Technology Specialist/Aeries
 `Grounds Maintenance Worker
 Duplication/Supply Room Technician
 Lead Maintenance Worker
 Custodian
 Independent Study/A+ Learning Assistant
 MOT Assistant
 Information Technology Manager
 Food Service Worker
 Campus Supervisor
 Grounds Maintenance Worker
 Bilingual Instructional Assistant
 Maintenance Worker
 Custodian
 Maintenance Worker
 Senior Accounting Technician/ASB Accounts
 Instructional Assistant/Special Education
 Maintenance, Operations & Trans. Manager
 Custodian
 School Nurse
 Bilingual Instructional Assistant
 Vehicle Mechanic/Maintenance
 Instr. Asst. -Bilingual
 Senior Food Service Worker

Simpson, Michelle
Stith, Jennifer
Stockton, Denise
Taylor, Shawna
Throckmorton, Martha
Trout, Amanda
Vossen, Merrie
Wagner, John
Wheeldon, Diane
White, Jacob
Woods, Beverly
Worthen, Deanna
Yingst, Shannon
Zarda, Michael

Instructional Assistant/Special Education
Food Service Worker
Web Coordinator
Registrar
Instructional Assistant/Special Education
Custodian
Administrative Assistant/Attendance
Ground Maintenance Worker
Lead Custodian
Information Technology Technician II
Food Service Worker
Instructional Assistant/Health Aide
Custodian
Custodian

Preface

Explanation of the Self-Study Process

The Taft Union High School (TUHS) staff has made a concerted and conscientious effort to accomplish the goals of the self-study process. The TUHS Self Study process began in August of 2014 with members of the Leadership Team holding discussions relevant to the WASC self-study process. Home Group meetings were initiated in September of 2014 while Focus Group meetings were initiated in October of 2014 and Parent and Student Groups began to meet in February of 2015.

Home Group members used several scheduled Department Collaboration days to analyze and evaluate the data provided by the School Community Profile for possible recommendations and revisions. Home Group Members also reviewed our current School-wide Learning Outcomes (Cat Skills) and Critical Academic Needs and submitted suggested revisions, albeit very few were recommended. Each Home Group member conducted lessons aligned to the Cat Skills and collected samples of student work correlating to those Cat Skills. Designated members from each Home Group also participated in an all-day student shadowing of a student fitting a specific profile while simultaneously completing five teacher-peer observations.

The self-study coordinators recruited Focus Group leaders and members to address the CDE Criteria, SLOs (Cat Skills), and CANs. Focus groups met on scheduled in-service days and Thursday planning periods to discuss data and information gathered by the home groups. Focus Group members assessed the data in relation to their particular criteria and produced a rough draft of their assigned category in the fall of 2015.

Final revisions of the Full Self-Study began in October of 2015. We reviewed our progress at faculty, Leadership Team, Home Group, Parent Group, and Student Group Meetings. Upon review, the Focus Groups were able to make final revisions to their reports. The Leadership Team developed the School-wide Action Plan in October and prepared the drafts for final revision in December of 2015. The Board of Trustees approved the plan at their January meeting.

The final report is the product of countless hours of collaboration, data analysis and discussion. We believe we have presented an accurate picture of our programs, our strengths and areas that need growth.

Bernardo Valenzuela

Principal

Debra Popejoy

WASC Coordinator

Sarah Hamblin

WASC Coordinator

CHAPTER 1: STUDENT/COMMUNITY PROFILE

- *General Background and History*
- *School Program Data*
- *Demographic Data*
- *Data Addressing Eight State Priorities*
- *Schoolwide Learning Outcomes*
- *Perception Data*

General Background and History: Community

Taft Union High School (TUHS) is a four-year comprehensive secondary school that has been in operation since the fall of 1911. Located in the City of Taft, TUHS serves approximately 980 students on the west side of Kern County and draws from five rural elementary school districts— Elk Hills, Midway, McKittrick, Belridge, and the Taft City School District— covering an area of 362 square miles. The City of Taft was incorporated on November 6, 1910.

The community of Taft, located in Kern County, is approximately 120 miles north of Los Angeles and 35 miles west of Bakersfield in the southern portion of the San Joaquin Valley. The City of Taft has a population of approximately 9,200. Outlying areas in which the feeder districts are located and the adjacent communities of Ford City, South Taft, and Taft Heights increase that number to approximately 19,990 (2010 census).

Taft is situated in a major petroleum and natural gas production region in California which exists exclusively because of nearby oil reserves. The discovery of oil in the region occurred in the late 19th century near Maricopa, seven miles south of Taft. Many other oil and gas accumulations were discovered around Taft during the early-to-mid-20th century, notably the Midway field (near Fellows, California), Sunset field (later found to be part of the same trend, accounting for the modern combined name of Midway-Sunset), and Buena Vista. The town is built directly between these two huge fields. The operational activities within these fields, as well as Occidental Petroleum's Elk Hills Oil Field north of Taft, have been the economic life blood of the town for over 100 years. In addition to the oil industry providing jobs for well over half of the population of Taft, a private prison, operated by Management & Training Corporation under contract to the U.S. Bureau of Prisons, also employs a significant number of Taft

citizens. Due to the recent economic downturn in the oil industry, the current unemployment rate for the citizens of Taft is 9.9%.

The city of Taft celebrates some long-standing family and community trends and traditions. Every five years during October, Taft holds a quinquennial birthday celebration. The event begins as a parade and civic luncheon, commemorating Taft's 20th birthday in November 1930. These celebrations were held every five years until World War II, during which time none were held. After the war, in 1946, the celebrations began again and the Taft District Chamber of Commerce made them permanent. A contest was held to choose a name for the event and "Oildorado" was chosen, having been submitted by W.A. Poff. Today, Oildorado is a week-and-a-half long celebration during which many events are held. Oildorado is an ongoing testimony for Taft as a certified "Oil Town" – its origins owing solely to the oil production and exploration, a rare distinction among any town in the world.

Parent and community organizations have a significant impact on the local surrounding areas. The Taft Chamber of Commerce promotes business and commercial development in Taft as well as plans and oversees numerous events in and around town on a weekly basis. The Chamber promotes events on their website as well as in the two local newspapers, the Daily Midway Driller and the Taft Independent. The Chamber also works very closely with other community organizations such as the Westside Park and Recreation District (WSRPD) and the Westside Christian Ministerial Association to host monthly events. Since Taft is such a small town, a number of TUHS students' parents serve as active members of the more than dozen churches in town. Due to the fact that so many of their students attend Wednesday night church youth groups and organizations, TUHS attempts to avoid scheduling school-related events on Wednesday evenings. Parents and community members also participate in a number of events and activities put on by the WSRPD. Their mission statement is to provide a well-rounded, wholesome program of leisure time activities for people residing in the District. This is accomplished by providing an abundance of well-attended community events via such venues as a new state of the art sports complex housing the "Aera Gym," several bowling lanes, a fitness center, basketball and volleyball courts, and a conference room. In addition, the WSRPD also boasts a number of other community programs and facilities such as the Franklin Field Complex, a disc golf course, a whiffle ball field modeled after Fenway Park as well as one modeled after Dodger Stadium, a Natatorium, and an abundance of year-around sports clubs and programs for the town's youth.

Since its' inception, TUHS has always had a strong relationship with the businesses in town. That relationship only strengthened in 2000 when the high school partnered with

the major oil producers service companies in the area to sponsor the Taft Union High School Oil-Technology Academy. Businesses, interested community members, community colleges, four-year colleges and universities have partnered with the Oil Technology Academy to provide guidance on the steering committees. They also provide mentoring, job shadowing, field trips and financial support in the form of underwriting scholarships for students and conferences for both teachers and students. Our Oil Technology Academy has been showcased at national, state and regional conferences. In 2014, most Oil-Technology Academy students, as well as many other TUHS students, enjoyed the benefits of earning a total of \$209,469.00 in scholarships from 61 local businesses at the Annual TUHS Senior Honor's Night. In 2015, out of the over 500 academies in California, the Oil-Technology Academy earned the distinguished honor of becoming a Lighthouse Academy; one of only 15 in the state.

General Background and History: Staff Description

Taft Union High School certificated staff is comprised of 69 employees: 3 administrators, 61 teachers, 3 guidance counselors, 1 school psychologist, and 1 library-media specialist. Of our 69 certificated staff members, 7 are Hispanic, and 62 are white; 38 are male and 31 are female.

Taft Union High School employs 15 full-time instructional assistants. All of the paraprofessionals have Associate of Arts degrees or have successfully completed the paraprofessional exam. Four of the instructional assistants are bilingual. Three of the bilingual instructional assistants are assigned to work with EL students in their mainstream classes. Seven of the 15 instructional assistants are assigned to special education; one of the special education assistants is bilingual.

TUHS classified staff is comprised of 88 employees; 56 twelve month employees, 6 eleven month, 2 is a ten-and-a-half month, 1 is ten-month, and 23 are nine month employees. Five of those employees are Hispanic, one is African-American and the remaining are Caucasian. Sixty-two of the classified employees are female and twenty-six are male.

Taft Union High School currently employs 24 student workers. The student workers at TUHS must meet the minimum qualifications of a 2.0 GPA and maintain good attendance. Student workers are only allowed to miss five working days per quarter. Throughout the regular school year the student workers are assigned a maximum of two hours per day for a total of 10 hours per week. During the summer, the TUHS student workers work forty-hour weeks for approximately eight weeks.

With the exception of two teachers, all TUHS teaching staff is fully credentialed. One hundred percent of the fully-credentialed TUHS teachers have fulfilled the requirements of NCLB and NCLB compliant teachers teach 100% of the core classes. The certificated staff at TUHS is comprised of 2 individuals with a doctorate degree, 30 with a master's degree, and 29 with a bachelor's degree.

General Background and History: ACS WASC Accreditation History for School

Taft Union High School has been fully accredited with the Western Association of Schools and Colleges since 1960. We have conducted self-studies that involved administration, staff and community members during each of these accreditation periods and have received full accreditation terms each time. The last full self study Taft Union High School participated in was during the 2009-2010 school year and received a six-year accreditation with an interim review in 2012-2013.

The TUHS motto is, "Excellence By Design." Staff at Taft Union High School focus energies and resources to help students reach their potential and give them opportunities to learn and develop their skills to the best of their abilities.

Vision and Mission Statements

Taft Union High School District's mission is to collaboratively and deliberately plan and implement learning experiences that will inspire excellence and achievement. The following are the principles that will guide the work of Taft Union High School District:

Learning

Continually acquiring new information and modifying existing knowledge and skills

Teamwork

Working collaboratively toward common goals

Transparency

Operating in a manner that is visible, predictable and understandable

Integrity

Demonstrating fairness, honesty and consistency

Courage

The will to do the right things and to do things right

Cat Skills (School-wide Learner Outcomes)

It is the goal of Taft Union High School that all students are exposed to a rigorous, comprehensive, academic program designed to prepare students who are:

- **Skilled Communicators** as demonstrated by the ability to:
 - Appropriately use oral, visual or performing modes of communication in academic conversations, discussions, and presentations.
 - Produce meaningful writing that is clear, concise, and grammatically correct.
 - Read, comprehend, and interpret a variety of written materials.
 - Listen and comprehend oral language and respond appropriately.
- **Critical Thinkers and Problem Solvers** as demonstrated by the ability to:
 - Identify a problem, describe and examine viable options, and develop a solution.
 - Apply acquired skills and knowledge to solve new problems.
 - Articulate awareness of what must be done to achieve content standards in all classes.
- **Independent and Collaborative Workers** as demonstrated by the ability to:
 - Produce independent work that meets academic standards.
 - Participate in group projects to solve problems and complete tasks.
 - Organize time and tasks to meet deadlines.
- **Technologically Skilled** as demonstrated by the ability to:
 - Use technology effectively and appropriately to enhance learning as well as produce, revise, and publish materials.
 - Use technology to collect, store and analyze data across disciplines.
 - Demonstrate knowledge of computer ethics.
- **Involved Community Members** as demonstrated by the ability to:
 - Tolerate others and positively resolve conflicts.
 - Apply knowledge of social and government institutions, rules and ethics via participation in school and community groups and activities.
 - Contribute time and energy to improve quality of life in the community.

General Background and History: Program Improvement Status of the School

Taft Union High School has never met the criteria to be designated as a program improvement school. To that end, there has been no need for specific action taken to address said program.

General Background and History: LCAP Identified Needs and Description of Goals that Apply to the School

Taft Union High School involved stakeholders in the development of the LCAP via the District Strategic Planning Committee. The District Strategic Planning Committee held its first meeting on January 11, 2014 at Taft Union High School to review student achievement data, the Academic Performance Index, Content Standards Tests results, student outcomes, honors, AP, dual enrollment course completion, college enrollment rates, A-G completion, student attendance and dropout data, suspension and expulsion data, parent, student and teacher survey results, graduation rates and course failure rates. The Committee, composed of students, parents, classified staff, teachers, community members, administrators and Board members, conducted an analysis of the strengths, weaknesses, threats and opportunities of the District. The Committee delineated strategies for addressing areas for improvement under each of the eight state priorities. Interpreters were provided for Spanish-speaking parents. Representatives of the teacher group included the DELAC Coordinator, an ELD teacher, math teachers, and the AVID Coordinator. The administrator who works with foster youth was also on the Committee. Members of the classified and certificated bargaining units were among the Committee members. Parent representatives included the DELAC president and DELAC members, and members of the Parent Scholarship Organization, and of the School Site Council. Community representatives included the executive director of the Chamber of Commerce, the president of the community college, the superintendent of the largest, feeder elementary district, and local business owners. Students represented each grade level in the District.

The District Strategic Planning Committee met for a half day on March 29, 2014 at Taft Union High School to examine the strategies and prioritize the goals and strategies for the next three years. This Committee will become our District Advisory Committee. On April 22, 2014, certificated and classified staff representatives to the Strategic Planning Committee created the survey for staff members. On April 24, 2014, student representatives adapted the survey for students using student-friendly language.

On May 1, 2014, both certificated and classified staff representatives from the Strategic Planning Committee met with their peers, discussed the Strategic Planning process and the LCAP process and administered the survey. The next day, the student representatives to the Strategic Planning Committee explained the Strategic Planning process and the LCAP to students in their English classes and administered the survey to their peers.

On May 8, 2014, the DELAC Coordinator and DELAC president explained the Strategic Planning process as well as the LCAP process and led the parents of English learners in identifying and prioritizing strategies and goals for the plan. That following week, on May 14th, an advertisement was placed in the local newspaper inviting parents and community members to provide input on the plan by attending a meeting at the high school. Community members who are members of the Strategic Planning Committee assisted the facilitator in explaining the process and the strategies that were identified by the Committee. Parents of students in the District received two telephone calls reminding them of the meeting. After the meeting, a link to the parent/community member survey was sent to every parent who provided the District with an email address and to members of the Taft Chamber of Commerce. Surveys in Spanish were sent to parents who identified Spanish as their native language. A link to the survey (in both English and Spanish) was also placed on the District website.

At the June 9, 2014 TUHSD Board of Trustees meeting, the superintendent presented to both the board and the district community the summarized results of all of the surveys and meetings with stakeholder groups with recommendations for Local Control Funding Formula (LCFF) goals. The community and stakeholder groups were provided an opportunity to respond to the summarized data and proposed LCFF goals during this meeting. The district presented a draft of its Local Control Accountability Plan (LCAP), providing notice of the meeting's agenda, as required. The board, as well as the community, asked questions regarding the LCAP and provided feedback to the district regarding the LCAP Draft. The superintendent responded in writing to all comments and the final draft of the LCAP was presented to the board for approval on June 18, 2014. The board unanimously approved the LCAP.

The following grid details identified needs, goals, projected improvement for students and related state and local priorities:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
The 2013 API indicated students performed 40 points below the state average. District-wide, 48.7% of the students tested in English Language Arts were below proficient levels. In mathematics, 43.1% of the students were below proficient levels. An achievement gap exists for EL students and special education students	80% of the district's students will demonstrate proficiency in English Language Arts and Mathematics by June, 2017 as measured by local assessments, CAHSEE and CAASPP.	All	LEA-wide	Review of local assessment data for English Language Arts and Mathematics, CAHSEE results, CAASPP results, CELDT scores and EL reclassification rates	60% of district students will demonstrate ELA and Math proficiency by the end of the 12th grade year.	70% of district students will demonstrate ELA and Math proficiency by the end of the 12th grade year.	80% of district students will demonstrate ELA and Math proficiency by the end of the 12th grade year.	Basic services Implementation of State Standards Course access Student achievement
Based upon classroom observation data and teacher self-reporting, the current level of Common Core State Standards implementation ranges from minimal to partial.	The district will fully implement the Common Core State Standards as defined by the CDE's APS criteria by June, 2017 as measured by teacher self-report, classroom observations and CAASPP results.	All Pupils	LEA-wide	Classroom observation, staff survey results, APS and CAASPP results	District classrooms will demonstrate partial implementation of CCSS	District classrooms will demonstrate substantial implementation of CCSS.	District classrooms will demonstrate full implementation of CCSS.	Implementation of State Standards Course access Student achievement Student engagement Other outcomes
Based on senior exit surveys, and student and staff surveys, the current level of student and staff engagement at the school ranges from minimal to partial. There is a strongly articulated need to develop a school culture that is safe, welcoming and open to communication from all groups.	By June 2017, the district will fully implement a personal awareness education program and positive behavior interventions and support program that develop a greater understanding of the individual and those around him/her.	All Pupils	LEA-wide	School climate surveys, attendance, suspension and expulsion rates	District classrooms will demonstrate partial implementation of the personal awareness and positive intervention and support program strategies.	District classrooms will demonstrate substantial implementation of the personal awareness and positive intervention and support program strategies.	District classrooms will demonstrate full implementation of the personal awareness and positive intervention and support program strategies.	Student achievement Student engagement School climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Less than 10% of the parents are actively engaged with the school or school programs based on attendance rosters at district or school site meetings.	Parent participation will increase to 40% by June 2017 as measured by attendance rosters at parent meetings, workshops, courses; participation in School Site Council; participation in DELAC; participation in District Strategic Planning Committee.	All Pupils	LEA-wide	Attendance rosters for parent meetings, workshops, courses; participation in School Site Council; participation in DELAC; participation in District Strategic Planning Committee.	Parent participation in meetings and parent education activities will increase to 20% districtwide.	Parent participation in meetings and parent education activities will increase to 30% districtwide.	Parent participation in meetings and parent education activities will increase to 40% districtwide.	Parent involvement

School Program Data - General Overview of Program All Students Experience

Despite interval budget cuts, Taft Union High School is still able to offer one of the most comprehensive and versatile academic programs to their students. Below is a snapshot of the pre-registration offerings for each student at each grade level:

**TAFT UNION HIGH SCHOOL
2014-2015 PRE-REGISTRATION FOR FRESHMEN**

STUDENT _____ **ID#** _____

College Prep courses are designated with a (P).

(1.) English

1400 English 9	1403 English 9(b)
1405 English 9-P	4010 ELD 1 English
1410 English 9 Honors	3801 Mod English

(2.) Health / Intro Computers

4003 Health	_____
1205 Intro Computers	_____

(3.) Mathematics — (Math placement based upon test scores)

2665 Algebra Readiness	3806 Mod Math
2625 Algebra 9 P	3803 Mod Applied Algebra
2630 Geometry 10-P	

(4.) Science

3655 Earth Science	3675 Ag Biology-P (enrolled in Algebra)
3620 Biology 10-P (enrolled in Algebra)	3811 Mod Science

(5.) Physical Education

3005 Boys PE 9	3030 Specialized PE
3010 Girls PE 9	

Electives

Alternate

(6.) _____ → _____

Electives

(7.) _____ → _____

Electives

Student's Signature _____	Date _____	Parents Signature _____	Date _____
		Counselor Initials _____	Date _____

Elective Courses selected are agreed to for a full semester

Business Education

1220 Computer Info Proc. (C,P)
1245 Computer Graphics (F, P)

Fine Arts/Music

1000 Art* (F)
2800 Band 9-12* (F)
1625 Flag Team (F)
2805 Choir * (F)
2815 Piano 9-12* (F)
2835 Jazz Band (Instr approval)*(F)
1600 Drama* (F)

Foreign Language

1800 Spanish 9-P
1850 Spanish for Span Speakers I
1825 French 9-P

Home Economics

2015 Foods (P)

Industrial Arts

2200 Wood (P)
2278 Ag Basic Welding (P)

Other Courses

4830 Athletic Tutorial

Support (By Placement)

4810 AVID I
4835 Bridge Tutorial
1492 Read/Write 1
1493 Read/Write 1(b)
1494 Read/Write 2
1496 Literacy
3852 Mod Computer
3846 Mod Health
3880 SH

For incoming freshmen, students work with their counselors and are placed in classes based on parent/student/counselor preference as well as 8th grade placement testing results. As evidenced in the pre-registration form above, students have a number of core courses and tracks to choose from with a variation of difficulty therein. Specifically, TUHS offers a general track, a college-prep track and an advanced placement/honors track.

If an incoming freshman has special needs, there are a variety of appropriate modified courses available to those students such as computers, health, English, math, science and specialized physical education. The collaborative math and English courses are team taught by a regular education teacher and a special education teacher respectively.

For any freshman who did not pass any core classes in the eighth grade or needs additional academic assistance, there are a host of support courses offered such as Read/Write 1, Read/Write 2, Literacy and Intervention (formerly Bridge Tutorial) and AVID 1.

As evidenced by the freshmen pre-registration document above, in addition to the tracks students and parents can choose from, there are a variety of elective courses available to freshmen in the business, fine arts and industrial arts realms including, but not limited to, computer information processing, art, band, choir, Spanish, foods, woodshop, autoshop and welding. For students who wish to play sports and lack time to complete homework at home, TUHS also offers a tutorial course for all students to both complete homework assignments and obtain academic assistance from teachers. During the 2014/15 school year, the course titled, "Introduction to Computers" was replaced with a course titled, "Success 101" patterned after Carpentaria High School's very successful program titled, "Get Focused, Stay Focused." This program integrates technology with a comprehensive college and career readiness and preparation curriculum that is individually tailored to fit each student's needs and preferences.

Students with exceptional special needs have available to them a specialized severely handicapped program they may participate in specifically tailored to their address their individual needs.

**TAFT UNION HIGH SCHOOL
2014-2015 PRE-REGISTRATION FOR SOPHOMORES**

STUDENT _____ **ID#** _____

Select at least 4 Elective course options from the list below.

Business Education

1205 Intro to Computers (C,P)
1220 Computer Info Proc (C,P)
1225 Adv. Cmptr Info Proc (C,P)
1245 Computer Graphics (C,F,P)
1630 Basic HTML (C,P)

Foreign Language

1800 Spanish 9-P
1805 Spanish 10-P
1850 Spanish for Span Speakers I
1855 Spanish for Span Speakers II
1830 French 10-P

Other Courses

2288 AG Leadership (Instr Appr.)
4830 Athletic Tutorial
4002 Driver Ed Qtr 0 Period
4003 Health
4050 Leadership
4055 Renaissance

Fine Arts/Music

1000 Art* (F)
1005 Adv Art 2+2* (F)
2800 Band 9-12* (F)
1625 Flag Team(F)
2805 Choir* (F)
2810 Adv Choir* (F)
2815 Piano 9-12* (F)
2835 Jazz Band (Instr approval)*(F)
1600 Drama* (F)
1605 Adv Drama* (F)

Industrial Arts

2200 Wood (P)
2205 Adv Cabinet Making (P)
2278 Ag Basic Welding (P)
2286 Ag Interm Welding (P)

Practical Arts

1480 Journalism 10-12 (P)
1482 Yearbook 10-12 (P)
1615 TV Productions (P)

Support (By Placement)

4811 AVID II
4837 Bridge 10-12
1492 Read/Write 1
1493 Read /Write 1(b)
1494 Read/Write 2
1496 Literacy
4819 CAHSEE Prep Math
4826 CAHSEE Prep English
3852 Mod Computer
3854 Mod Cmptr(S)
3857 Mod Life Skills(S)
3880 SH

Home Economics

2015 Foods (P)
2020 Adv Foods (P)

Oil Tech Academy

4600 Intro to Technology I (C,P)

Student's Signature _____

Date _____

Parent's Signature _____

Date _____

Note: Elective Courses selected are agreed to for a full semester

Below for counselor use only

(1.) English

1415 English 10
1420 English 10-P
4615 English 10-P (Oil Tech)
1425 English 10 Honors

1418 English 10(b)
4010 ELD 1 English
4012 ELD 2 Eng
3801 Mod English
3802 Mod English (S)

(2.) Social Science

4216 World History
4641 World History 10-P (Oil Tech)
4227 World History-Honors

4221 World History-P
3823 Mod World History
3824 Mod World History (S)

(3.) Mathematics

2625 Algebra 9 P
2630 Geometry 10-P
2635 Adv Algebra - P

3806 Mod Math
3803 Mod Applied Algebra
3804 Mod Applied Algebra(S)

(4.) Science

3660 Life Science
3620 Biology 10-P
4630 Biology 10-P (Oil Tech)
3630 Chemistry 11-P

3811 Mod Science
3813 Mod Science (S)
3675 Ag Biology -P
4635 Chemistry 11-P (Oil Tech)

(5.) Physical Education

3007 Boys PE 10
3012 Girls PE 10
3030 Specialized PE

3050 Ath Boys PE 10
3052 Ath Girls PE 10

Electives

Alternate

(6.) _____ → _____

(7.) _____ → _____

Student's Signature _____

Date _____

Counselor Initials _____

Date _____

For sophomores, students continue to work with their counselors and are placed in classes based on parent/student/counselor preference as well as 9th grade teacher input. As evidenced in the sophomore pre-registration form above, students continue to have a number of core courses and tracks to choose from.

Sophomore students who have special needs will still have a variety of appropriately modified courses available to those students in the areas of English, math, science, social science and physical education. The collaborative math and English courses are team taught by a regular education teacher and a special education teacher respectively.

For any sophomore who did not pass any core classes in the ninth grade or needs additional academic assistance as evidenced by freshman year performance, there are a host of support courses offered including, but not limited to, Read/Write 1, Read/Write 2, Literacy and Intervention (formerly Bridge Tutorial), and AVID II.

As evidenced by the sophomore pre-registration document above, there are even more elective courses available to them in the beginning and advanced business, fine arts and industrial arts realms including, but not limited to, computer information processing, art, band, choir, Spanish, foods, woodshop, welding, yearbook, television productions, leadership, driver's education, behind-the-wheel training, agricultural leadership, and the Oil-Technology Academy. For sophomores who wish to play sports and lack time to complete homework at home, TUHS also offers a tutorial course for all students to both complete homework assignments and obtain academic assistance from teachers.

**TAFT UNION HIGH SCHOOL
2014-2015 PRE-REGISTRATION FOR JUNIORS**

STUDENT _____ **ID#** _____

Select at least 8 Elective course options from the list below.

Business Education

1220 Computer Info Proc (C,P)
1225 Adv. Cmptr Info Proc (C,P)
1245 Computer Graphics (C,F,P)
1240 Computer Sys. Mgt. (C,P)
1630 Basic HTML (C,P)

Fine Arts/Music

1000 Art* (F)
1005 Adv Art 2+2* (F)
1015 Cartoon Drawing* (F)
2800 Band 9-12* (F)
1625 Flag Team (F)
2805 Choir * (F)
2810 Adv Choir* (F)
2815 Piano 9-12* (F)
2835 Jazz Band (Instr approval)*(F)
1600 Drama* (F)
1605 Adv Drama* (F)

Foreign Language

1800 Spanish 9-P
1805 Spanish 10-P
1810 Spanish 11-P
1865 AP Spanish Literature
1850 Spanish for Span Speakers I
1855 Spanish for Span Speakers II
1830 French 10-P
1835 French 11-P

Home Economics

2015 Foods (P)
2020 Adv Foods (P)

Industrial Arts

2200 Wood (P)
2205 Adv Cabinet Making (P)
2286 Ag Interim Welding (P)
2280 Ag Adv. Welding (P)

Mathematics

2625 Algebra 9 P
2630 Geometry 10-P
2635 Adv Algebra - P
2646 Math Analysis
3806 Mod Math
3803 Mod Applied Algebra
3804 Mod Applied Algebra(S)

Oil Tech Academy

4605 Technology II (C,P)

Other Courses

2288 AG Leadership (Instr Approval)
4830 Athletic Tutorial
4002 Driver Ed Qtr 0 Period
0011 Excused
0015 Excused-TC
4003 Health
4050 Leadership
4291 Psychology - TC
4055 Renaissance

Practical Arts

1480 Journalism 10-12 (P)
1482 Yearbook 10-12 (P)
1615 TV Productions (P)
1620 Adv. Video Prod (P)
1622 Adv Mlt Media (Inst App)(P)

Physical Education

3017 Boys PE 11-12
3055 Ath Boys PE 11-12
3022 Girls PE 11-12
3057 Ath Girls PE 11-12
3030 Specialized PE

Support (By Placement)

4809 AVID III
4837 Bridge Tutorial 10-12
4816 CAHSEE Remedial (e)
4817 CAHSEE Remedial (m)
1492 Read/Write 1
1493 Read/Write 1 (b)
1494 Read/Write 2
1496 Literacy
3852 Mod Computer
3854 Mod Comp(S)
3882 Mod Transitions
3857 Life Skills (S)
3880 SH

Regional Occupation Program

3200 ROP Auto Technology (P)
3205 ROP Adv Auto Technology (P)
3210 ROP Careers in Education (P)
3225 ROP Construction Trades (P)
3235 ROP Food Prep & Services (P)
3282 ROP Business Occ (C,P)
3245 ROP Retail Merchandising (P)
3270 ROP Graphic Comm (F,P,C)
ROP Classes only available 1 Period
3280 ROP Comp Tech(Inst Appr)(P)
3260 ROP Fashion Design (P)
3274 ROP Careers in Law Enforc(P)
3279 ROP Adv Law Enforc(P)

Student's Signature _____	Date _____	Parent's Signature _____	Date _____
Note: Elective Courses selected are agreed to for a full semester			

Below for counselor use only

- | | | | | |
|------|---------------------------------|------------------------|------|-----------------------|
| (1.) | English | | | |
| | 1430 English 11 | 1415 English 10 | 3801 | Mod English |
| | 1435 English 11-P | 1433 English 11(b) | 3802 | Mod English(S) |
| | 1440 English 11 Honors | 4010 ELD 1 English | | |
| | 4620 English 11-P (Oil Tech) | 4012 ELD 2 English | | |
| (2.) | Social Science | | | |
| | 4230 US History | 4240 US History-AP | 3824 | Mod World History (S) |
| | 4235 US History 11-P | 4216 World History | 3826 | Mod US History |
| | 4645 US History 11-P (Oil Tech) | 3823 Mod World History | 3827 | Mod US History (S) |
| (3.) | Science | | | |
| | 3655 Earth Science | 3675 Ag Biology -P | 3640 | Physics 12-P |
| | 3620 Biology 10-P | 3665 Ag Earth Sci | 3629 | Biology-TC |
| | 4635 Chem 11-P (Oil Tech) | 3680 Ag Vet Science -P | 3690 | Anatomy |
| | 3630 Chemistry11-P | 3811 Mod Science | | |
| | 3635 Chemistry AP | 3813 Mod Science (S) | | |

- (4.) _____ → _____
- (5.) _____ → _____
- (6.) _____ → _____
- (7.) _____ → _____

Student's Signature _____	Date _____	Counselor Initials _____	Date _____
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During students' junior year, they continue to work with their counselors and are placed in classes based on parent/student/counselor preference as well as 10th grade teacher input. As evidenced in the junior pre-registration form above, students continue to have a number of core courses and tracks to choose from as well as an increased availability of elective courses tailored to fit the desires of the individual student.

Junior students who have special needs will still have a variety of appropriately modified courses available to those students in the areas of English, math, science, social science and physical education. The collaborative math and English courses are team taught by a regular education teacher and a special education teacher respectively. The special education department has recently added a two-year course sequence for students with special needs. The first of the two courses is titled, "Transitions 1." In this course, students are provided with a comprehensive curriculum that addresses multiple aspects of life skills and career readiness in order to prepare them for the world of work and independent living.

Juniors who did not pass any core classes in the tenth grade year or who need additional academic assistance as evidenced by sophomore year performance, there are a host of support courses still offered to these students including, but not limited to, Read/Write 1, Read/Write 2, Literacy and Intervention (formerly Bridge Tutorial) and AVID III. The CAHSEE remedial math and CAHSEE remedial English courses are no longer offered due to the fact that the CAHSEE is no longer a graduation requirement.

For juniors, there continues to be even more elective courses available to them in the beginning and advanced business, fine arts and industrial arts realms including, but not limited to, a variety of ROP courses, art, band, choir, Spanish, foods, woodshop, welding, yearbook, television productions, leadership, driver's education, agricultural leadership, and the Oil-Technology Academy. For juniors who wish to play sports and lack time to complete homework at home, TUHS continues to offer a tutorial course for all students to both complete homework assignments and obtain academic assistance from teachers.

In addition to the elective course offerings available, students may begin to take dual-enrollment courses with Taft College, the neighboring feeder junior college. As evidenced by the junior pre-registration sheet, juniors may start by taking biology and psychology.

**Taft Union High School
2014-2015 Pre-Registration for Seniors**

STUDENT _____

ID# _____

Select at least 10 Elective course options from the list below.

Business Education

1220 Cmptr Info Proc 2+2 (C,P)
1225 Adv Cmptr Info Proces(C,P)
1240 Cmptr Sys Mgt (C,P)(InApp)
1245 Cmptr Graphics (C,F,P)
1630 Basic HTML (C,P)

Fine Arts/Music

1000 Art* (F)
1005 Adv Art 2+2 * (F)
2800 Band 9-12* (F)
1015 Cartoon Drawing* (F)
1625 Flag Team(F)
2805 Choir* (F)
2810 Adv Choir* (F)
2815 Piano 9-12* (F)
2835 Jazz Band (Instr approval)*(F)
1600 Drama* (F)
1605 Adv Drama* (F)

Foreign Language

1800 Spanish 9-P
1805 Spanish 10-P
1810 Spanish 11-P
1865 AP Spanish Literature
1850 Spanish for Span Speakers I
1855 Spanish for Sp Speakers II
1830 French 10-P
1835 French 11-P

Home Economics

2015 Foods (P)
2020 Adv Foods (P)

Oil Tech Academy

4610 Tech III (C,P)

Industrial Arts

2200 Wood (P)
2205 Adv Cabinet Making (P)
2286 Ag Interm Welding (P)
2280 Ag Adv Welding (P)

Mathematics

2625 Algebra 9-P
2630 Geometry 10-P
2635 Adv Algebra -P
2646 Math Analysis
2657 AP Calculus
2662 AP Statistics
3806 Mod Math
3803 Mod Appl. Algebra
3804 Mod Appl. Algebra (S)

Other Courses

2288 AG Leadership (Instr App)
4830 Athletic Tutorial
4002 Driver Ed Qtr 0 Period
0011 Excused
0015 Excused-TC
4003 Health
4050 Leadership
4291 Psychology - TC
4055 Renaissance
4005 Student Aide 12

Physical Education

3017 Boys PE 11-12
3055 Ath Boys PE 11-12
3022 Girls PE 11-12
3057 Ath Girls PE 11-12
3030 Specialized PE

Practical Arts

1480 Journalism (P)
1482 Yearbook (P)
1615 TV Productions (P)
1620 Adv. Video Prod (P)
1622 Adv Mlt Media (Inst App)(P)

Science

3630 Chemistry 11-P
4635 Chemistry 11-P(Oil Tech)
3635 Chemistry AP
3640 Physics-P
3675 AG Biology-P
3629 Biology- TC
3690 Anatomy
3811 Mod Science
3813 Mod Science (S)
3680 Ag Vet Science-P

Support (By Placement)

4813 AVID Tutor (Instr approval)
4847 AVID SR Seminar
4837 Bridge 10-12
4816 CAHSEE Remedial (e)
4817 CAHSEE Remedial (m)
1492 Read/Write 1
1493 Read/Write 1(b)
1494 Read/Write 2
1496 Literacy
3852 Mod Computer
3854 Mod Computer(S)
3882 Mod Transitions
3857 Life Skills (S)
3880 SH

Regional Occupation Program

3200 ROP Auto Technology (P)
3205 ROP Adv Auto Technology (P)
3210 ROP Careers in Education (P)
3225 ROP Construction Trades (P)
3235 ROP Food Prep & Services (P)
3282 ROP Business Occ (C,P)
3245 ROP Retail Merchandising (P)
3270 ROP Graphic Comm (F,P,C)
ROP Classes only available 1 Period
3280 ROP Comp Tech(Instr App)(P)
3260 ROP Fashion Design (P)
3274 ROP Careers in Law Enforc(P)
3279 ROP Adv Law Enforc(P)

Student's Signature _____

Date _____

Parent's Signature _____

Date _____

. Note: Elective Courses selected are agreed to for a full semester

=====
Below for counselor use only

(1.) English

1445 English 12	3801 Mod English	1448 English 12(b)
1450 English 12-P	3802 Mod English(S)	4010 ELD 1 English
4625 English 12 P (Oil Tech)	1415 English 10	4012 ELD 2 English
1467 English 1500 TC	1430 English 11	

(2.) Social Science

4245 Econ/Govt 12	4216 World History	3831 Mod Govt
4250 Econ/Govt 12-P	4230 U.S. Hist	3832 Mod Govt (S)
4650 Econ/Govt 12-P (Oil Tech)		3826 Mod U.S. History

(3.) _____ → _____

(4.) _____ → _____

(5.) _____ → _____

(6.) _____ → _____

(7.) _____ → _____

Student's Signature _____

Date _____

Counselor Initials _____

Date _____

During the senior year, students continue to work with their counselors and are placed in classes based on parent/student/counselor preference as well as 11th grade teacher input. As evidenced in the senior pre-registration form above, students continue to have a number of core courses and tracks to choose from as well as an increased availability of elective courses tailored to fit the desires of the individual student.

Senior students who have special needs will still have a variety of appropriately modified courses available to those students in the areas of English, math, science, social science and physical education. The math and English courses are team taught by a regular education teacher and a special education teacher respectively. Since these students are seniors, they should have already taken Transitions 1 and be enrolled in Transitions 2; a course preparing them for post-graduate life in the areas of independent living and career readiness.

Seniors who still did not pass any core classes in the eleventh grade year or who need additional academic assistance as evidenced by junior year performance, there are a host of support courses still offered to these students including, but not limited to, Read/Write 1, Read/Write 2, Literacy and Intervention (formerly Bridge Tutorial) and AVID IV. CAHSEE remedial math and CAHSEE remedial English courses are no longer offered due to the fact that the CAHSEE is no longer a requirement for graduation.

As evidenced in the above pre-registration form, seniors continue to enjoy even more elective courses available to them in the beginning and advanced business, fine arts and industrial arts realms including, but not limited to, a variety of ROP courses, art, band, choir, Spanish, foods, woodshop, welding, yearbook, television productions, leadership, driver's education, agricultural leadership, and the Oil-Technology Academy. For seniors who wish to continue to play sports TUHS continues to offer a tutorial course for all students to both complete homework assignments and obtain academic assistance from teachers.

In addition to the elective course offerings available, students may continue to take dual-enrollment courses with Taft College. As evidenced by the senior pre-registration sheet, they may also take English 1500 and 1600 as well as Biology and Speech.

School Program Data – Intervention Programs and Focused Programs that Prepare Students for Postsecondary College/Careers

At the heart of Taft Union High School District's tax base is the petroleum industry, and the high school has partnered with the major oil producers service companies in the area to sponsor the Taft Union High School Oil Technology Academy. The academy provides a standards-based, college-prep curriculum for grades 10-12 designed to introduce students to a variety of career opportunities in the oil and technology industries and prepare them for employment. One hundred sixty seven students are currently enrolled in the Oil Technology Academy. Businesses, interested community members, community colleges, four-year colleges and universities have partnered with the Oil Technology Academy to provide guidance on the steering committees. They also provide mentoring, job shadowing, field trips and financial support in the form of underwriting scholarships for students and conferences for both teachers and students. Our Oil Technology Academy has been showcased at national, state and regional conferences.

The Taft Oil Technology Academy is a three-year, sequential program of 10th, 11th and 12th grade students who volunteer to go through an extensive application, screening and interview process during their 9th grade year to be accepted. The Academy offers many opportunities for these students and offers the petroleum industry opportunities for possible future employees with a better understanding and appreciation for the importance of petroleum to our country and economy. This unique program is designed to meet the needs of both the college-bound student and the student who aspires to enter the workforce directly out of high school. The program seeks to identify and recruit a healthy percentage- 50%- of students considered at-risk by the State of California to provide them with an opportunity for academic success in this comprehensive program.

Topics covered during the sophomore year in the Academy include career education, geology, exploration, land and leasing, and drilling and completions. During these units, guest speakers from the industry discuss the respective topics with the classes in addition to the usual classroom discussion and research the students conduct using their issued laptop. At the end of each unit, field trips to working locations are provided by our business partners. Students must write reports, create and conduct PowerPoint presentations on the topic, write follow-up reports and thank-you notes after the field trips. All sophomores become Passport certified, which is basic oilfield hazard awareness training required by the business partners for entry into the production fields.

Topics during the junior year in the Academy include well-logging, production, and transportation. Students create cover letters and resumes for the Academy Summer

Internship program. During the summer of 2014, five companies participated in the paid summer internships, employing 23 students. Students also recertify their Passport training.

Topics during the senior year in the Academy include refining, marketing and petroleum economics, and environmental, health, and safety (EHS). Students have the opportunity for job shadowing experiences. Job shadowing is a ride-along with business partner personnel in career areas the students have focused on during their three years in the Academy. Through this experience, seniors may earn the opportunity to accept a paid internship position from a local business upon graduating from TUHS. The seniors also recertify Passport training, plus complete Red Cross first-aid and CPR.

The Taft Oil Technology Academy provides a 3-year mentoring program to all its students. Approximately 40 employees from various business partners meet with groups of 7 to 10 students one period each month. Curriculum has been developed by the Oil-Technology staff that allows the students to discover their talents and interests while also allowing them to learn from the experiences of their mentors.

Two years ago the Taft Oil Technology Academy petitioned the American Association of Drilling Engineers to initiate a Student Section. The West Coast Chapter of AADE sponsored our efforts, and now the only Student Section at the high school level in the United States resides at the Taft Oil Technology Academy. The section meets 4 times each school year for a dinner meeting ran completely by the students. A guest speaker from industry presents on various subjects such as Hydraulic Fracturing, motivation, and human performance- based safety. Officers are elected by the students of Oil Tech and include President, President Elect, Secretary, Treasurer, and representatives for each Oil Tech class.

Currently there are over 4,000 academies in the nation. The Taft Oil Technology Academy is the first high school, college preparatory, school-to-career partnership academy in the nation with a focus on the petroleum industry. Several individuals from other educational institutions across the nation have reviewed the TUHS Oil Technology Academy. Subsequently, there have been programs modeled after the TUHS Oil Technology Academy in Texas, Mississippi, and Wyoming.

In terms of The Taft Oil-Technology Academy and its relation to the LCAP goals and the Single School Plan, there exists extensive alignment between the two. A great deal of the curriculum used in the academy is inherently aligned to the new common core state standards, with its multitude of cognitively demanding, hands-on, and technology-based lessons. Recently, members of the academy teaching staff have made a move to incorporate even more project-based learning activities into their already rich project-

based curriculum. In addition, the academy has a number of units, and lessons therein, that focus on personal awareness education, positive behavior strategies and interventions via such programs as E-Colors. Furthermore, throughout the school year, the academy provides a number of opportunities for parents to participate, and engage in, meetings and activities connected to the Oil-Technology Academy through the Academy's Student Section of the American Association of Drilling Engineers (AADE). Parents, students, and our business partners are invited to the 4 meetings held each year to hear guest speakers on various subjects related to the petroleum industry. In 2015, out of the over 500 academies in California, the Oil-Technology Academy earned the distinguished honor of becoming a Lighthouse Academy; one of only 15 in the state.

In addition to the Taft Oil-Technology Academy, TUHS has a number of other successful small learning communities for our students to obtain a rich education. In 2004, TUHS implemented the Advancement Via Individual Determination (AVID) program. There are currently one-hundred-and-sixty-one students in grades 9-12 enrolled in the AVID program. AVID (Advancement Via Individual Determination) is a rigorous college-preparatory program intended for students in the middle 50% of the class. The typical AVID student will be the first in their family to attend college and often qualifies as a socio-economically disadvantaged student.

Since its inception, the Taft High AVID program has provided students with an abundance of college preparatory coursework, which has prepared them to enroll and be successful in the four-year university setting. The program has consistently earned above average to well above average rankings on the 11 AVID essentials and fifty-eight plus indicators evaluated by AVID center in San Diego. From 2013 to 2015, all students in the AVID program received either full or partial scholarships to private and public universities and junior colleges.

The AVID curriculum revolves around the five pillars known as WICOR: Writing, Inquiry, Collaboration, Organization and Reading. The program strives to improve students' skills in these areas by providing them with strategies that help them to become critical thinkers. AVID teaches students how to become organized, manage their time, take notes (using the Cornell Notes method), and ask higher-level questions. AVID students write an essay each quarter, covering all rhetorical modes in their four years in the program. During their junior and senior years, they take the AVID College Readiness: Working with Sources curriculum, in which they learn to write college-level research papers on leaders who have been "catalysts for change." Students also create their own service learning projects in which they provide a service to the Taft

Community. These projects are crucial to developing civically minded individuals that the AVID program is committed to achieving.

Students actively participate in twice-weekly small group tutorials led by 17 college students trained in the AVID Socratic method of tutoring. The program offers before and after school tutoring five days a week for students who need additional academic support. AVID students also engage in frequent small group collaborative activities, a learning approach that is very common in college and the workplace. Students also participate in a variety of discussion formats, including Socratic Seminars, Philosophical Chairs, and Four Corners activities.

The other key component of the AVID program is College Awareness. Students learn about the University of California A-G course requirements for university eligibility, college admissions tests like the SAT and ACT, the admissions and financial aid processes, and college life. Classes take one university tour each quarter; by the time students graduate, they have visited between fourteen to sixteen universities in a three-hour radius around Taft. Former AVID students return to TUHS to speak to current AVID students about their college experiences, encouraging them to work hard and follow their lead.

In addition to the service learning projects, students are also required to engage in a minimum of two hours of community service each quarter. AVID students have worked at local service organization and charitable group events, including fundraisers, highway cleanup, and community recreational programs like AYSO and JFL, as well as a number of community-sponsored events through the Taft Chamber of Commerce. For the past several years, the AVID Program has earned a highly certified status on the certification self-study. The administration and AVID Program staff are continuing to make efforts to take steps towards becoming an AVID Demonstration School.

In terms of the AVID Program and its relation to the LCAP goals and the Single School Plan, there also exists extensive alignment between the two. All of the curriculum used in AVID is one-hundred percent aligned to the new common core state standards. In addition, AVID has a number of units, and lessons therein, that focus on personal awareness education, positive behavior strategies and interventions via such programs as E-Colors as well as AVID's own personality inventory curriculum. Furthermore, throughout the school year, AVID provides a number of opportunities for parents to participate, and engage in, meetings and activities connected to the program such as college fieldtrips and community service opportunities. AVID also holds annual fall and spring parent nights in the TUHS cafeteria as well as an AVID senior night to honor graduating seniors.

Taft Union High School hosts a robust and active Future Farmers of America Program (FFA) for their students. The agriculture program was introduced at Taft High School in 2004 with a single agricultural science course. Since then, the agriculture program has expanded to include other agricultural and welding classes. Currently, the agriculture program offers career pathways in veterinary science, agriculture leadership and agriculture welding to over 150 students. A school farm with a livestock barn and greenhouse have been developed on a 2 ½ acre area on campus in order accommodate supervised agricultural experience (SAE) projects and classroom labs. The newly remodeled classrooms and shop area provides students and staff with an excellent learning facility. This includes a classroom equipped with science lab tables, a computer lab, a fully-equipped welding shop, storage areas, and a kitchen.

Students enrolled in the agriculture program are members of the Future Farmers of America Youth Leadership Organization, which provides leadership and vocational training activities throughout the region, state and nation. Many Taft FFA Chapter members have taken advantage of the opportunities provided by FFA in their own community and throughout the country. Taft's Chapter was named a state Superior Chapter in 2009, has one of the top livestock show teams in the state, and placed in the top ten in the State Welding Team Contest in both 2009 and 2010 (the first years the chapter competed). Students also participate in community service activities at the local, regional, state, and national level. Many students compete in public speaking events, where they share information about current agricultural topics, such as the California Water Crisis, and Genetic Engineering. Students travel all over our nation, including recent trips to Washington, D.C. for the Washington Leadership Conference, and to Louisville, Kentucky for the National FFA Convention.

The current welding program at TUHS began in the fall of 2007. It was the desire of the district to create a state-of-the-art welding program that would prepare students for weld certification and entry into the work force upon graduation. Currently, the program has three course levels. Agriculture basic welding introduces the students to the welding industry and teaches SMAW, OAW and GMAW processes and skills. Agriculture intermediate welding expands upon the skill learned in agriculture basic welding and adds FCAW-G, FCAW-S, Plasma, Oxy Fuel cutting and welding and GTAW processes and skills. Agriculture advanced welding expands the skills taught in the previous classes and focuses on project fabrication and design. All students in all classes study welding processes, weld symbols, blueprints, welding and materials costs and other related industry topics. All welding students are members of the Future Farmers of America, the leadership, personal development and career preparation program. In the FFA, students learn to work cooperatively, maintain records of their own work and develop communication skills. The district's commitment to provide

career preparation in welding has included developing a new shop and classroom facility. Updated equipment supports a challenging and comprehensive curriculum that models today's welding industry demands.

In terms of the FFA Program and its relation to the LCAP goals and the Single School Plan, there exists extensive alignment between the two. Selected curriculum/units used in the FFA and welding programs are aligned to the common core state standards. In addition, FFA and welding have a number of units and activities that focus on personal awareness education, positive behavior strategies and interpersonal growth. Some of these activities and classroom materials include, but are not limited to, agricultural leadership class curriculum, FFA-sponsored chapter, section, region, state and/or national office instructional materials, FFA-sponsored group and individual public speaking competitions and events, FFA-sponsored achievement degrees embedded in progressive leadership skills curriculum, community service events, SAE (Supervised Experience Agriculture) projects, FFA-sponsored proficiency awards based on personal growth through entrepreneurship. The FFA encourages and overtly invites parents to attend all the activities listed above as well as their largely attended end of the year banquet.

The English Learner (EL) students at TUHS are assessed for English language proficiency yearly using the California English Language Development Test (CELDT). EL students at the beginning and early intermediate levels of English proficiency are placed in an ELD 1 or ELD 2 class with a BCLAD certificated teacher. ELD 1 students receive two periods of English Language Development and English instruction daily. Students who are at the intermediate, early advanced, or advanced levels are placed in a mainstream English class with a SDAIE certificated teacher. Students at beginning, early intermediate, and intermediate language proficiency levels receive support in their core and elective classes from a bilingual aide if necessary. The curriculum is based on the New Generation English Language Development Standards and Common Core State Standards.

There also exists a great deal of alignment between the TUHS Migrant Program and the LCAP and Single School Plan. Migrant students are identified as those students who have moved to Taft within the past 3 years because their parents are looking for work in agriculture. After three years, these identified students are no longer eligible for Migrant services. These services include an after school class to provide language and academic support as well as yearly eye and dental screenings. Other medical services and treatment may be provided as needed. Selected migrant students participate in academies and programs sponsored by universities and state colleges throughout the school year and during the summer. During the 2014 summer break, five migrant

students from TUHS were selected to spend a week in Washington D.C., visiting historic and cultural institutions.

The Taft Union High School District has an MOU with the Taft City School District (TCSD) to administer the Parent Advisory Committee (PAC). Taft City School District funds our migrant teacher to facilitate the after-school program on the TUHS campus. In addition, the lead teacher for the migrant program at TCSD, facilitates the PAC meetings in their district. The TUHSD coordinates services and materials through the PAC at TCSD to ensure all needs of TUHS migrant students are met. The PAC members have been in-serviced on the new common core state standards and the requirements therein. In addition, PAC members have been provided with resources and supports available to themselves and their students. Furthermore, parent participation has increased as measured by attendance rosters and participation in events outlined above.

The TUHSD English Learners Advisory Committee (DELAC) is a committee for parents who speak a second language; the vast majority of our parents speak Spanish. All LCAP goals are supported through work in the DELAC committee. TUHS DELAC staff meets with the parents and staff members of the DELAC committee every other month to examine a number of important items such as analysis of redesignation rates and the effectiveness of the EL program on the TUHS campus. In addition, the DELAC members make recommendations for improvement when they find they are needed or justified. Conversely, the DELAC members are provided with a host of informational resources and guest speakers to assist and empower them to navigate the educational journey of their students. For example, at recent DELAC meetings, the TUHS Vice-Principal, TUHS athletic director, TUHS police officer, TUHS school psychologist and EL teacher have conducted presentations and given parents information to assist their students with their educational success at TUHS. Moreover, all information is delivered to them in their primary language. Recently, personnel from Taft College have come to the provide parents with information on how they themselves can take classes at the college. The school and the community strongly support the parents who speak a language other than English in terms of providing them access to all aspects of school and community life.

The Special Education Program at TUHS offers modified core classes to students with special needs. Courses in which students with special needs are present are staffed with either an additional qualified teacher or a special education instructional aide. These collaborative classes serve students in both general and special education settings. Taft Union High School provides a continuum of services for students with a wide-range of learning needs and physical concerns. These accommodations and modifications allow

for full access to the curriculum. The staff at TUHS believes that all students are gifted in their own ways, but don't all open their gifts at the same time. Through trained, caring staff and quality instruction, TUHS helps special needs students identify and reach their potential in school.

Taft Union High School also partners with the Westside Regional Occupational Program (ROP) to offer courses for students looking to pursue career avenues related to selected fields of study. ROP Advanced Criminal Justice is a multi-semester course that prepares students for entry-level careers in the criminal justice/law enforcement system. The focus of the course is classroom instruction and community classroom placement with law enforcement agencies in order to learn techniques and proper procedures used to enforce the law in the community. Students learn how to take reports, handle investigations and deal with citizens who need law enforcement assistance. The course includes extensive writing assignments focusing on report structure and essay writing. Legal terminology exercises and vocabulary building are an integral part of the program. The student must demonstrate entry level verbal and written communication skills required by the law enforcement industry. Classroom instruction and working with peace officers will promote professional attitudes that can lead to a challenging career.

ROP also offers an ROP Automotive Technology course. In this course, students learn job skills and basic principles of automotive servicing and repair as they are performed in automobile dealership service departments and independent repair centers. Major areas of training include engine diagnosis, tune-up procedures, line mechanics, transmission service and repair, quick service, lubrication service, new car pre delivery inspection, parts ordering and parts replacement. When appropriate, selected students are placed into community classrooms during the second semester.

The course offering of ROP Business Occupations provides entry-level training to develop the necessary skills required in today's businesses, learning the behind the scenes of how the overall business is ran and the business office. Students learn a variety of clerical skills, such as; answering telephones, directing calls and taking messages; compiling, copying, sorting, and filing records; operating office machines, such as photocopiers and scanners, facsimile machines, voice mail systems and personal computers; computing, recording, and proofreading data and other information; maintaining and updating filing, inventory, mailing, and database systems, manually and using a computer; opening, sorting and routing incoming mail, answering correspondence, and preparing outgoing mail; and reviewing files, records, and other documents to obtain information to respond to requests. Academic standards for math and English language arts are reinforced. Career Technical Education Foundation Standards, such as communication skills, interpersonal skills,

problem solving and critical thinking skills are integrated and reinforced throughout the course.

ROP also offers an ROP Careers in Education entry-level course designed to provide students with knowledge of opportunities in the field of teaching and other school site educational professions. Career preparation standards, which include basic academic, safety, communication, interpersonal, and problem-solving skills are integrated throughout the course. Active class participation is enhanced by fieldwork at school sites under the guidance of a mentor teacher. All students are provided opportunities to observe and/or participate in a variety of settings and classrooms at the various grade levels. The course helps prepare students for entry into college or university teacher-training programs.

ROP Law Enforcement course is a multi-semester course that prepares students for entry-level careers in the criminal justice/law enforcement system. The focus of the course is classroom instruction and community classroom placement with law enforcement agencies in order to learn techniques and proper procedures used to enforce the law in the community. Students learn how to take reports, handle investigations and deal with citizens who need law enforcement assistance. The course includes extensive writing assignments including report structure and essay writing. Legal terminology exercises and vocabulary building are an integral part of the program. The student must demonstrate entry level verbal and written communication skills required by the law enforcement industry. Classroom instruction and working with peace officers will promote professional attitudes that can lead to a challenging career.

In ROP Digital Communications Training, students acquire basic entry-level skills related to the Information Technology field. The students also learn and develop entry-level skills utilizing classroom small/large group interaction, lab training, and cooperative group learning activities. The students learn (1) computer hardware, operating systems and peripherals, (2) Networking essentials including Network Operation Systems and Network Hardware (3) basic test equipment and diagnosis methods, and (4) the electronic fundamentals necessary to understand and service basic computer systems.

The ROP Fashion Merchandising course provides students with an opportunity to study various elements involved in the design, manufacturing, advertising, marketing, and sale of fashion apparel and accessories. The course also includes fashion show production and modeling as an optional part of the program. In addition, this course includes instruction in sales skills, cash register operation, retail store accounting,

techniques for applying for a job, and basics of display. Mathematics is integrated throughout the program through class instruction and practical retail sales application.

ROP Food Service Production is a course designed to provide job skills, knowledge, and training experiences that enable students to secure employment and succeed in entry-level positions. The learning environment is an actual school cafeteria kitchen and food service facility located on the Maricopa Unified School District campus. Students apply their learning in a variety of industry related jobs by preparing, serving and cleaning up daily lunches in the student-operated cafe known as the “Tea Room.” Students also participate in a number of special catering events throughout the school year that enable them to further practice their culinary skills.

ROP Graphic Communications is a competency-based course that prepares students for entry-level positions in the Graphic Communications industry. Included in the course are units of instruction covering desktop publishing utilizing various software packages, single color printing, multi-color printing, t-shirt printing utilizing both heat transfer and screen printing methods, concepts of paper making, and graphic design. Also included in this course are units of instruction about the commercial digital photography industry. The students understand all of the safety requirements necessary to work in a safe manner. The students also understand the importance of good employee traits such as promptness, meeting deadlines, and good work attendance. As this is a quality-oriented industry, the students demonstrate the highest level of quality in their work, preparing them for success in the field of graphic communications.

The last course ROP offers is Retail Merchandising. This course is designed to inform and educate students on the essentials of marketing and retail sales. The curriculum will focus on the foundations and functions of merchandising. Students explore merchandising principles and practices and participate in many contextual activities that will allow them to apply their learning in “real life” situations. Mathematics acquired in the merchandising field will be incorporated in the course. The curriculum includes instruction in sales skills, cash register operations, retail store accounting, techniques in applying for a job, and basics of display. Students will apply their learning outside the classroom by operating a student store on their high school campus.

In addition to the smaller learning communities as well as college and career programs we offer on campus, we also offer a number of intervention classes tailored to fit the needs of students struggling to meet the standards. For students who had taken but not passed the English Language Arts or mathematics portion(s) of the California High School Exit Exam, they would have been recommended to take the CAHSEE Remediation coursed in their junior and senior year(s) until they passed the exam.

These courses were designed to provide focused lessons on the specific content on the CAHSEE math and English portions of the exams. These support classes have been eliminated due to the fact that the CAHSEE is no longer a graduation requirement by the state.

For students entering TUHS who did not graduate from 8th grade or are labeled as “at risk,” there has been a new course developed titled, “Intervention.” This course is designed to assist those students with specific academic needs they have. Intervention is taught by a core academic teacher who provides academic support to students. AVID tutors are also available to assist in the Intervention courses. Daily grade checks are administered and individual instructional interventions are provided to these students. Students remain in this course until they are no longer “at risk” for being unsuccessful in their courses.

Read/Write 1 is a two-semester course designed as a literacy intervention that moves low performing students (through direct instruction) in the direction of learning basic decoding, comprehension, writing and meta-cognitive skills and strategies. Remedial students enter the program who tested at below, or far below, basic on state testing designation in Language Arts and has been identified by reading specialists and educators as requiring additional remediation. The goal of the course is to increase the decoding and comprehension skills of the students so that they achieve gains towards reading at or above grade level as measured by state assessments, nationally accepted grade level assessments and/or lexile assessments. The literature for this course consists of novels, plays, essays, poetry and non-fiction. Emphasis is placed on differentiated instruction in reading and comprehension of text through fluency, vocabulary development and text attack strategies. Outside reading and specified writing assignments as well as speaking and listening skills are required for successful completion of the course.

Read/Write 2 is a two-semester course designed as a literacy intervention that moves students that need additional remediation (through direct instruction) in the direction of learning basic decoding, comprehension, writing and meta-cognitive skills and strategies. This course is designed to work with students still struggling with skills and strategies after 1 year of intervention in Read Write 1; these students have failed to achieve improvement expectations and are still struggling to master basic skills. The goal of the course is to continue scaffolding acquisition of skills so students achieve gains towards reading at or above grade level. The literature for this course consists of novels, essays, poetry and non-fiction. Emphasis is placed on differentiated instruction in reading and comprehension of text through fluency, vocabulary development and text attack strategies. Outside reading, practice of strategies (bookmarking) and specified

writing assignments as well as speaking and listening skills are required for successful completion of the course.

The Literacy Program at Taft Union High School (TUHS) is comprised of two reading Specialists and a full-time Reading Lab Administrative Assistant. It supports students through the building of self-esteem, knowledge base and repeated successes with literature. Classes consist of high interest content and an environment with a low affective filter. All components of a balanced literacy classroom are represented. An emphasis on daily writing, reading, speaking, and listening is incorporated into lessons. A literacy-rich environment supports and encourages a variety of students while differentiation occurs through student selected reading, through the use of technology, and through teacher direct instruction focusing on specific individual needs. READ180 is the software being utilized within the program to help differentiate learning and pacing for each student. Ongoing assessment drives instruction. Students are matched to high-interest, age appropriate leveled texts to ensure that they are challenged but not frustrated. The cornerstones of the class are done through Direct Instruction and repeated practice of an arsenal of transferable literacy skills that allow students to decode, comprehend, pull responses from and analyze both fiction and non-fiction works from across the content areas.

All incoming 8th graders are given a paper literacy assessment (which is at 6th grade level) to determine initial eligibility for entry. Scores below 70% are flagged as students must be a minimum of 2 grade levels below their own to qualify for remediation; however, 80% of students are four or more grade levels below where they should be (far below basic). Students begin the program in Read Write 1 (RW1) and in the first few days they are assessed again with the Read180 SRI which measures lexile; this allows us to determine an exact baseline. If there is adequate progress then students either exit the program or they transition to one or 2 years of Literacy class. If an additional year of remedial support is needed then a second year of RW(2) is completed before transitioning into Literacy class.

Read Write classes are structured as a centers oriented environment and students rotate within leveled groups from direct instruction content with the teacher to independent reading, or to computer stations for work with the READ180 software. Full class direct instruction and projects that delve into ELA CORE standards bring all elements of high quality instruction to the students. The reading lab assistant in the classroom assists students or troubleshoots computer issues in the 2 independent work centers. The Literacy level classes wean students from the unusual high school format of the Read180 station rotation curriculum and transitions them into a more traditional classroom setting where additional literacy support takes place. This ELA CORE

curriculum focuses on depth of instruction as opposed to breadth. It also supports English and Social Sciences content through writing and higher order thinking and embeds literacy and comprehension strategies for the students who have progressed beyond the need for R/W. Students who stay in our program for all four years gain (on average) 4 grade levels of reading and comprehension ability.

Success 101 is a required for all students during the freshman year. It is a one-semester course designed to help students realize how their high school classrooms and post-secondary education and training and careers are connected to their future hopes and dreams. The course covers exploration of careers, work/employment skills, personal care, personal finance/banking, and skills for independence. The course addresses the 11 California CTE Anchor Standards required for Common Core. All students are required to complete this course, beginning with the graduating class of 2018.

School Program Data – Online Instruction

To assist with credit recovery, TUHS offers either the A+ Program or Apex Program to their students. If a student needs to recover credits from a course he or she has previously failed, the A+ Program provides an effective and time-efficient solution. After it is deemed a student qualifies for credit recovery in a particular course, the student is enrolled in either program for said course by his or her counselor. The student is then assigned a “teacher of record” (a highly qualified teacher in said subject area), who will monitor and track the student’s progress while he or she works through, and ultimately completes, the course. The course itself is fully online and designed to provide students with all academic content as well as informal and formal assessments related to that course. Students can access the course online at any time and in any location, as long as they have an Internet connection. Once a student has completed a certain amount of online academic content, he or she will need to take an online formal assessment, which can only be done in the Independent Study Office on the TUHS campus overseen by either the teacher of record or the independent study instructional assistant. If a student achieves a high enough score on the formal assessment(s) for the course, he or she earns the credit for the course, thus “recovering the credit.” The school culture has generally accepted this as a viable option for students to recover credit however, this year the administration has offered more remediation and credit-recovery type courses in summer school so students may have the rich in-class experience that is proven to be more effective. Students and parents are informed about the online learning process on the TUHS website as well as from the students’ counselors, teachers of record, and the independent studies assistant.

Demographic Data: Socioeconomic Status of the School

Taft Union High School is not a Title I Targeted Assistance School. Forty-five and one-fifth percent of the student body at TUHS receives free lunches and 8.7 percent are on a reduced lunch program. A survey conducted in 2014 based on parent education level revealed that 20.51 percent are non-high school graduates, 27.11 percent are high school graduates, 43.45 percent have some college, 5.58 percent are college graduates, and 3.35 percent have participated in graduate school or post-graduate training.

Demographic Data: Student Enrollment

Enrollment increased slightly from 902 in 2003 to 964 students in 2009. From 2010 to 2014, enrollment rose to 1045. As is evident, enrollment figures are somewhat flat with minor changes just as the make-up of our student body remains to be relatively flat. In 2010, our student body was 56% white, 36.9% Hispanic/Latino and 5% of our students were identified as migrant. Today, our student body is 53.5% white, 39.5% Hispanic/Latino and 2.3% of our students are identified as migrant.

Seventy-eight students were identified as EL and needing to take the California English Language Development Test (CELDT) in 2014 based on their home language surveys. Spanish was reported by 31.2% of our students' parents as the primary language spoken in the home, which is up from 28.6% in 2010. A small number of families reported other primary languages including Arabic, Hindi, Vietnamese, Gujarati, Mixteco, Samoan, and American Sign Language. Twenty-one of the students CELDT tested are new to our district. Of the students who were tested, 8 were categorized as level 1, 13 as level 2, 35 as level 3, 19 as level 4, and 3 as level 5.

The student body of TUHS is comprised of 265 students in grade 9; 266 students in grade 10; 232 students in grade 11; and 222 students in grade 12. There are 494 males and 491 females.

Approximately 6% of the student body is classified as English language learners, and 22.5% are Re-designated Fluent English Proficient (RFEP). English learners receive services in ELD 1 and 2 classes as well as bilingual literacy, English and reading/writing classes. ELD 3 students are mainstreamed into regular education classes and receive language assistance in their classes from bilingual instructional assistants as well as instruction from CLAD and SDAIE certified teachers.

Data on Addressing the Eight State Priorities: Conditions of Learning

The degree to which TUHS teachers are appropriately assigned pursuant to Education Code and are fully credentialed in the subject areas they are teaching is one-hundred percent, with the exception of two teachers (welding and business teacher). In addition, one hundred percent of teachers have met the highly qualified teacher requirements of the Elementary and Secondary Education Act. There are no National Board Certified teachers on our campus.

Currently, there are no teachers teaching outside of their instructional area as defined by state guidelines. There are no teachers on campus who are working on short-term staff permits or provisional intern permits.

The TUHS teaching staff is comprised of 59 fully credentialed teachers and one teacher currently in the Beginning Teacher Support and Assessment Program, year 2. The last of the 61 teachers is working on her preliminary credential. All but two of the TUHS teachers have fulfilled the requirements of NCLB and NCLB compliant teachers teach 100% of the core classes. The certificated teaching staff at TUHS is comprised of 2 individuals with a doctorate degree, 30 with a master's degree, and 29 with a bachelor's degree.

Administrators at TUHS average 20 months in the district and 18.33 years in education. On average, teachers have served 12.02 years within the district and 16.54 years in education. Individuals in pupil personnel services average 10 years in the district 16 years in education.

Taft Union High School certificated staff is comprised of 69 employees: 3 administrators, 61 teachers, 3 guidance counselors, 1 school psychologist, and 1 library-media specialist. Of our 69 certificated staff members, 7 are Hispanic, and 62 are white; 38 are male and 31 are female.

Taft Union High School employs 16 full-time instructional assistants. All of the paraprofessionals have Associate of Arts degrees or have successfully completed the paraprofessional exam. Four of the instructional assistants are bilingual. Three of the bilingual instructional assistants are assigned to work with EL students in their mainstream classes. Eight of the 16 instructional assistants are assigned to special education; one of the special education assistants is bilingual. Of the 16 full-time instructional assistants, one hundred percent meet the requirements of the Elementary and Secondary Education Act.

TUHS classified staff is comprised of 88 employees: 56 twelve month employees, 6 eleven month, 1 is a ten-and-a-half month, 2 is a ten-month, and 23 are nine-month employees. Five of those employees are Hispanic, one is African-American and the remaining are Caucasian. Sixty-two of the classified employees are female and twenty-six are male.

Over the course of six months (January 2015-June 2015), teachers missed 337.8 days due to school related activities (field trips, conferences, coaching, etc.) and 440.01 days due to non-school related activities (personal necessity leave, illness, jury duty, etc.). The average number of days missed for school related activities per teacher is .19 and 6.6 for non-school related activities.

One hundred percent of students have access to standards-aligned materials as is evidenced by course outlines, classroom materials and samples of student work. Course outlines are held by each teacher as well as with the Principal and Director of Special Services. Classroom materials are readily available in each classroom on campus as well as the learning materials students receive at the beginning, as well as throughout the school year. Samples of student work can be seen in each classroom as well as the samples of student work evidence binders from each department on campus.

The TUHS Board and staff, as well as the students, pride themselves on having a safe, well-kept and well-maintained school. The Williams Settlement visiting teams that have come to TUHS have reported that our facilities are safe, clean and in good repair. There is no graffiti or trash on campus and students are educated in classrooms that have adequate lighting and desks for each student.

District safe schools committee meetings are held on campus at least 2 to 5 times a year. In the 2014-2015 school year, the committee held 2 formal meetings and several informal meetings. Members of the committee hold at least one additional interim workshop each year. The Maintenance Operations and Transportation Director and representatives from the Attendance office and the Guidance Center discuss updates on laws, and receive training on safety response. Our comprehensive disaster preparedness plan is revised annually and addresses natural disasters and threats of violence. Students practice regular onsite evacuation drills and all procedures for disaster drills are outlined in the online Teacher Handbook.

Teachers and staff participate in state-mandated in-service training modules on Sexual Harassment, Child Abuse Reporting, Heat Illness Prevention, Ergonomics, Foundation Ergonomics, Computer Use, Staff and Student Relationships, Fire Extinguishers and Prevention, Blood-borne Pathogens, and Hazard Communication.

Taft Union High School has an open campus during lunch, which means that students may leave campus and return at the end of the lunch period. Two campus supervisors and a local police officer monitor the campus before, during, and after school. Students enter through designated open gates staffed by TUHS personnel in the morning. All gates are locked during school hours for the protection of students and staff. All visitors must check in at the switchboard and may not enter the campus until a locked security door is unlocked by the switchboard operator. In 2007, TUHS installed a Digital IP Video Surveillance System consisting of 43 video surveillance cameras and a monitor station to be accessed by our Campus Supervisors. Today, the campus has 72 working security cameras.

Classrooms and buildings reflect the students and staffs pride in the school facilities. Custodial and maintenance staff provides high-quality maintenance and daily cleaning on both the school grounds and in the classrooms. The aquatic center was fully remodeled and underwent a safety update in 2009. In 2009, the Mullen gymnasium and the boys' locker room underwent a fire safety update. Routine maintenance is completed on a seasonal schedule. TUHS has designed a well-planned deferred maintenance program to ensure that all buildings are kept in good repair. TUHS has met all of the standards for good repair, established by the Office of Public School Construction for the past 5 years.

The degree to which the school has implemented academic, content, and performance standards as well as a plan to ensure pupil access and enrollment in a broad course of study that includes subject areas described in Education Code is outlined in our LCAP. As stated, our goal is that by 2017, 80% of the district's students will demonstrate proficiency in English Language Arts and Mathematics by June, 2017 as measured by local assessments, CAHSEE and CAASPP. This will be accomplished by taking the following 5 actions as outlined in LCAP: 1. Providing CCSS-aligned Instructional materials and instructional materials for all subject areas. 2. Providing professional development and coaching for teachers focused on Explicit Direct Instruction. 3. Provide intervention courses for struggling students. 4. Providing AVID trained tutors before and after school. 5. Provide summer school opportunities to increase academic skills.

In 2013, the percentage of students who graduated meeting the full U-C a-g requirements was 19.81%. In 2014, the percentage of students who graduated meeting the full U-C a-g requirements rose to 26.44% and continued to climb to 32.6 % in 2015.

From 2012 to 2015, the percentage of students who were enrolled in UC A-G approved courses slightly increased. On “Information Day,” which is the first Wednesday of every October, the following data reflects students currently enrolled in UC A-G courses:

School Year	Enrollment	A-G Enrollment	Percentage
2012-2013	939	767	81.6%
2013-2014	974	872	89.5%
2014-2015	985	888	90.1%

The person responsible for maintaining course approval is the director of special services.

Over fifteen years ago, the Taft Union High School math teachers developed and administered an Algebra Readiness Test to all incoming 9th graders; it has proved to be a very accurate measurement of math skills. Up until the 2012-2013 school year, TUHS also provided a high school algebra teacher to the main feeder school, Lincoln, to prepare incoming 8th graders for the rigors of high school Algebra. Due to the fact that the junior high did not provide the proper resources and support to this teacher coupled with the fact that TUHS no longer had an extra teacher to transport to them, the position was eliminated. Since the elimination of this position, 8th grade student performance on the Algebra Readiness Test has declined, as indicted by the algebra enrollment numbers below on the table below. The following Algebra and Algebra readiness grids show where freshmen through seniors were placed and enrolled for the past 3 school years.

ALGEBRA ENROLLMENT	9th Grade	10 th Grade	11th Grade	12th Grade
2014-2015	104	89	12	3
2013-2014	106	90	14	2
2012-2013	110	36	8	1

ALGEBRA ENROLLMENT	READINESS	9th Grade	10 th Grade	11th Grade	12th Grade
2014-2015		133	0	0	0
2013-2014		112	0	0	0
2012-2013		75	0	0	0

Student participation in co-curricular and extra-curricular activities is relatively high. The Taft Union High School Associated Student Body offers a full range of clubs and activities in which students may participate. TUHS has a no-cut policy in sports to help encourage students to get involved. In addition, students are involved in co-curricular classes and small learning communities such as choir, band, drumline, FFA, AVID, FHA, Oil Technology Academy, and athletics. During the 2014/15 school year, 1,045 students were enrolled at TUHS. Taking into account there were 3,231 participating opportunities for students in all the activities listed below, theoretically each student averaged participation in three activities throughout the school year. Below is a summary of student involvement numbers in each specified activity for the 2014-2015 school year.

2014-2015 Student Activity Totals	
Drivers Training	212
Student Body Officer	14
Leadership Class	19
Class Officer	20
Advanced Art/Club	24
We The People	31
AVID/Club	138
Band/Club	70
Future Homemakers of America/HERO	128

Advanced Chorus/Club	12
Drama/Club	85
Band Boosters	15
Baseball/Club	53
Advanced Multimedia	24
Yearbook	23
Basketball Girls/Club	24
Basketball Boys/Club	29
Future Farmers of America/Club	190
Key Club	30
Debate Club	20
Soroptimist Club	38
Campus Life	31
Cheer/Club	60
Choir Club	40
Community Service/Volunteer Work	521
Cal-Soap Advising	774
Science Bowl	15
California Scholarship Federation	64
Cross Country/Club	16
Football/Club	92
Gay/Straight Alliance Club	18
Golf Club/Boys	13
Golf Club/Girls	9

Interact Club	12
Keep Friday Alive Club	12
Literacy Program/Club	40
Oil-Technology Academy/Club	167
Soccer Club/Boys	52
Soccer Club/Girls	51
Softball/Club	42
Swim/Club	34
Tennis Club/Girls	22
Tennis Club/Boys	25
Track/Club	71
Trapshooting Club	37
Volleyball/Club	40
Water Polo/Club	19
Grand Total	3,231

District Policies/School Financial Support

In the 2014-2015 school year, Taft Union High School spent \$29,699.14 per student (ADA). This amount has increased 46.8% since the 2008-2009 school year in which the amount was \$20,231.69. The district does not receive any monies from other sources such as Title 1 or special grants.

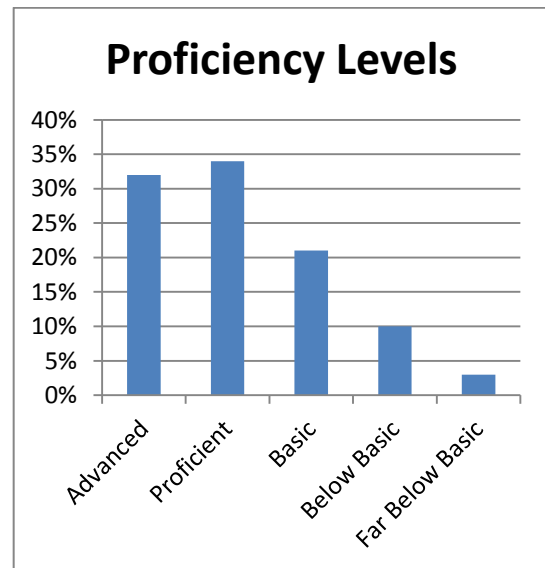
Data on Addressing the Eight State Priorities: Pupil Achievement Outcomes

A.PERFORMANCE ON STANDARDIZED TESTS

A. California Assessment of Student Performance and Progress (CAASPP)

The CAASPP was first administered to Grade 11 students in 2013/14 as a field test only. The only result reported for the CST test administration was the 2013/14 CST Life Science for Grade 10 as is indicated in the table and graph below:

All Students	Grade 10
Students Tested	218
Students with Scores	215
Mean Scale Score	369.1
% Advanced	32%
% Proficient	34%
% Basic	21%
% Below Basic	10%
% Far Below Basic	3%



Analysis:

- The majority of students scored Advanced or Proficient.
- More students score Basic than Below Basic and Far Below Basic combined.

Students w/Disabilities	Grade 10
Students Tested	16
Students with Scores	16
Mean Scale Score	298.9
% Proficient & Above	6%

The CAASPP was administered to grade 11 students in the academic areas of English Language Arts and Mathematics in the spring of the 2014/15 school year. The table below highlights the results for English Language Arts:

All Students	Grade 11
Students Tested	226
% Exceeded Standard	6%
% Met Standard	26%
% Nearly Met Standard	38%
% Did Not Meet Standard	34%

Analysis:

- The majority of students nearly met or did not meet the standard.
- Approximately 32% of students met or nearly met the standard.

The table below highlights the results for Mathematics:

All Students	Grade 11
Students Tested	225
% Exceeded Standard	0%
% Met Standard	11%
% Nearly Met Standard	19%
% Did Not Meet Standard	70%

Analysis:

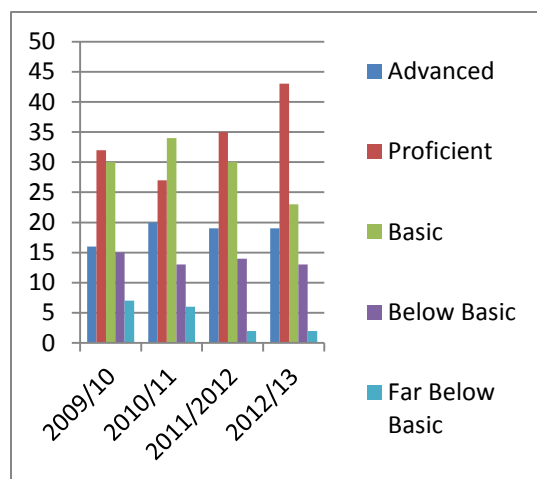
- The vast majority of students nearly met or did not meet the standard.
- Approximately 11% of students met the standard.

B. Results from the California Standardized Test (CST)

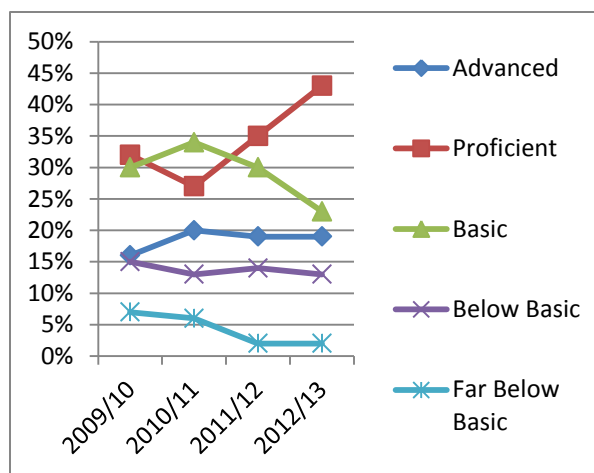
CST English Language Arts Grade 9

School Year	2009/10	2010/11	2011/12	2012/13
Advanced	16	20	19	19
Proficient	32	27	35	43
Basic	30	34	30	23
Below Basic	15	13	14	13
Far Below Basic	7	6	2	2

Proficiency Levels



Longitudinal Analysis



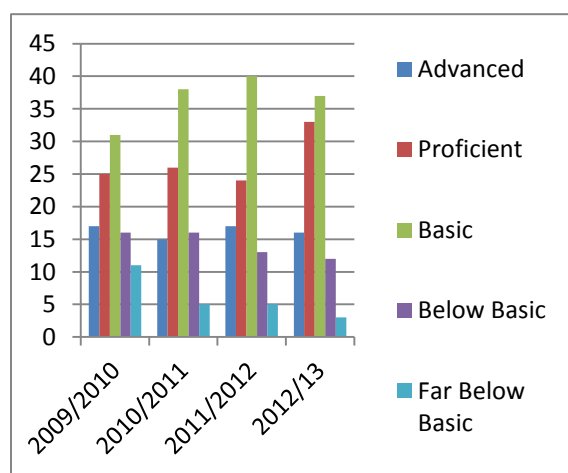
CST English Language Arts Grade 9 Analysis:

- The majority of students score either Proficient or Basic; however, with the exception of 2010/11, more students score Proficient than any other level. The gap between Proficient and Basic has been increasing.
- The percent of students scoring Advanced or Below Basic was very close in 2010/11. The gap is increasing as more students are scoring Advanced than Below Basic.
- The percentage of Advanced and Below Basic students has remained relatively the same.
- The percentage of Basic and Far Below Basic students has decreased overall. There has been a concerted effort to move students from Far Below Basic and Below Basic.
- The percent of students scoring Advanced increased slightly then remained constant for the next three years.

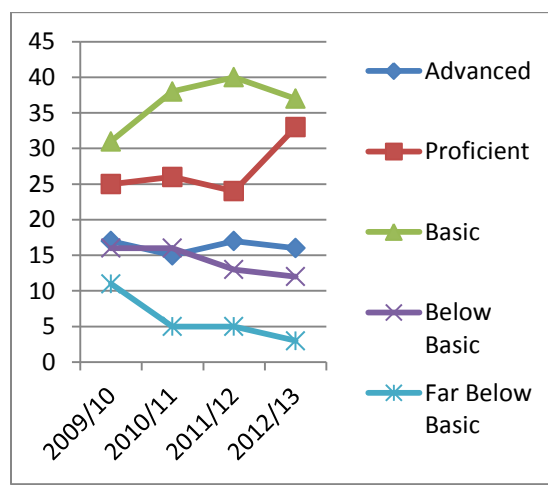
CST English Language Arts Grade 10

	2009/10	2010/11	2011/12	2012/13
Advanced	17%	15%	17%	16%
Proficient	25%	26%	24%	33%
Basic	31%	38%	40%	37%
Below Basic	16%	16%	13%	12%
Far Below Basic	11%	5%	5%	3%

Proficiency Levels



Longitudinal Analysis



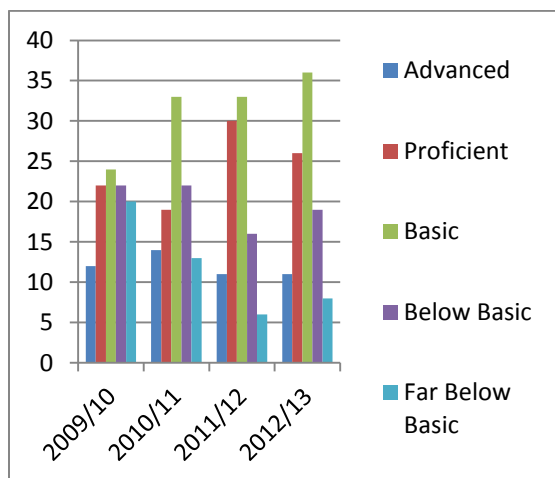
CST English Language Arts Grade 10 Analysis:

- The majority of students score either Proficient or Basic. The percent of students scoring at either of these levels has increased from 56% to 70% with more students scoring Basic than Proficient. Although the percent of students at the Basic level is higher than the percent of students at the Proficient level, that gap dramatically closed in 2013.
- The percentage of students scoring Advanced has remained around 15% – 17% while the percentage of students scoring Below Basic decreased slightly from 16% to 12%.
- The concerted effort to move students from Far Below Basic and Below Basic was successful.
- Percent of students at the Far Below Basic has steadily declined.

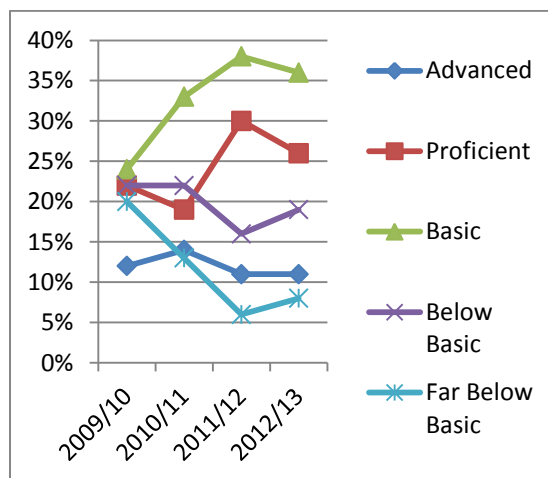
CST English Language Arts Grade 11

	2009/10	2010/11	2011/12	2012/13
Advanced	12%	14%	11%	11%
Proficient	22%	19%	30%	26%
Basic	24%	33%	38%	36%
Below Basic	22%	22%	16%	19%
Far Below Basic	20%	13%	6%	8%

Proficiency Levels



Longitudinal Analysis



CST English Language Arts Grade 11 Analysis:

- In 2010 the distribution was pretty evenly spread between Proficient, Basic, Below Basic, and Far Below Basic. The distribution has begun to spread with the majority of students scoring Proficient or Basic.
- By 2013, the gap between Far Below Basic and Below Basic increased, as did the gap between Below Basic and Basic
- The percentage of students scoring Advanced and Below Basic have decreased slightly.
- The percentage of students scoring Basic and Proficient have increased moderately.
- The percentage of students scoring Far Below Basic has decreased significantly as a result of the concerted effort to move students from this range

Since 2010, all three grade levels have the majority of students scoring Proficient or Basic. All three grade levels have decreased the percent of students scoring

Below Basic and Far Below Basic. Grade 9 is the only grade level which has more students scoring Proficient than Basic.

Grade 9 CST English Language Arts Subpopulation Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	84	34.4%	340.3	44%
2010/11	104	41.3%	333.9	36%
2011/12	100	39.8%	350.3	52%
2012/13	96	41.7%	349.0	53%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	139	57%	351.6	52%
2010/11	128	50.8%	352.6	55%
2011/12	118	47%	357.7	57%
2012/13	99	43%	368.4	72%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	140	57.4%	338.1	41%
2010/11	144	57.1%	337.5	39%
2011/12	113	45%	344.8	46%
2012/13	135	58.7%	349.2	56%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	25	10.2%	286.9	0%
2010/11	36	14.3%	288.5	0%
2011/12	17	6.8%	292.1	0%
2012/13	20	8.7%	299.7	5%

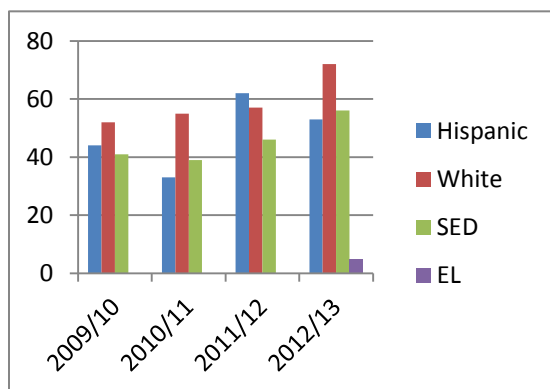
Students with Disabilities – Not A Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	27	11.1%	286.2	4%
2010/11	16	6.3%	282.7	6%
2011/12	0	0	0	0
2012/13	4	1.7%	--	--

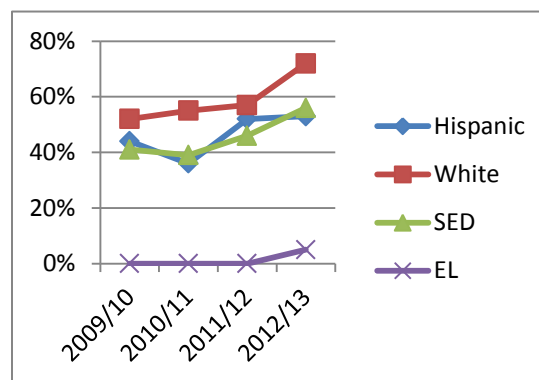
■ Per Data Quest, Insufficient numbers for reporting

Grade 9 English Language Arts Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



Analysis:

- Dataquest reports the percent of students in the subgroups who are advanced or proficient, but does not report the percent of students in the subgroups who are Basic, Below Basic, or Far Below Basic.
- The White subgroup experienced a steady increase in percent of students Advanced or Proficient, and has a higher percentage of students scoring Advanced or Proficient than the other subgroups.
- In 2012, the Hispanic or Latino subgroup had a higher percentage of students scoring Advanced or Proficient than the other subgroups. Scores for Hispanic or Latino students has been erratic; with decreases and then increases of students scoring Advanced or Proficient.
- Socioeconomically Disadvantaged students have increased in the percent of students scoring Advanced or Proficient after a slight decrease from 2010 to 2011.
- 5% of EL students registered Advanced or Proficient in 2013. No EL students scored at these levels in the previous three years.
- The percent of students with disabilities is decreasing. The mean scale score of students with disabilities is similar to that of English Learners; however, the percent of students scoring proficient is higher than EL students

Grade 10 English Language Arts Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	90	40%	329.3	33%
2010/11	79	35%	329.9	33%
2011/12	93	38.9%	350.3	52%
2012/13	83	38.8%	347.3	45%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	119	52.9%	343.9	51%
2010/11	126	55.8%	344.2	45%
2011/12	118	49.4%	349.9	50%
2012/13	105	49.1%	351.4	52%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	118	52.4%	326.2	30%
2010/11	130	57.5%	328.3	32%
2011/12	119	49.8%	332	33%
2012/13	110	51.4%	345.1	43%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	20	8.9%	279.5	0%
2010/11	21	9.3%	285.2	0%
2011/12	23	9.6%	283.3	0%
2012/13	9	4.2%	--	--

Students with Disabilities – Not a Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	15	6.7%	269.4	7%
2010/11	21	9.3%	277.4	5%
2011/12	3	1.3%	--	--
2012/13	2	0.9%	--	--

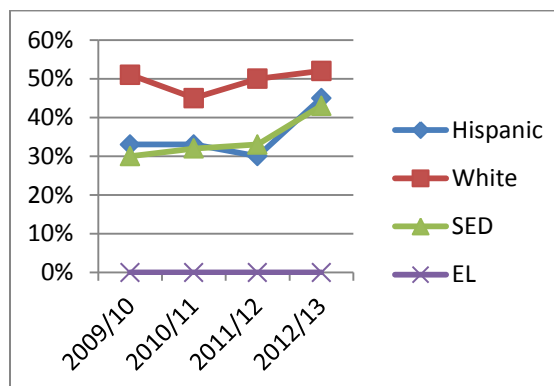
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Grade 10 English Language Arts Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



Analysis:

- The percent of students in the White subpopulation scoring Advanced or Proficient averages 49.5% and reflects a higher percent than the other Subpopulations
- The percent of Hispanic/Latino and Socioeconomically Disadvantaged Subpopulations students scoring Advanced or Proficient is closely clustered, and both Subpopulations narrowed the gap between the White subpopulation in 2013.
- No students in the English Learner Subpopulation scored Advanced or Proficient.
- The percent of Students with Disabilities is decreasing. The mean scale score for Students with Disabilities is lower than the mean scale score of EL students; however, the percent of students scoring Proficient is higher for Students with Disabilities

Grade 11 English Language Arts Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	84	40%	316.2	33%
2010/11	88	38.4%	322.6	32%
2011/12	76	35.5%	334.3	37%
2012/13	77	37.2%	322.5	31%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	103	49%	318.8	34%
2010/11	124	54.1%	332.4	36%
2011/12	107	50%	342.1	45%
2012/13	104	50.2%	334.7	41%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	114	54.3%	314.3	33%
2010/11	118	51.5%	320.8	30%
2011/12	102	47.7%	330.6	33%
2012/13	87	42%	324.5	28%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	20	9.5%	258	0%
2010/11	17	7.4%	272.5	6%
2011/12	11	5.1%	274.8	0%
2012/13	12	5.8%	261.8	0%

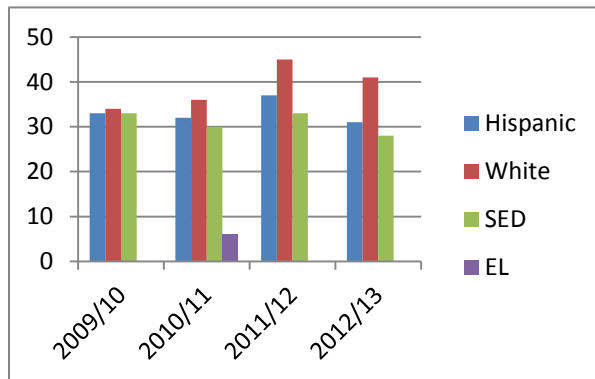
Student with Disabilities

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	18	8.6%	245.8	0%
2010/11	17	7.4%	267.2	6%
2011/12	3	1.4%	--	--
2012/13	1	0.5%	--	--

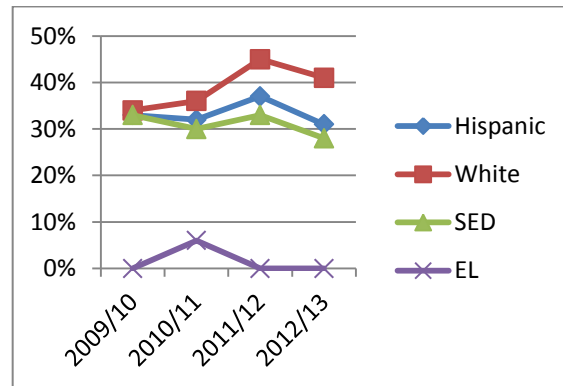
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Grade 11

Percent Advanced or Proficient



Longitudinal Analysis



Analysis:

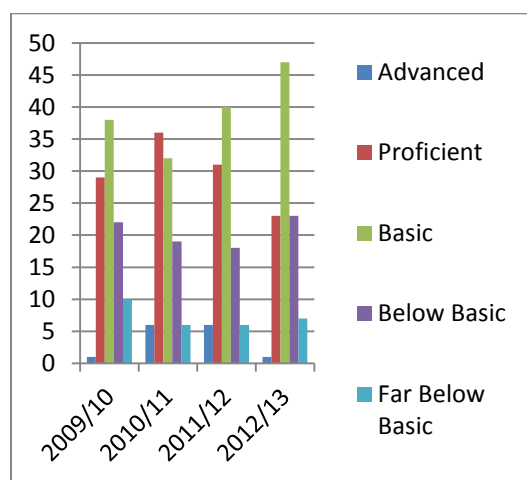
- All subpopulations, except English Learners, had virtually the same percent of students scoring Advanced or Proficient in 2010.
- The percent of students scoring Advanced or Proficient is increasing to create a gap between the White Subpopulation and the Hispanic/Latino and SED populations.
- EL students had 6% of the students score Advanced or Proficient in 2010/11.
- The percent of Students with Disabilities is decreasing. The Mean Scale Score is somewhat lower for Students with Disabilities than for EL students; the number proficient is the same.

Mathematics:

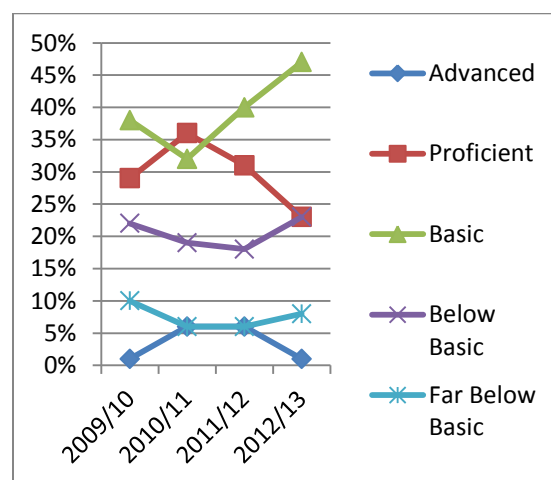
CST General Math

	2009/10	2010/11	2011/12	2012/13
Advanced	1%	6%	6%	1%
Proficient	29%	36%	31%	23%
Basic	38%	32%	40%	47%
Below Basic	22%	19%	18%	23%
Far Below Basic	10%	6%	6%	7%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The distribution of students at each proficiency levels is fairly consistent with the majority of students scoring Basic or Proficient.
- In 2010/11 more students scored at the Proficiency Level than all other levels; in 2013, an equal percent of students scores Proficient and Below Basic
- The percent scoring Far Below Basic has decreased slightly; while the percent scoring Advanced, increased and then returned to 1%

CST General Mathematics Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	54	22.1%	321.9	28%
2010/11	75	29.8%	329.8	37%
2011/12	54	21.5%	325.5	33%
2012/13	44	19.1%	323.3	23%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	80	32.8%	322.6	34%
2010/11	71	28.2%	340.9	44%
2011/12	62	24.7%	338.9	40%
2012/13	42	18.3%	318.3	21%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	94	38.5%	316.9	27%
2010/11	99	39.3%	335	43%
2011/12	66	26.3%	333.1	36%
2012/13	70	30.4%	320.9	26%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	22	9.0%	301.6	9%
2010/11	33	13.1%	297.0	9%
2011/12	20	8.0%	291.5	10%
2012/13	15	6.5%	306.0	0%

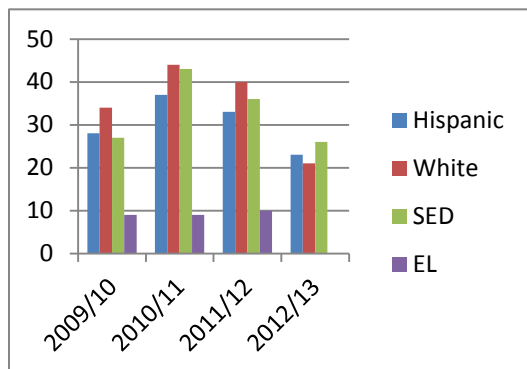
Students with Disabilities – Not a Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	26	10.7%%	271.1	4%
2010/11	13	5.2%	282.8	8%
2011/12	10	4.0%	--	--
2012/13	12	5.2%	267.5	0%

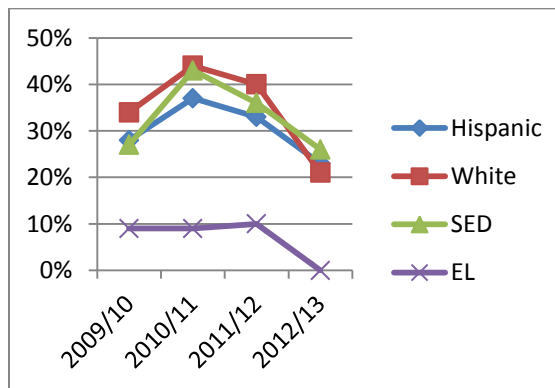
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CST General Mathematics Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



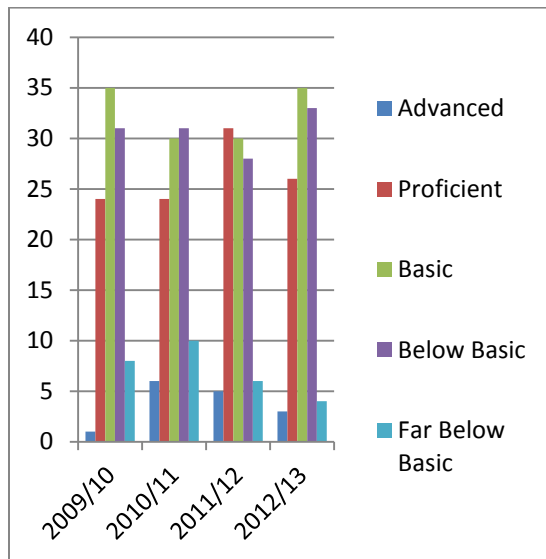
Analysis:

- The White Subpopulation has higher percent of students scoring Advanced or Proficient except for 2013 when the percent of SED students surpassed.
- The SED Subpopulation has a higher percent Advanced or Proficient than the Hispanic/Latino Subpopulation after 2010.
- English Learner's scoring Advanced or Proficient was constant except for 2013 when no EL Students scored Advanced or Proficient
- The percent of Students with Disabilities is decreasing. The Mean Scale Score for Students with Disabilities is slightly less than the Mean Scale Score for EL students. The number of students scoring Proficient is slightly higher for EL students.

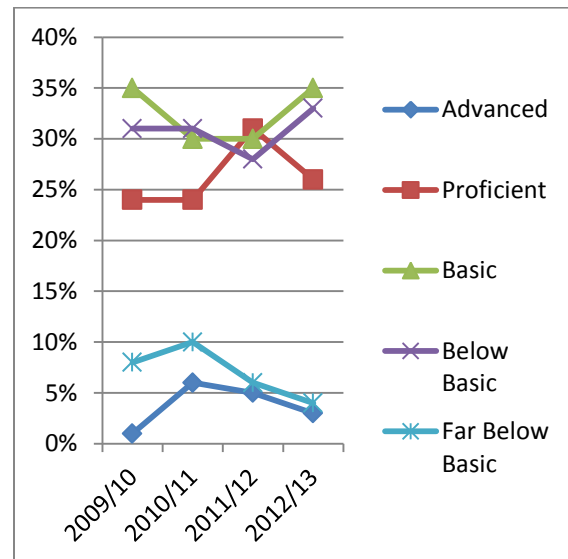
CST Algebra I

	2009/10	2010/11	2011/12	2012/13
Advanced	1%	6%	5%	3%
Proficient	24%	24%	31%	26%
Basic	35%	30%	30%	35%
Below Basic	31%	31%	28%	33%
Far Below Basic	8%	10%	6%	4%

Proficiency Levels



Longitudinal Analysis



Analysis:

- Fewer students score Advanced than other proficiency levels. However, the percent Advanced has increased from 2010
- The percent scoring Far Below Basic increased slightly from 2010/11 and then began a steady decrease in percent
- An average of 26% scored Proficient; an average of 32.5% scored Basic, and an average of 30.7% scored Below Basic

CST Algebra I Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	56	8.2%	314.5	27%
2010/11	72	10.2	315.3	25%
2011/12	115	16.3%	325.9	34%
2012/13	104	15.9%	324.2	30%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	95	13.9%	318.4	26%
2010/11	119	16.8%	323.3	31%
2011/12	115	16.3%	332.8	37%
2012/13	119	18.2%	324.4	27%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	88	12.9%	311.5	20%
2010/11	121	17.1%	313.1	25%
2011/12	139	19.7%	326.2	33%
2012/13	147	22.5%	322.6	27%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	10	1.4%	--	--
2010/11	19	2.6%	282.6	5%
2011/12	18	2.5%	300.3	17%
2012/13	21	3.2%	302.7	19%

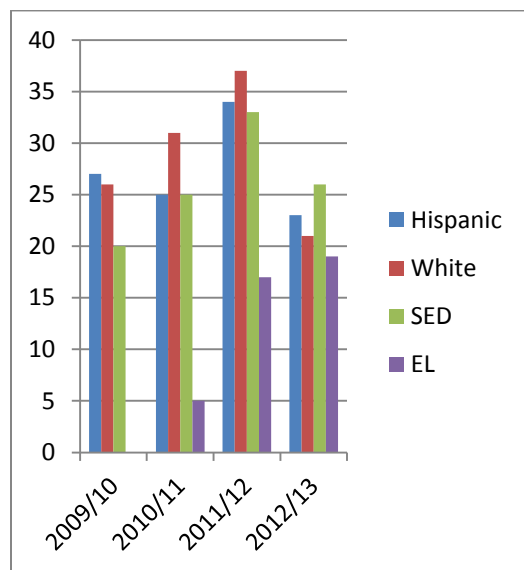
Students with Disabilities

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	11	1.7%	272.9	0%
2010/11	24	3.5%	261.5	0%
2011/12	1	0.4%	--	--
2012/13	4	0.9%	--	--

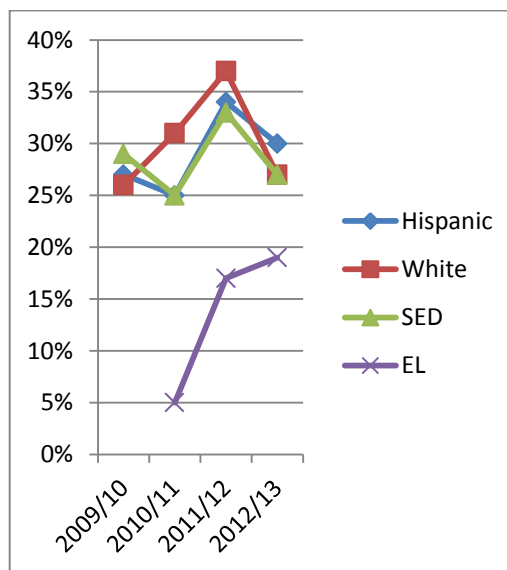
– Not a Significant Subpopulation

CST Algebra I Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



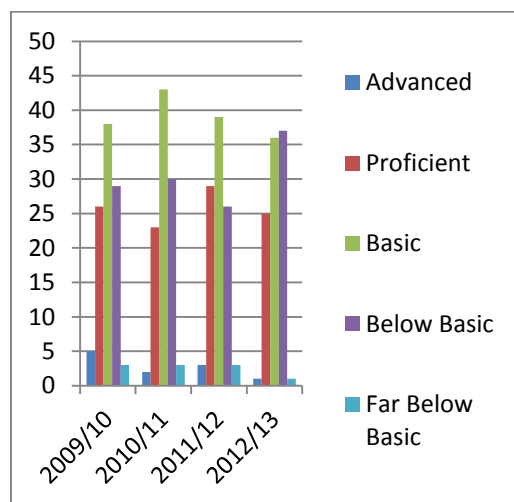
Analysis:

- All subpopulations, except Hispanic/Latino, increased the percent Advanced or Proficient in 2011/12, and all subpopulations increased the percent Advanced or Proficient in 2012/13
- EL students scoring Advanced or Proficient made significant gains from 0% in 2010 to 19% in 2013
- The pattern is erratic for all subpopulations, except English Learners. A higher percent of Hispanic/Latino scored Advanced or Proficient in 2010; a higher percent of Whites in 2011 and 2012, and a higher percent of SEDs in 2013.
- ELs lag behind the other subpopulations each year, but they have seen continued growth each year.
- The percent of Students with Disabilities increased significantly in 2010/11, but has since dropped to less than 1% of the students. The Mean Scale Score and the percent scoring Proficient for Students with Disabilities is lower than the scores for EL students.

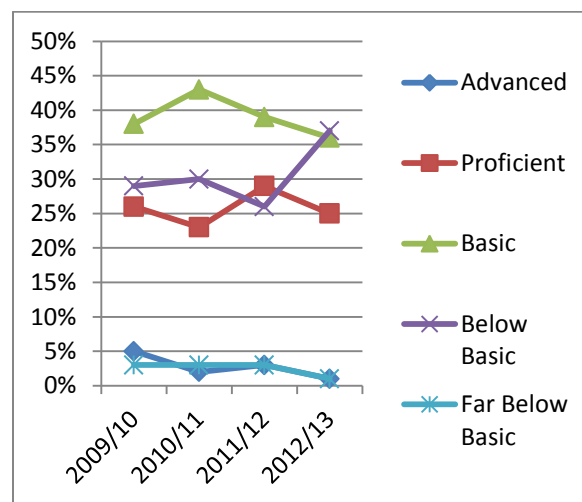
CST Geometry

	2009/10	2010/11	2011/12	2012/13
Advanced	5%	2%	3%	1%
Proficient	26%	23%	29%	26%
Basic	38%	43%	39%	36%
Below Basic	29%	30%	26%	37%
Far Below Basic	3%	3%	3%	1%

Proficiency Levels



Longitudinal Analysis



Analysis:

- A low percent of students score Advanced and Far Below Basic. The percent for both proficiency levels decreased.
- The majority of students score Basic and Below Basic
- The percent of students scoring Proficient fluctuates yearly

CST Geometry Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	48	7%	321.1	27%
2010/11	39	5.5%	321.6	26%
2011/12	42	5.9%	320.4	29%
2012/13	63	9.6%	313.2	24%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	67	9.8%	331.1	34%
2010/11	59	8.3%	318.5	22%
2011/12	72	10.2%	335.2	35%
2012/13	66	10.1%	325.2	29%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	62	9.1%	323.0	27%
2010/11	53	7.4%	317.6	21%
2011/12	49	6.9%	309.7	16%
2012/13	72	11.0	310.2	22%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	8	1.1%	--	--
2010/11	7	0.9%	--	--
2011/12	3	0.04%	--	--
2012/13	4	0.06%	--	--

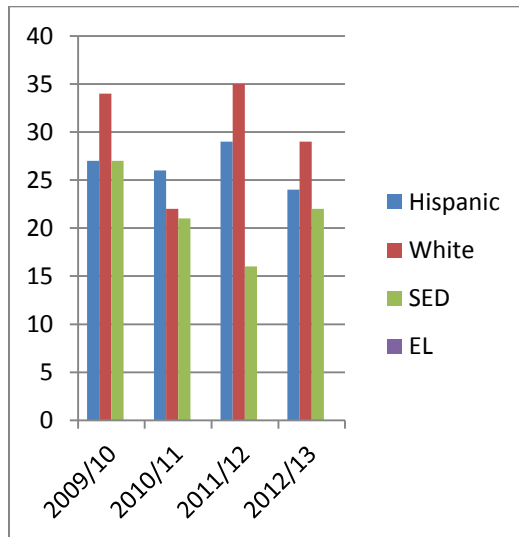
Students with Disabilities – Not a Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	1	0.5%	--	--
2010/11	1	0.4%	--	--
2011/12	1	0.5%	--	--
2012/13	0			

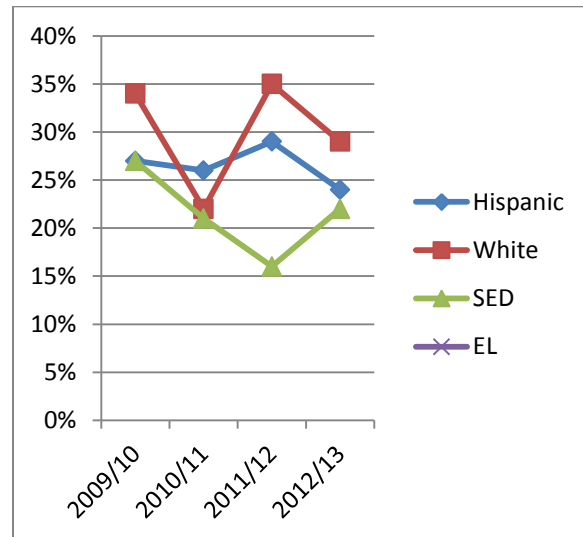
-- Per Data Quest, Insufficient numbers for reporting

CST Geometry Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



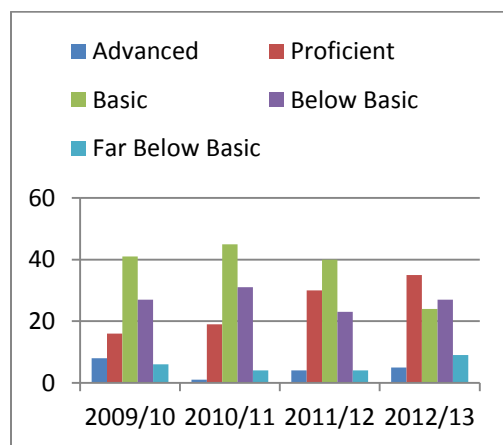
Analysis:

- A higher percent of the White subpopulation scores Advanced or Proficient than Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners, except 2011
- In 2010, the percent of Hispanic or Latino and the percent of SED students scoring Advanced or Proficient were equal. In subsequent years the Hispanic or Latino subpopulation had a higher percent scoring Advanced or Proficient than SED.
- No English Learners scored Advanced or Proficient
- The percent of Students with Disabilities is significantly lower than all subpopulations, including English Learners.

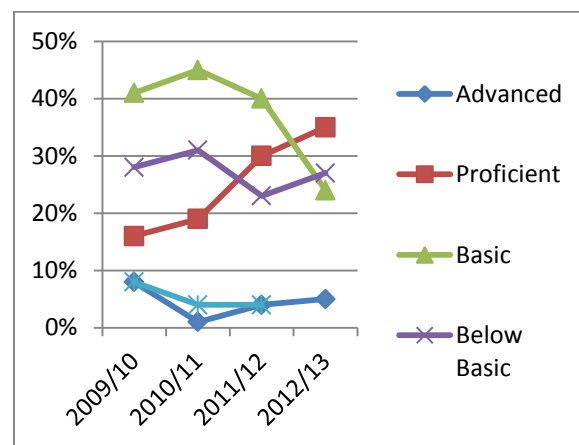
CST Algebra II

	2009/10	2010/11	2011/12	2012/13
Advanced	8%	1%	4%	5%
Proficient	16%	19%	30%	35%
Basic	41%	45%	40%	24%
Below Basic	28%	31%	23%	27%
Far Below Basic	8%	4%	4%	9%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The percent of students scoring Advanced has decreased slightly overall
- The percent of students scoring Proficient has steadily increased every year
- The percent of students scoring Basic has remained constant until a decrease in 2013
- The average percent scoring Below Basic is 27%
- After a decrease in the percent of students scoring Far Below Basic, 9% scored Far Below Basic in 2013
-

CST Algebra II Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	28	4.1%	328.0	25%
2010/11	27	3.8%	318.1	22%
2011/12	18	2.5%	332.3	39%
2012/13	25	3.8%	321.4	40%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	43	6.3%	321.8	26%
2010/11	46	6.5%	320.0	17%
2011/12	35	4.9%	331.6	31%
2012/13	48	7.3%	324.6	40%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	35	5.1%	331.5	29%
2010/11	37	5.2%	322.1	22%
2011/12	22	3.1%	322.5	23%
2012/13	24	3.6%	334.9	50%

English Language Learners

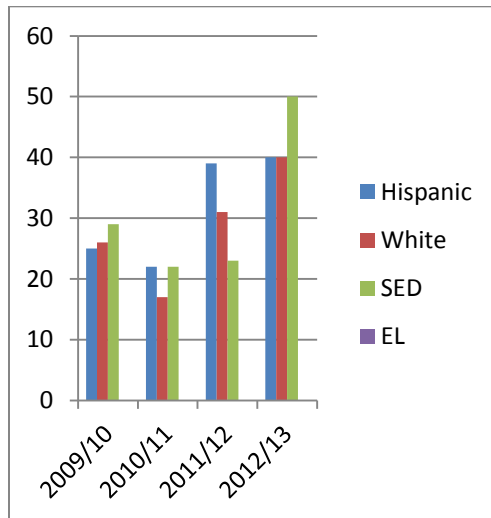
	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	1	0.14%	--	--
2010/11	0	0%		
2011/12	2	0.2%	--	--
2012/13	0	0%		

Students with Disabilities – No data reported.

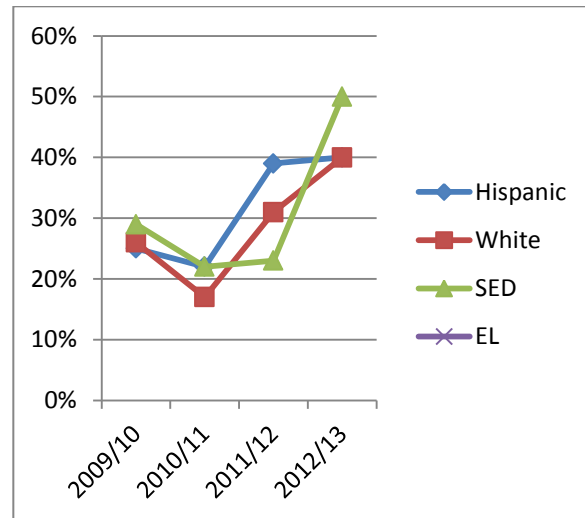
-- Per Data Quest, Insufficient numbers for reporting

CST Algebra II Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



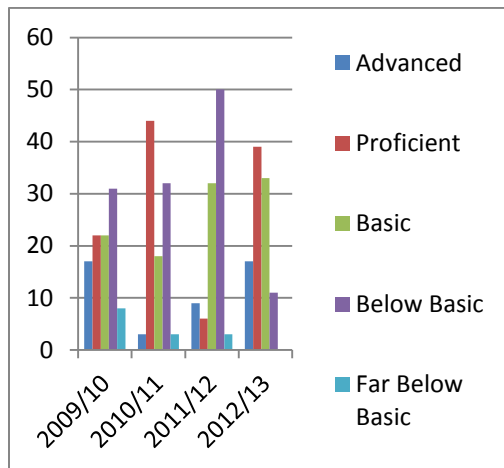
Analysis:

- The percent of students scoring Advanced or Proficient has increased for all subpopulations except English Learners
- There is not evident trend that one subpopulations has a higher percent of students scoring Advanced or Proficient than the other subpopulations
- No Students with Disabilities were assessed for Algebra II from 2010 – 2013.

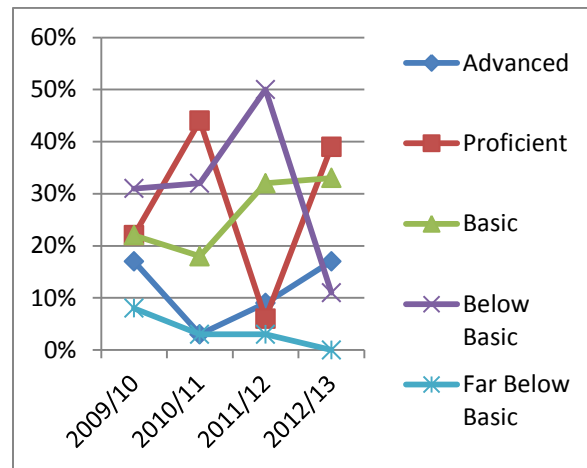
CST Summative High School Mathematics

	2009/10	2010/11	2011/12	2012/13
Advanced	17%	3%	9%	17%
Proficient	22%	44%	6%	39%
Basic	22%	18%	32%	33%
Below Basic	31%	32%	50%	11%
Far Below Basic	8%	3%	3%	0%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The percent of students scoring Far Below Basic has steadily decreased
- The percent of students scoring Advanced dropped significantly in 2011 but increased in 2012 and 2013
- The percent of students scoring Proficient, Basic, or Below Basic has been erratic and does not indicate a trend

CST Summative High School Mathematics Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	17	8.1%	337.2	53%
2010/11	13	5.7%	355.3	62%
2011/12	13	6.1%	303.2	8%
2012/13	7	3.4%	--	--

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	18	8.6%	323.1	24%
2010/11	20	8.7%	323.0	40%
2011/12	16	7.5%	311.1	19%
2012/13	9	4.3%	--	--

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	18	8.6%	333.9	44%
2010/11	16	7.0%	346.6	56%
2011/12	15	7.0%	305.3	7%
2012/13	7	3.4%	--	--

English Language Learners

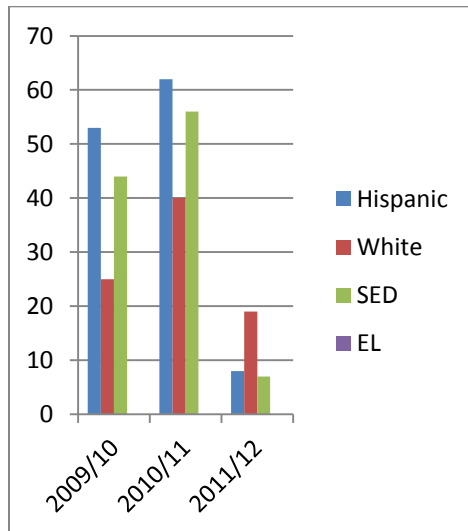
	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	0	0%		
2010/11	0	0%		
2011/12	0	0%		
2012/13	0	0%		

Students with Disabilities: No data reported

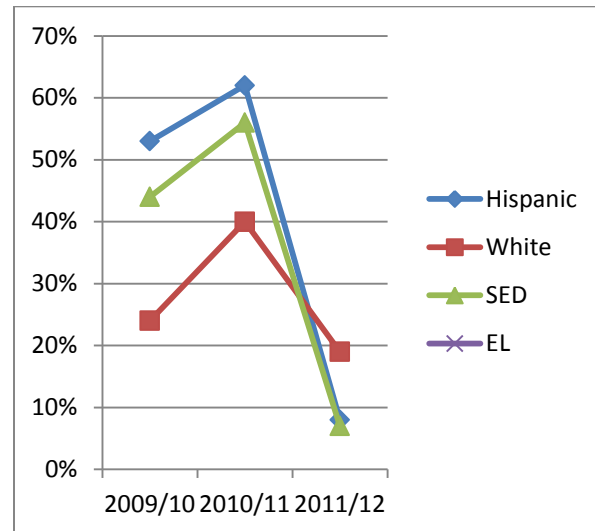
-- Per Data Quest, Insufficient numbers for reporting

CST Summative High School Mathematics Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



Analysis:

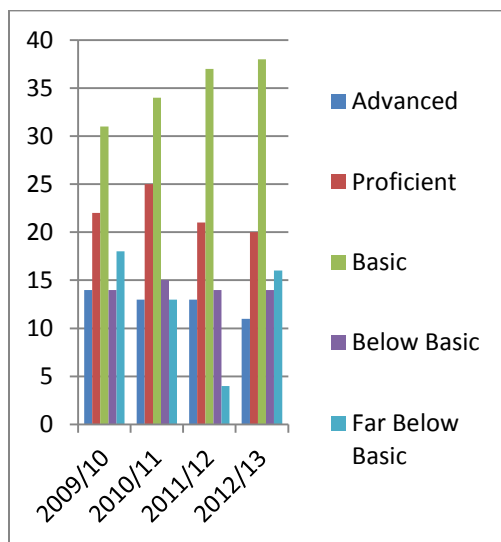
- The number of students taking the CST Summative Mathematics assessment has steadily decreased for all subpopulations
- The percent of Hispanic or Latino and SED students scoring Advanced or Proficient was greater than the White Subpopulation except in 2012
- No EL students scored Advanced or Proficient on the Summative High School Mathematics
- No Students with Disabilities were assessed in Summative High School Math.

Social Science

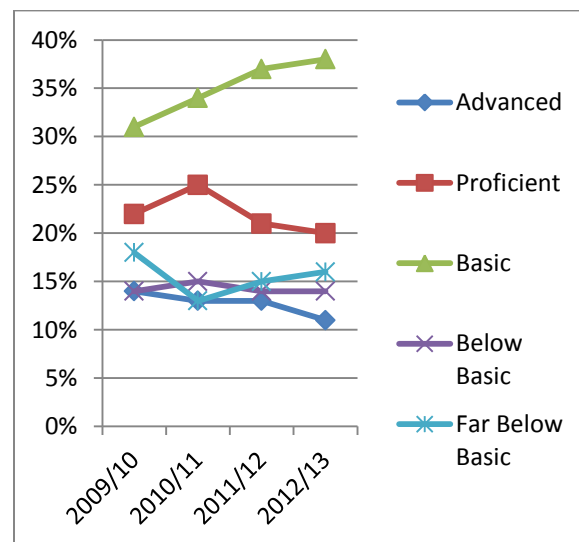
CST World History

	2009/10	2010/11	2011/12	2012/13
Advanced	14%	13%	13%	11%
Proficient	22%	25%	21%	20%
Basic	31%	34%	37%	38%
Below Basic	14%	15%	14%	14%
Far Below Basic	18%	13%	15%	16%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The majority of students score Proficient or Basic; the number scoring Basic has steadily increased and those scoring Proficient increased slightly in 2011 and then decreased the following two years
- The percent of students scoring Advanced, Below Basic, and Far Below Basic has remained fairly constant with slight decreases in Advanced and Far Below Basic

CST World History Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	94	13.8%	330.9	36%
2010/11	80	11.3%	322.2	28%
2011/12	103	14.6%	319.0	28%
2012/13	90	13.8%	327.3	32%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	122	17.9%	340.6	39%
2010/11	123	17.4%	345.6	42%
2011/12	124	17.6%	341.9	39%
2012/13	115	17.6%	335.6	32%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	123	18.1%	325.1	30%
2010/11	129	18.2%	327.5	35%
2011/12	133	18.8%	320.8	26%
2012/13	122	18.7%	323.2	26%

English Language Learners

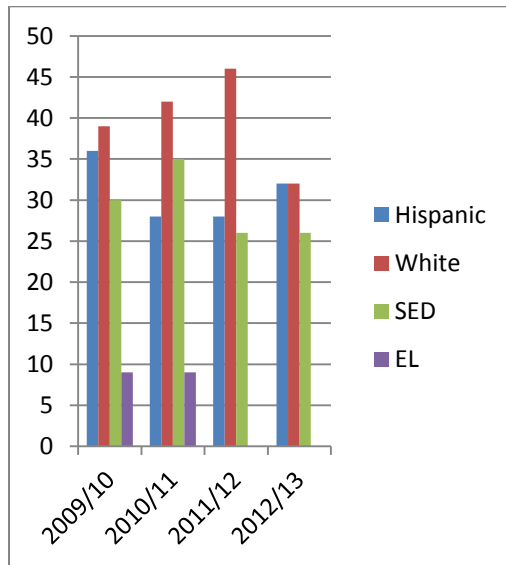
	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	22	3.2%	278.9	9%
2010/11	22	3.1%	279.8	9%
2011/12	29	4.1%	265.0	0%
2012/13	13	1.9%	270.2	0%

Students with Disabilities – Not a Significant Subpopulation

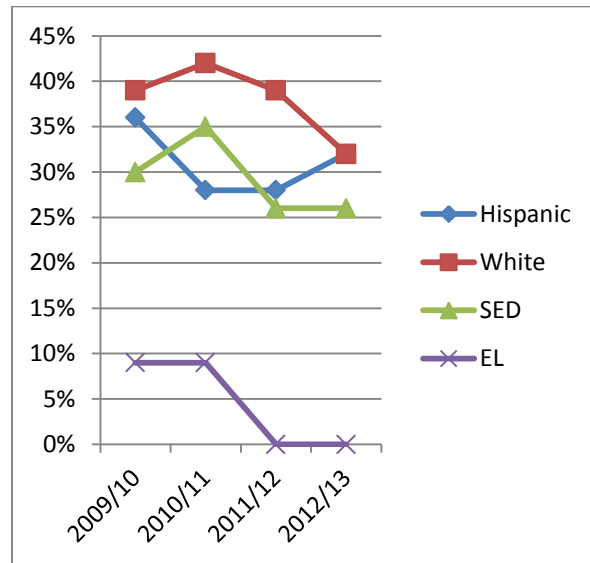
	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	17	3.8%	259.9	6%
2010/11	20	8.8%	286.6	15%
2011/12	13	2.8%	282.5	8%
2012/13	12	2.3%	269.8	0%

CST World History Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



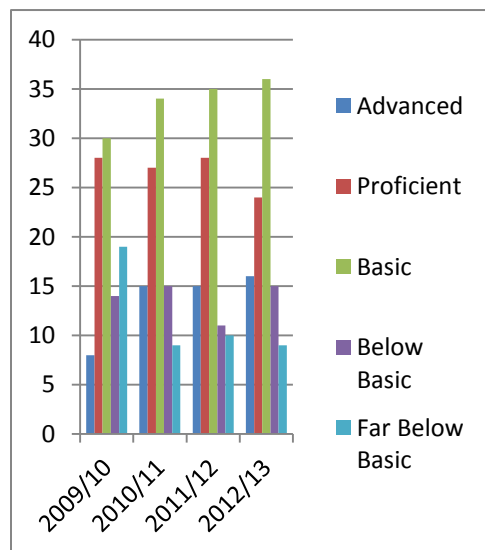
Analysis:

- The White subpopulation had a higher percent of students scoring Advanced or Proficient than the other subpopulations, except in 2013 when Hispanic or Latino had the same percent as the White Subpopulation
- SED subpopulation has fewer Advanced or Proficient than White and Hispanic or Latino except in 2011 when SED had a higher percent than Hispanic or Latino
- EL subpopulation dropped from 9% Advanced or Proficient in 2011 to 0% in 2012 and 2013
- Students with Disabilities had a higher mean scale score and more students scoring Proficient than EL students in 2011 and 2012.

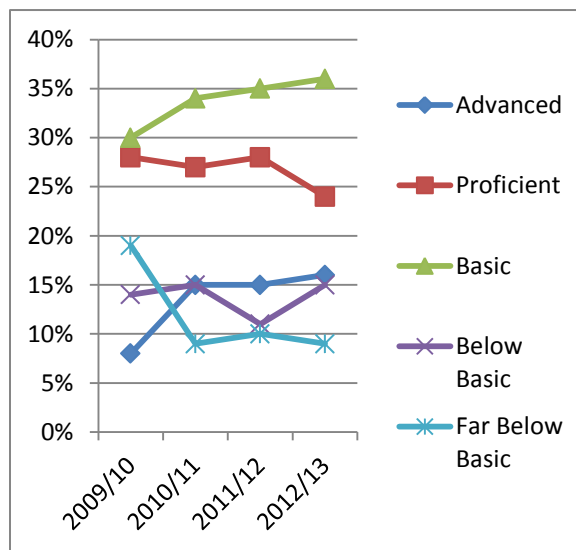
CST U.S. History

	2009/10	2010/11	2011/12	2012/13
Advanced	8%	15%	15%	16%
Proficient	28%	27%	28%	24%
Basic	30%	34%	35%	36%
Below Basic	14%	15%	11%	15%
Far Below Basic	19%	9%	10%	9%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The percent of Advanced has increased from 8% to 16%
- The majority of students score Proficient or Basic
- The percent of Below Basic has seen little fluctuation
- The percent of Far Below Basic has decreased 10% from 2010

CST U.S. History Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	84	40%	323.1	36%
2010/11	88	38.4%	332.2	36%
2011/12	82	38.3%	333.3	40%
2012/13	82	39.6%	331.5	30%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	103	49%	329.2	38%
2010/11	124	54.1%	350.9	47%
2011/12	114	53.3%	346.4	46%
2012/13	110	53.1%	347.3	46%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	114	54.3%	324.1	36%
2010/11	118	51.5%	333.8	35%
2011/12	110	51.4%	329.1	34%
2012/13	95	45.9%	327.1	31%

English Language Learners

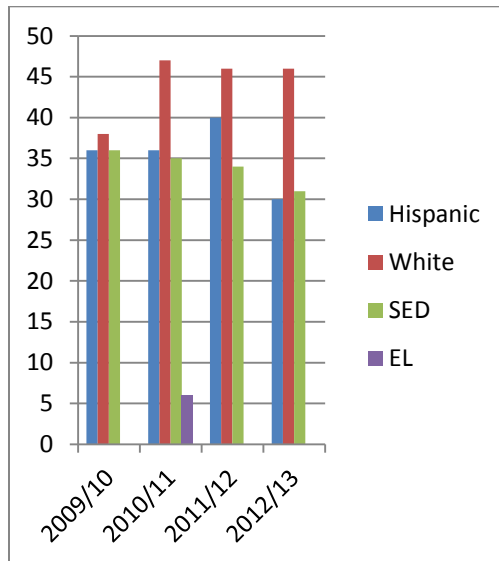
	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	20	9.5%	261.4	0%
2010/11	17	7.4%	282.4	6%
2011/12	16	7.5%	266.3	0%
2012/13	17	8.2%	270.8	0%

Students with Disabilities – Not a Significant Subpopulation

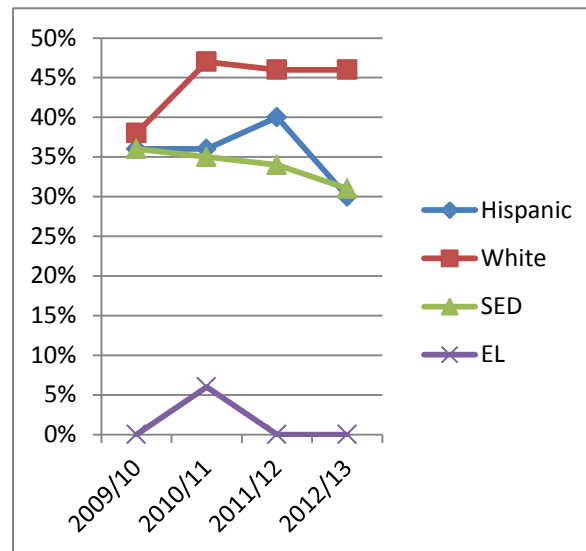
	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	18	8.6%	275.0	6%
2010/11	17	7.4%	280.8	0%
2011/12	17	7.9%	273.8	12%
2012/13	12	5.8%	270.7	0%

CST U.S. History Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



Analysis:

- In 2010, all of the subpopulations, except English Learners, had approximately 37% scoring Advanced or Proficient
- The percent of students in the White subpopulation scoring Advanced or Proficient increased 10 points
- The percent of students in the SED subpopulation scoring Advanced or Proficient has gradually decreased
- The percent of Hispanic or Latino students scoring Advanced or Proficient increased in 2012, but decreased in 2013
- 6% of the students in the English Learner subpopulation scored Advanced or Proficient in 2011; no EL students scored Advanced or Proficient in the other years
- Students with Disabilities have similar Mean Scale Scores and percent Proficient as EL students. The number of Students with Disabilities is steadily decreasing.

CST Science:

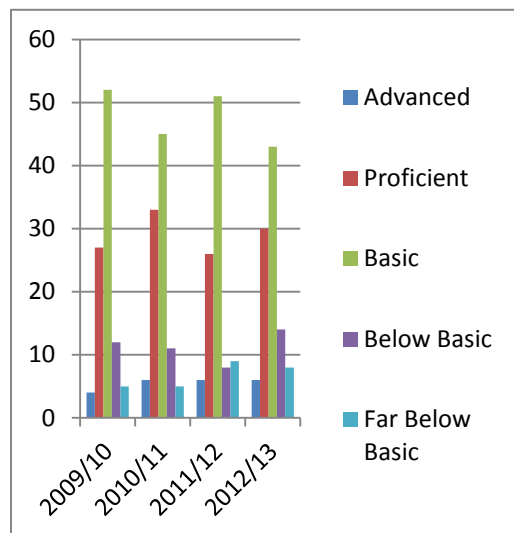
A three-year science requirement for graduation was implemented with the class of 2013. The majority of Grade 9 students are enrolled in Integrated Science; Grade 10 students take either Life Science or Biology; Grade 11 students take Earth Science.

Earth Science has been modified as a third year science course for students who are not on the UC/CSU Track.

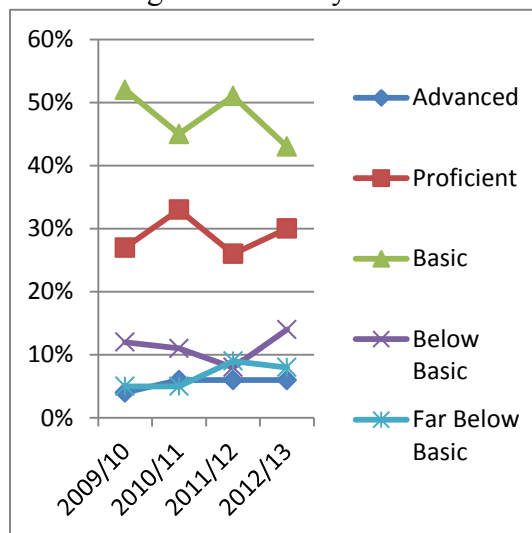
CST Integrated Science

	2009/10	2010/11	2011/12	2012/13
Advanced	4%	6%	6%	6%
Proficient	27%	33%	26%	30%
Basic	52%	45%	51%	43%
Below Basic	12%	11%	8%	14%
Far Below Basic	5%	5%	9%	8%

Percent Advanced or Proficient



Longitudinal Analysis



Analysis:

- The distribution among proficiency levels remained consistent
- The majority of students score Proficient or Basic
- Even though the percent scoring Advanced increased, so the the percent scoring Far Below Basic

CST Integrated Science Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	73	10.7%	317.9	22%
2010/11	108	15.2%	327.3	27%
2011/12	91	12.9%	327.9	29%
2012/13	92	14.1%	328.0	32%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	124	18.2%	337.8	37%
2010/11	118	16.7%	342.3	50%
2011/12	112	15.9%	334.0	34%
2012/13	92	14.1%	334.8	41%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	128	18.8%	323.8	26%
2010/11	141	19.9%	333.0	31%
2011/12	106	15.0%	328.2	30%
2012/13	131	20.1%	326.4	29%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	28	4.1%	289.3	4%
2010/11	40	5.6%	308.7	8%
2011/12	14	1.9%	301.5	0%
2012/13	23	305%	298.1	9%

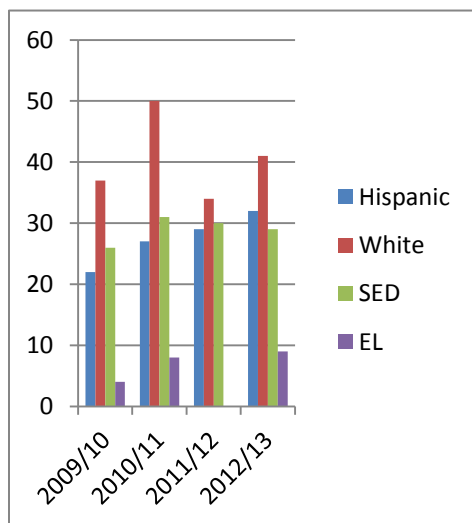
Students with Disabilities – Not a Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	22	3.1%	295.3	9%
2010/11	10	2.0%	--	--
2011/12	10	2.0%	--	--
2012/13	6	1.35%	--	--

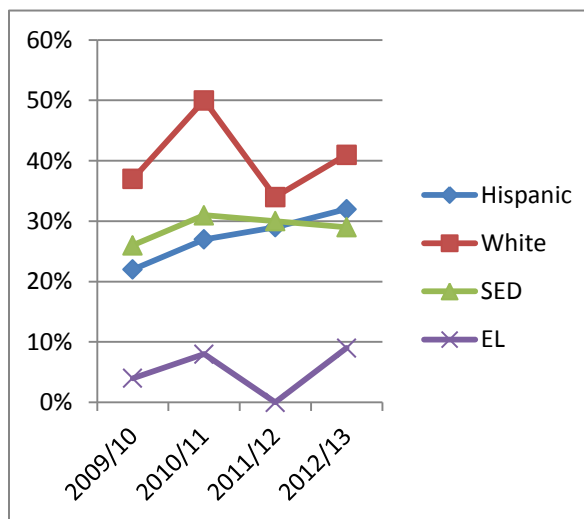
--Per Data Quest, insufficient numbers for reporting

CST Integrated Science Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



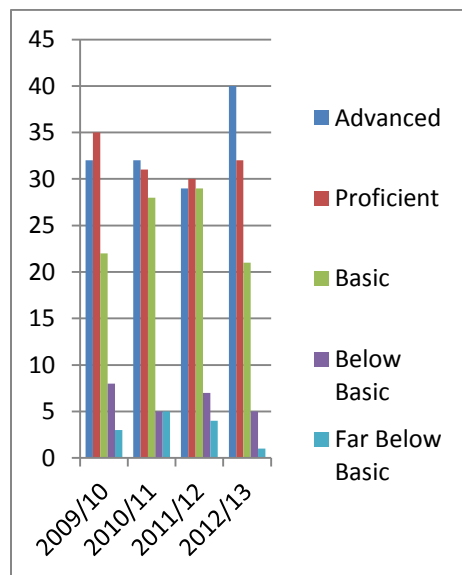
Analysis:

- The percent in the Hispanic or Latino subpopulation scoring Advanced or Proficient has gradually increased from 22% to 32%
- More students in the White subpopulation score Advanced or Proficient each year than students in other subpopulations
- The percent of English Learners scoring Advanced or Proficient has steadily increased except in 2012
- An average of 28% of students in the SED subpopulation score Advanced or Proficient
- There is not enough data available to indicate the performance of Students with Disabilities

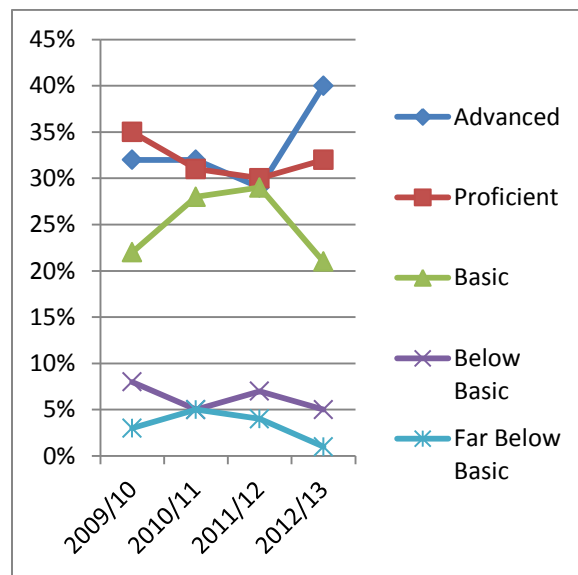
CST Life Science

	2009/10	2010/11	2011/12	2012/13
Advanced	32%	32%	29%	40%
Proficient	35%	31%	30%	32%
Basic	22%	28%	29%	21%
Below Basic	8%	5%	7%	5%
Far Below Basic	3%	5%	4%	1%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The majority of students score Advanced or Proficient; the percent scoring Advanced averages 33% while the average scoring Proficient is 32%
- An average of 25% score at the Basic level
- An average of 6.25% score Below Basic
- The Far Below Basic average is 3.25% with only 1% Far Below Basic in 2013

CST Life Science Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	90	40%	323.1	36%
2010/11	79	35%	360.1	58%
2011/12	92	38.5%	351.6	53%
2012/13	84	39.3%	382.4	67%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	119	52.9%	387.3	75%
2010/11	126	55.8%	376.6	63%
2011/12	118	49.4%	373.3	63%
2012/13	109	50.39%	388.5	77%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	118	52.4%	366.2	58%
2010/11	130	57.5%	355.8	53%
2011/12	117	49%	353.9	56%
2012/13	113	52.8%	380.3	71%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	20	8.9%	301.4	15%
2010/11	21	9.3%	303.1	14%
2011/12	23	9.6%	298.2	4%
2012/13	10	4.7%	--	--

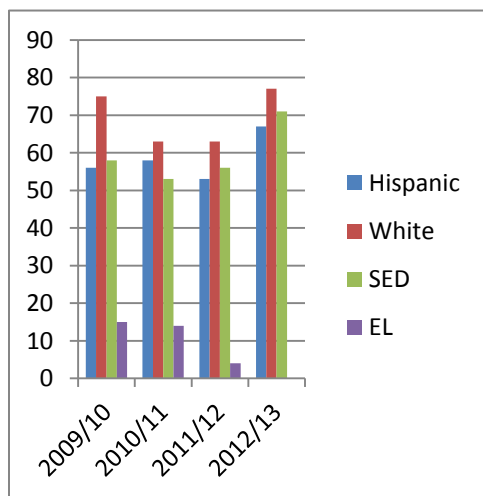
Students with Disabilities – Not a Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	15	6.7%	300.0	20%
2010/11	21	9.3%	294.9	14%
2011/12	2	0.8%	--	--
2012/13	7	3.3%	--	--

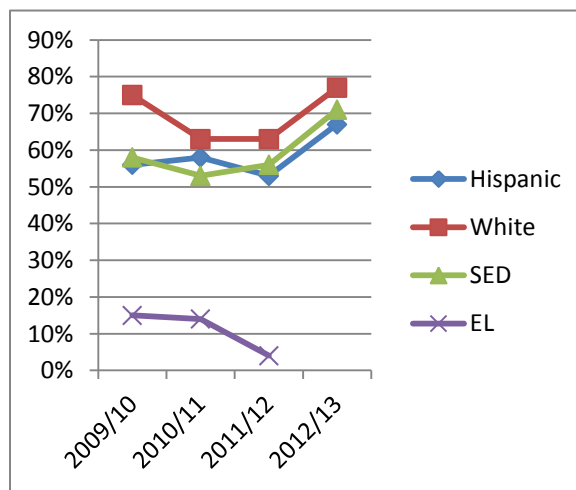
-- Per Data Quest, Insufficient numbers for reporting

CST Life Science Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



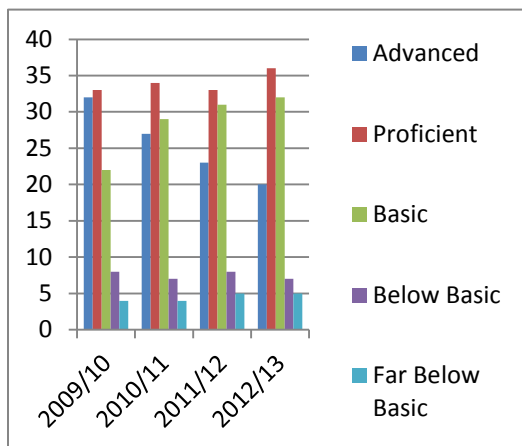
Analysis:

- The percent scoring Advanced or Proficient is greater in the White subpopulation than the other subpopulations
- Both the Hispanic or Latino and the Socioeconomically Disadvantaged subpopulations have decreased the achievement gap with the White subpopulation
- The percent of English Learners scoring Advanced or Proficient has decreased from 15% to 0%.
- The number of Students with Disabilities decreased the last two years. The number of students scoring Proficient and the Mean Scale Score is comparable to the scores of English Learners.

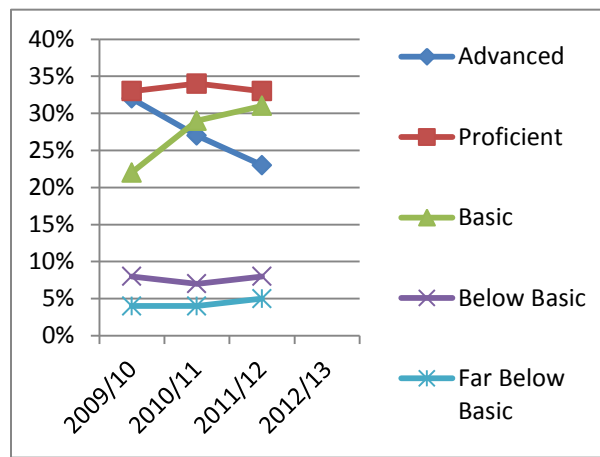
CST Biology

	2009/10	2010/11	2011/12	2012/13
Advanced	32%	27%	23%	20%
Proficient	33%	34%	33%	36%
Basic	22%	29%	31%	32%
Below Basic	8%	7%	8%	7%
Far Below Basic	4%	4%	5%	5%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The percent of students scoring Advanced has decreased from 32% to 20%
- The percent of students scoring Proficient as remained fairly constant, averaging 34%
- The percent of students scoring Basic has increased from 22% to 32%
- Both Below Basic (average 7.5%) and Far Below Basic (average 4.5%) have remained stable

CST Biology Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	90	13.2%	359.3	59%
2010/11	80	11.3%	352.6	51%
2011/12	88	12.5%	346.7	45%
2012/13	86	13.2%	354.1	55%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	109	16.0%	374.8	72%
2010/11	124	17.5%	370.2	66%
2011/12	122	17.3%	364.3	64%
2012/13	108	16.5%	355.9	56%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	120	17.6%	359.2	55%
2010/11	126	17.8%	351.2	50%
2011/12	113	16.0%	348.3	50%
2012/13	114	17.5%	350.0	48%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	19	2.7%	307.2	16%
2010/11	23	3.2%	303.8	13%
2011/12	21	2.9%	301.2	5%
2012/13	10	1.5%	--	--

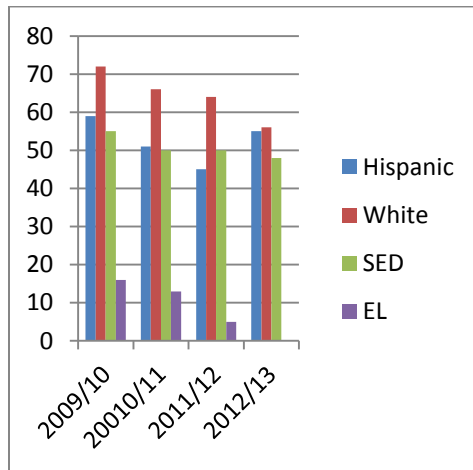
Students with Disabilities – Not a Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	8	1.8%	--	--
2010/11	11	3.1%	309.2	21%
2011/12	6	2.5%	--	--
2012/13	6	2.8%	--	--

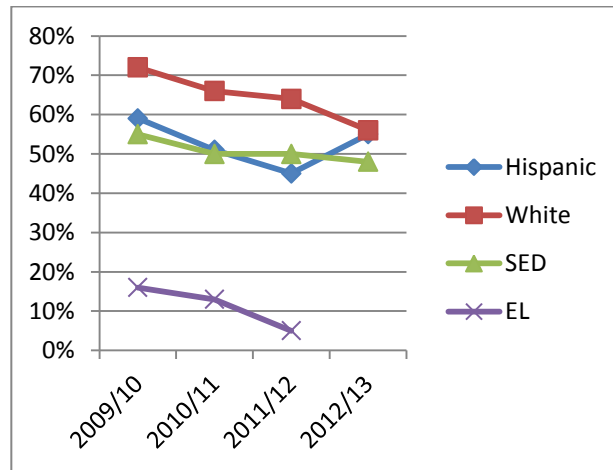
-- Per Data Quest, Insufficient numbers for reporting

CST Biology Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



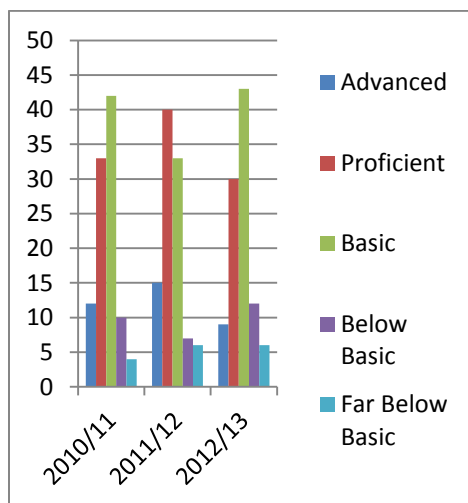
Analysis:

- All subpopulations have had a gradual decrease in the percent scoring Advanced or Proficient
- The Hispanic or Latino subpopulation increased 10 percentage points from 2012 to 2013
- Students with Disabilities only had reportable data in 2011. In 2011 the percent scoring Proficient and the percent Mean Scale Score exceeded the scores of English Learners.

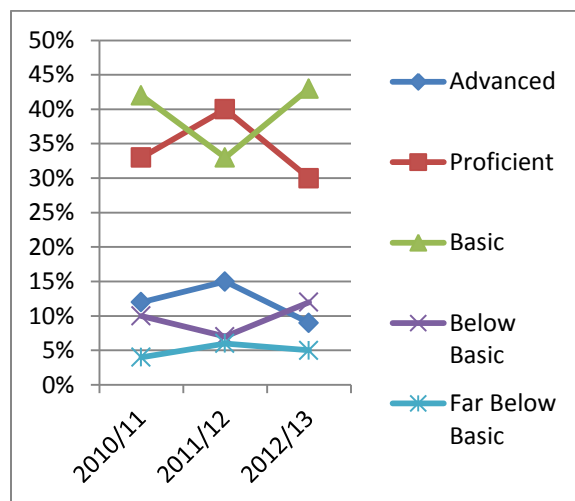
CST Earth Science

	2010/11	2011/12	2012/13
Advanced	12%	15%	9%
Proficient	33%	40%	30%
Basic	42%	33%	43%
Below Basic	10%	7%	12%
Far Below Basic	4%	6%	6%

Proficiency Levels



Longitudinal Analysis



Analysis:

- Approximately 71% score at the Proficient or Basic levels
- The percent scoring Advanced increased 3 points followed by a 6 point decrease
- The percent scoring Below Basic or Far Below Basic has increased slightly

CST Earth Science Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2010/11	16	2.2%	343.7	44%
2011/12	47	6.6%	341.9	52%
2012/13	40	6.1%	327.5	33%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2010/11	30	4.2%	341.8	47%
2011/12	53	7.5%	356.5	57%
2012/13	54	7.8%	341.7	43%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2010/11	24	3.3%	334.4	38%
2011/12	67	9.5%	344.5	48%
2012/13	48	7.3%	329.9	33%

English Language Learners

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2011/12	14	1.9%	306.3	14%
2012/13	8	1.2%	--	--

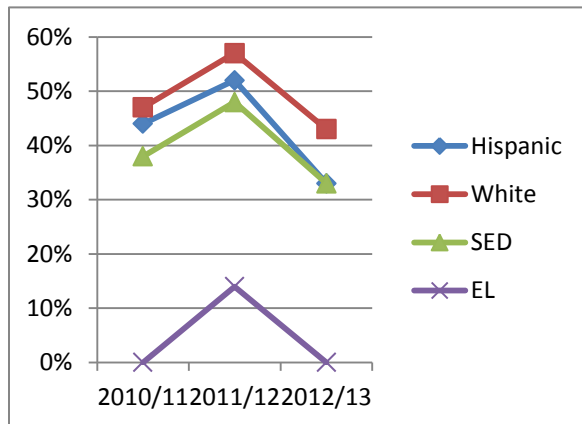
Students with Disabilities – Not a Significant Subpopulation

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2011/12	3	1.3%	--	--
2012/13	8	3.7%	--	--
2013/14	4	1.9%	--	--

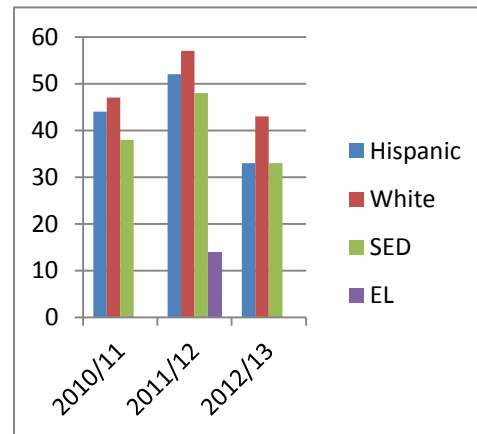
-- Per Data Quest, Insufficient numbers for reporting

CST Earth Science Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



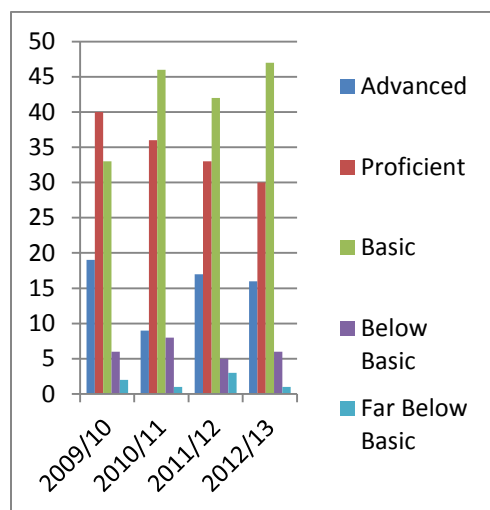
Analysis:

- All subpopulations had an increase in the percentage scoring Advanced or Proficient in 2011/12 followed by a greater decrease in 2012/13
- The numbers of Students with Disabilities is insignificant and there is not data.

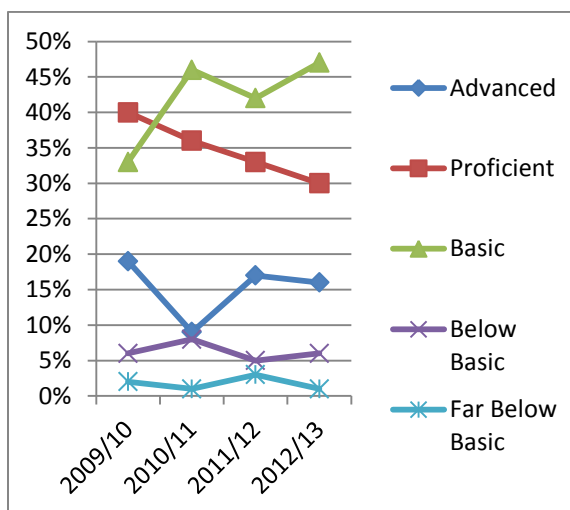
CST Chemistry

	2009/10	2010/11	2011/12	2012/13
Advanced	19%	9%	17%	16%
Proficient	40%	36%	33%	30%
Basic	33%	46%	42%	47%
Below Basic	6%	8%	5%	6%
Far Below Basic	2%	1%	3%	1%

Proficiency Levels



Longitudinal Analysis



Analysis:

- The percent of students scoring Advanced averaged 17% except in 2011 when only 9% scored Advanced
- The percent of students scoring Proficient has steadily decreased from 40% to 30%
- The percent of students scoring Basic has fluctuated from 33% to 47%
- The percent of students scoring Below Basic averages 6.25%
- The percent of students scoring Far Below Basic averages 1.75%

CST Chemistry Subpopulations

Hispanic or Latino

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	27	3.8%	359.9	56%
2010/11	34	4.8%	336.2	32%
2011/12	31	4.4%	353.1	48%
2012/13	34	5.2%	351.3	41%

White

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	53	7.8%	360.7	58%
2010/11	47	6.6%	359.0	53%
2011/12	49	6.9%	355.1	51%
2012/13	51	7.8%	357.4	49%

Socioeconomically Disadvantaged

	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	32	4.7%	364.6	59%
2010/11	44	6.2%	342.0	39%
2011/12	37	5.2%	346.1	43%
2012/13	35	5.3%	353.6	43%

English Language Learners

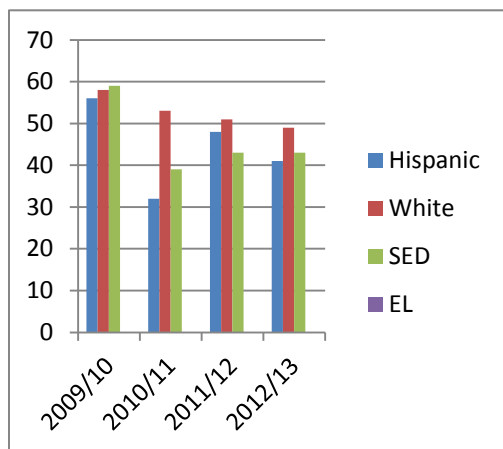
	Students Tested	% of Enrollment	Mean Scale Score	%Proficient & Above
2009/10	0			
2010/11	1	0.1	--	--
2011/12	2	0.2	--	--
2012/13	1	0.1	--	--

Students with Disabilities: 1 Student (0.5% of enrollment) took test in 2011/12; No data was reported.

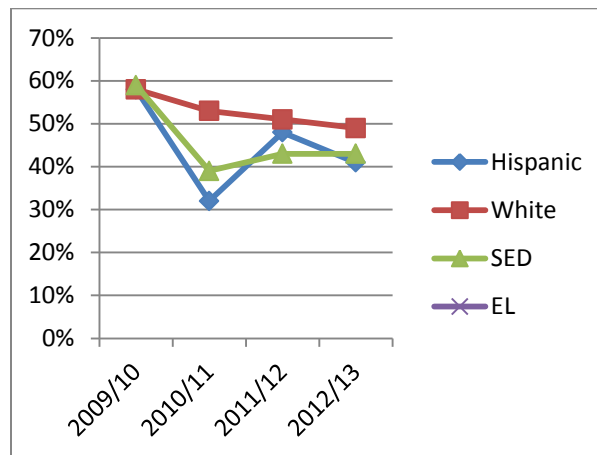
-- Per Data Quest, Insufficient numbers for reporting

CST Chemistry Subpopulations

Percent Advanced or Proficient



Longitudinal Analysis



Analysis:

- The distribution of students scoring Advanced or Proficient is closely clustered with the exception of English Learners
- In 2011 there was a significant gap between the White subpopulation and the Hispanic or Latino and the Socioeconomically Disadvantaged subpopulations
- The White subpopulation has a greater percent of Advanced or Proficient than the other subpopulations except in 2010 when SED had the highest percent

CST Physics

	2009/10	2010/11	2011/12	2012/13
Advanced			36%	
Proficient			36%	
Basic			29%	
Below Basic			0%	
Far Below Basic			0%	

Analysis:

- The majority of students (78%) scored either Advanced or Proficient

C. California High School Exit Exam (CAHSEE)

Taft Union High School students have performed well on the California High School Exit Exam. From 2011 - 2013, TUHS offered CAHSEE preparation classes for students in Grade 10 who had been identified as at-risk. A one-day CAHSEE Boot Camp was also offered to students. Students who do not initially pass the exam are placed in CAHSEE remedial classes in English and/or Mathematics. Students are required to remain enrolled in the class, or another support class, until they pass the part(s) they need to fulfill the exam requirement.

CAHSEE English Language Arts

School Year	#Tested	%Pass	% Proficient
2009/10	226	82%	50%
2010/11	221	82%	58%
2011/12	236	82%	42%
2012/13	214	86%	55%
2013/14	228	79%	48%
2014/15	246	78%	49%

Analysis:

- The average pass rate is 82%
- The average proficiency rate is 50.6%
- The slight decrease in percent of students passing and being proficient could be attributed to the process of transitioning to CCSS beginning in 2013/14

CAHSEE ELA Subpopulations

Grade 10

	Hispanic/Latino		White		SED		EL	
	Passing	Proficient	Passing	Proficient	Passing	Proficient	Passing	Proficient
2009/10	75%	38%	88%	62%	75%	39%	20%	0%
2010/11	72%	49%	89%	64%	78%	50%	19%	0%
2011/12	76%	33%	87%	50%	76%	36%	32%	0%
2012/13	84%	51%	88%	57%	84%	48%	21%	7%
2013/14	76%	39%	83%	56%	72%	40%	22%	0%
2014/15	84%	54%	80%	49%	80%	48%	44%	0%

Grade 11

	Hispanic/Latino		White		SED		EL	
	Tested	Passing	Tested	Passing	Tested	Passing	Tested	Passing
2010/11	25	52%	18	61%	32	59%	16	25%
2011/12	18	50%	13	38%	19	48%	15	33%
2012/13	27	33%	18	39%	26	38%	23	26%
2013/14	14	64%	13	77%	18	67%	9	55%
2014/15	10	59%	8	53%	26	42%	10	0%

Grade 12

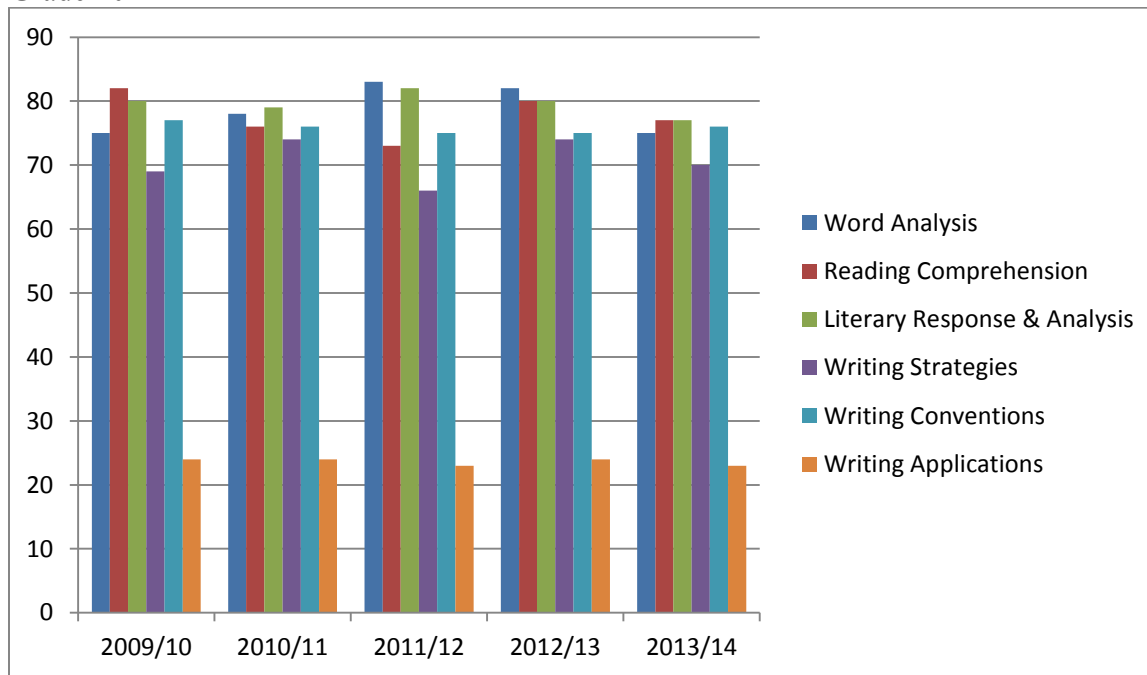
	Hispanic/Latino		White		SED		EL	
	Tested	Passing	Tested	Passing	Tested	Passing	Tested	Passing
2010/11	10	50%	2	100%	11	54%	10	50%
2011/12	11	64%	4	100%	11	64%	11	45%
2012/13	11	36%	5	100%	10	40%	10	30%
2013/14	11	64%	3	67%	12	58%	11	64%
2014/15	0	--%	2	--%	3	--%	3	--%

Analysis:

- The White subpopulation has a slightly higher percent of students passing than the Hispanic or Latino or Socioeconomically Disadvantaged subpopulations
- The White subpopulation has a significantly higher percent of students scoring proficient than the Hispanic or Latino or Socioeconomically Disadvantaged subpopulations
- There was a large increase in the percent of EL students passing in 2012 and 7% scoring Proficient in 2013

CAHSEE Sub-test Scores

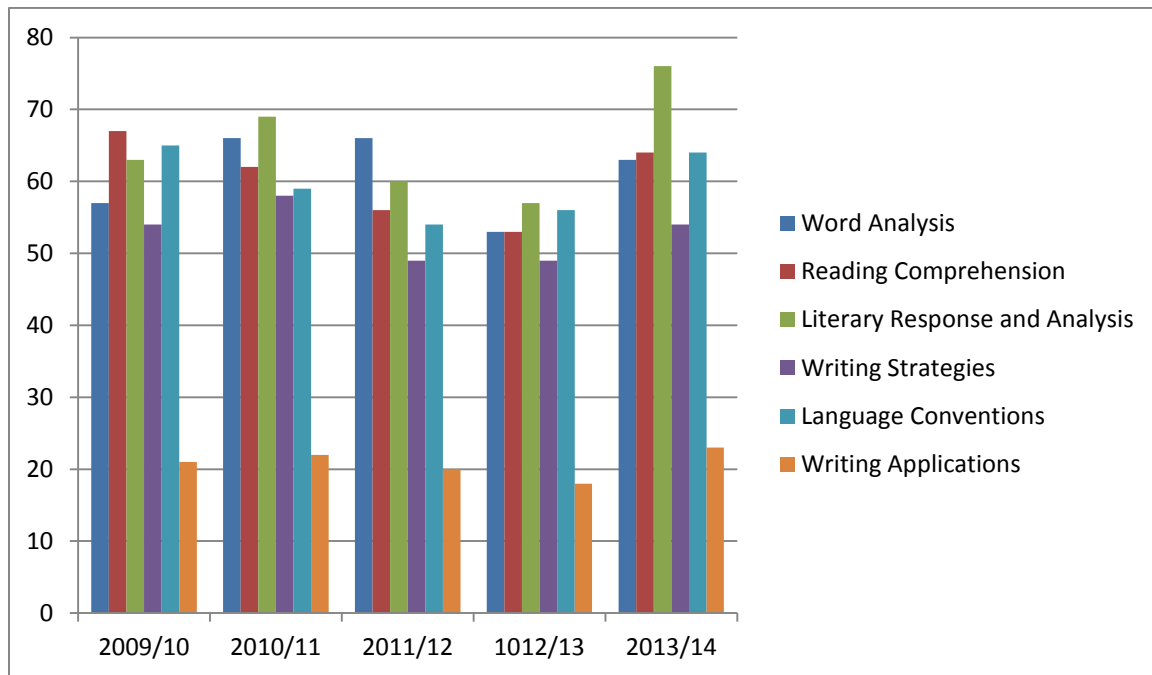
Grade 10



Analysis:

- The sub-test scores are closely clustered with writing strategies consistently being the lowest
- Writing application and writing conventions scores are static
- There is no discernible trend that students are more or less skillful in Word Analysis, Reading Comprehension or Literary Response and Analysis

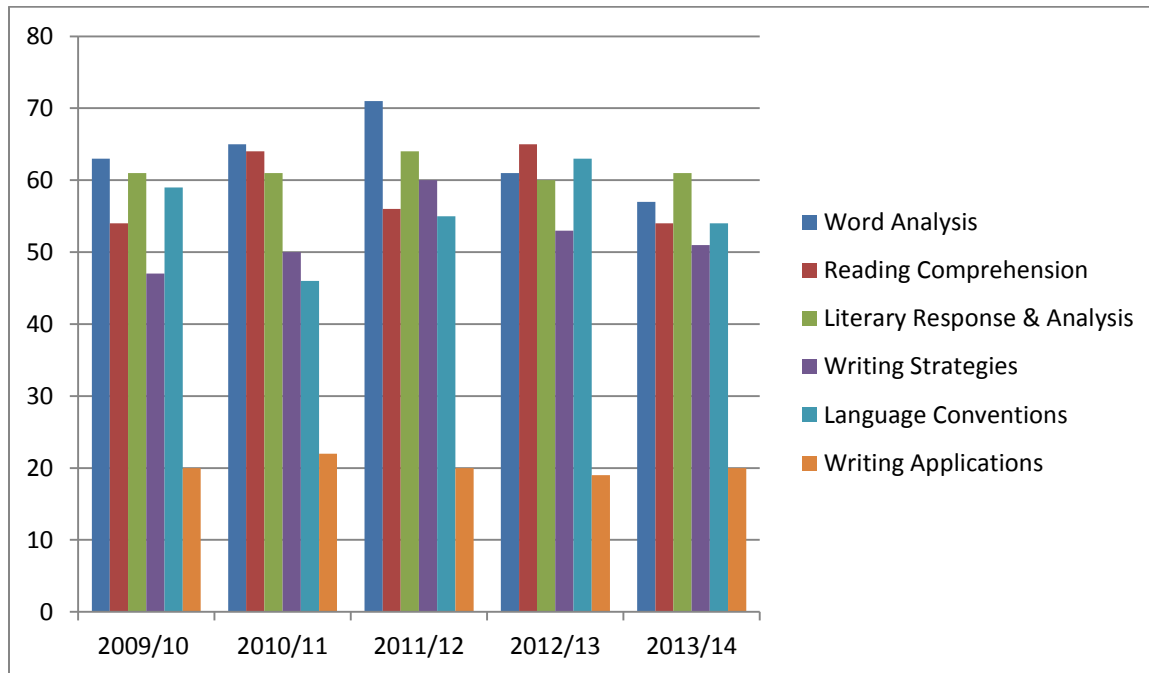
Grade 11



Analysis:

- There is not discernible trend that students are stronger or weaker in one sub-test than another; all sub-tests fluctuate from year to year rather than showing steady increase, decrease, or constant score

Grade 12



Analysis:

- The scores for Literary Response & Analysis and Writing Applications is fairly constant from year to year
- Word analysis appears to be a strength and reflects four years of vocabulary development and studying Greek and Latin Roots
- Scores for Reading Comprehension and Language Conventions fluctuates from year to year

CAHSEE Math

	#Tested	%Pass	% Proficient
2009/10	222	89%	53%
2010/11	219	88%	55%
2011/12	232	84%	51%
2012/13	210	91%	62%
2013/14	228	81%	58%
2014/15	246	82%	59%

Analysis:

- The average percent of 10th graders passing CAHSEE Math is 86.4%. Scores varied from 81% to 91%, a range of 10 points.
- The average percent of 10th graders scoring proficient CAHSEE Math is 55.8%. Scores range from a low of 51% to a high of 62%; a difference of 11 points.
- Percent proficient data not available

CAHSEE Math Subpopulations

Grade 10

	Hispanic/Latino		White		SED		EL	
	Passing	Proficient	Passing	Proficient	Passing	Proficient	Passing	Proficient
2009/10	83%	44%	93%	62%	85%	47%	50%	10%
2010/11	88%	54%	88%	54%	84%	53%	75%	30%
2011/12	77%	45%	91%	57%	79%	46%	48%	9%
2012/13	91%	63%	92%	62%	89%	54%	64%	21%
2013/14	79%	58%	86%	62%	77%	54%	39%	17%
2014/15	84%	51%	80%	49%	80%	48%	44%	0%

Grade 11

	Hispanic/Latino		White		SED		EL	
	Passing	Proficient	Passing	Proficient	Passing	Proficient	Passing	Proficient
2009/10	--	65%	--	--	--	60%	--	62%
2010/11	--	53%	--	46%	--	52%	--	--
2011/12	--	--	--	59%	--	53%	--	--
2012/13	--	50%	--	45%	--	38%	--	--
2013/14	--	--	--	62%	--	--	--	53%
2014/15	53%	--	43%	--	50%	--	--	--

-- Per Data Quest, Insufficient numbers for reporting

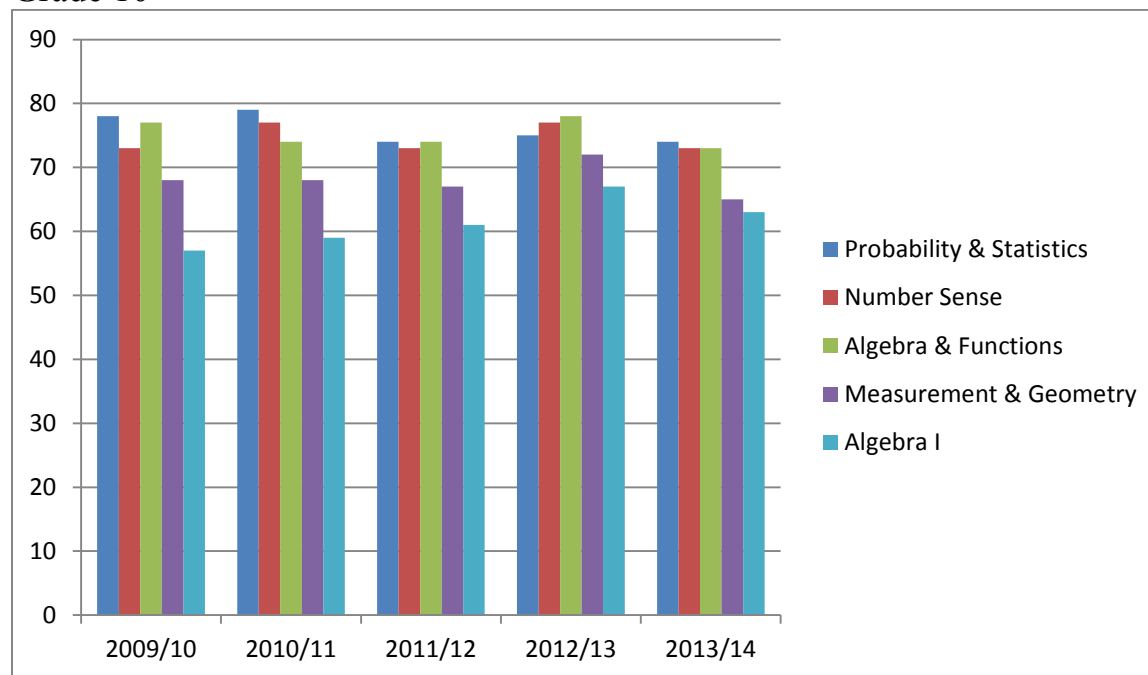
Grade 12 - Per data Quest, insufficient numbers at this grade level for reporting

Analysis:

- The Hispanic or Latino and Socioeconomically Disadvantaged subpopulations have similar passing and proficient rates; in 2013 and 2014 the Hispanic or Latino had slightly more students scoring Proficient than the SED subpopulation
- The gap between the percent of Hispanic or Latino and White scoring Proficient seems to be narrowing
- The percent of EL passing and proficient increased significantly in 2011 and dropped significantly in 2014

CAHSEE Math Subtest Scores

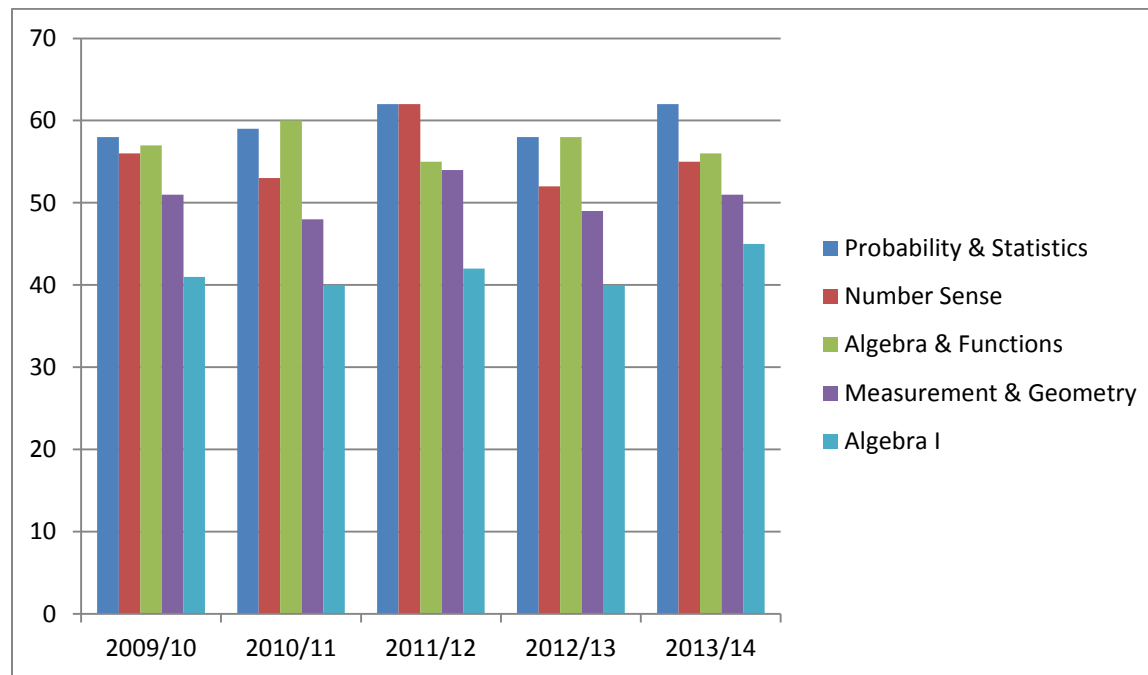
Grade 10



Analysis:

- Scores for Probability & Statistics, Number Sense, and Algebra Functions are consistently higher than Measurement & Geometry and Algebra I
- There has been an overall increase in Algebra I scores

Grade 11



Grade 12 -- Per Data Quest, Insufficient numbers at this grade level for reporting

Analysis

- As with grade 10, scores in Probability & Statistics, Number Sense, and Algebra & Functions are consistently higher than scores in Measurement & Geometry and Algebra I

D. Adequate Yearly Progress (AYP)

2009/2010 Annual Measurable Objectives

Student Subgroups	% Proficient and Above					
	ELA		Participation	Math		Participation
Targets	55.6 %	Met AYP Criteria	95%	54.8%	Met AYP Criteria	95%
Schoolwide	50.9%	Yes	100%	52.3%	Yes	100%
White	62.1%	Yes	100%	61.2%	Yes	100%
Hispanic or Latino	39.5%	Yes	100%	43%	No	100%
Economically Disadvantaged	40%	No	100%	45.5%	No	100%
English Learner	36.4%	Yes	100%	36.4%	No	100%

2010/2011 Annual Measurable Objectives

	% Proficient and Above					
Student Subgroups	ELA		Participation	Math		Participation
Targets	66.7 %	Met AYP Criteria	95%	66.1%	Met AYP Criteria	95%
Schoolwide	59.9%	Yes	99%	56.4%	Yes	99%
White	66.1%	Yes	98%	56.0%	No	98%
Hispanic or Latino	49.4%	No	100%	53.2%	No	100%
Economically Disadvantaged	49.6%	Yes	99%	52.9%	Yes	99%
English Learner	22.2%	---	100%	41.7%	---	100%

2011/2012 Annual Measurable Objectives

	% Proficient and Above					
Student Subgroups	ELA		Participation	Math		Participation
Targets	77.8 %	Met AYP Criteria	95%	77.4%	Met AYP Criteria	95%
Schoolwide	42.7%	No	99%	50.4%	No	99%
White	49.2%	No	100%	56.7%	Yes	100%
Hispanic or Latino	35.5%	No	99%	44.1%	No	98%
Economically Disadvantaged	37.1%	No	99%	44%	No	99%
English Learner	10.4%	---	100%	18.8%	---	99%

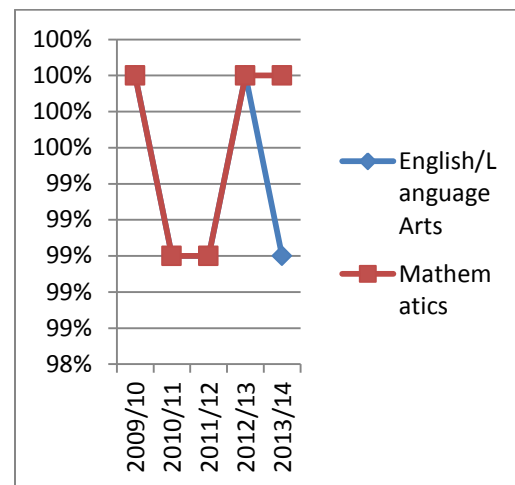
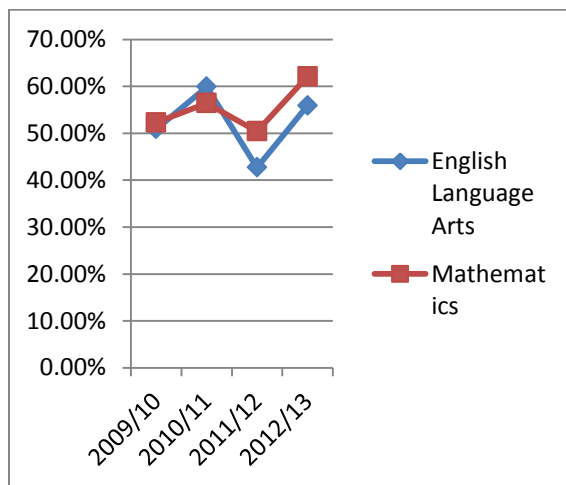
2012/2013 Annual Measurable Objectives

	% Proficient and Above					
Student Subgroups	ELA		Participation	Math		Participation
Targets	88.9 %	Met AYP Criteria	95%	88.7%	Met AYP Criteria	95%
Schoolwide	55.9%	Yes	100%	62.1%	Yes	100%
White	57.1%	Yes	100%	62.5%	Yes	100%
Hispanic or Latino	52.3 %	Yes	100%	61.6%	Yes	100%
Economically Disadvantaged	49.6%	Yes	100%	53.8%	Yes	100%
English Learner	42.2%	---	100%	62.2%	---	100%

2013/2014 Annual Measurable Objectives

	% Proficient and Above					
Student Subgroups	ELA		Participation	Math		Participation
Targets	100 %	Met AYP Criteria	95%	100%	Met AYP Criteria	95%
Schoolwide	48.2%	No	99%	58.9%	No	100%
White	56.5%	No	98%	62%	No	100%
Hispanic or Latino	39.4%	No	100%	59.62%	No	100%
Economically Disadvantaged	40.3%	No	99%	55.2%	Yes	100%
English Learner	22.7%	---	100%	45.5%	---	100%

Schoolwide AYP Participation Rates



a. TUHS is not in program improvement. TUHS did not meet the AYP in 2012. We met 13 of the 20 AYP Criteria including graduation rate, participation rate, and meeting the API growth target. We did not meet the AYP targets in ELA for school-wide, Hispanic or Latino, White, or Socioeconomically Disadvantaged. We also failed to meet AYP targets in Math for school-wide, Hispanic or Latino, or Socioeconomically Disadvantaged. We also failed to meet the AYP in 2014, with the same contributing factors. In 2014, the Socioeconomically Disadvantaged subgroup met its goal; however, the White subgroup did not.

b. TUHS maintains a participation rate at 99% to 100% for the state standards test.

E. College Scholastic Assessment Test (SAT) Results

TUHS lags behind the state and the county in participation rates. There have been substantial decreases in average scores for critical reading and writing. Math has some fluctuation in the average score. TUHS students have a higher average than the County average in Critical Reading and Writing for all 4 years. TUHS students' average scores in math are comparable to the County's averages.

	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
SAT Participation Rate	16.9%	17.94%	22.98%	22.22%	14.32%	30%
SAT Critical Reading Avg	493	480	468	468	451	463
SAT Math Avg	475	486	471	472	467	476
SAT Writing Avg	482	462	471	470	461	454
Total Percent \geq 1500	38.1%	35%	31.5%	32%	27.94%	29%

Analysis:

- The Participation Rate has increased slightly from year to year, with one exception
- The Critical Reading Average is steadily decreasing
- The Math average remains fairly constant except for an increase in 2011
- The Writing average score decreased 12 points
- The raw score \geq 500 has an overall decrease of 6.1

F. Advanced Placement

Taft Union High School has offered AP courses in Music History, Music Theory, Statistics, Calculus AB, English Literature and Composition, Spanish Literature and Culture, Spanish Language, Biology, Chemistry, Statistics and U.S History.

	# Exam Takers	Scr = 1	Scr = 2	Scr = 3	Scr = 4	Scr = 5
2009/10	46	32	10	7	1	3
2011/12	50	29	10	5	6	6
2012/13	45	25	13	9	1	3
2013/14	40	11	11	9	5	8
2014/15	60	23	15	17	5	0

Analysis:

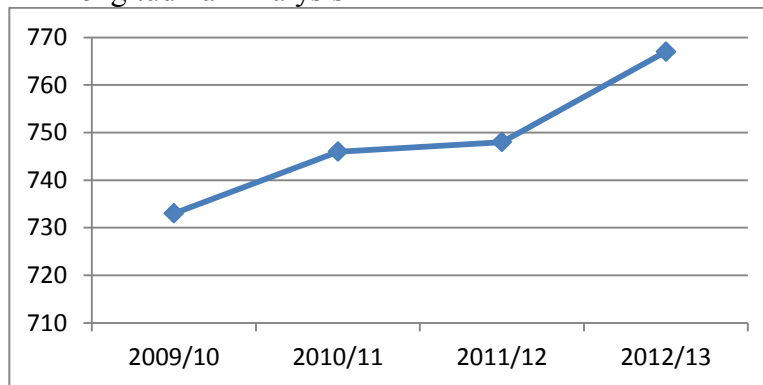
- An average of 42 students participate in Advanced Placement Exams from 2009/10 – 2013/14, with a significant increase in 2014/15 to 66 participants (Data for 2014/15 is not available on Data Quest at this time.)
- The percentage of students scoring 3 or higher has increased from 23.9% in 2010 to 34% in 2012. This percentage decreased to 28.8% in 2013; but rose dramatically to 55% in 2013/14.

G. Academic Performance Index

Taft Union High School has achieved gains in the API score for every year since the last full self-study in 2010, resulting in 64 points growth from 2010 to 2013. Taft Union High School did not meet the School-Wide Growth Target in 2012. In 2010 the Hispanic or Latino, White, Socioeconomically Disadvantaged, and the English Learner subgroups met the growth targets for their group. However, in 2011, only the White and Socioeconomically Disadvantaged subgroups met the growth target; in 2012, the only subgroup to attain its target was the Hispanic or Latino group; and in 2013, all subgroups except White, met growth targets.

	09/10	10/11	11/12	12/13
API Score	733	746	748	767
Met School-wide Growth Target	yes	yes	no	yes
Met Growth Target	yes	no	no	no
Growth Attained	39	15	1	9
Met Subgroup Growth Targets	yes	no	no	no
School Ranking	5	5	5	6
Similar School Ranking	5	5	5	6

API Longitudinal Analysis



API Report 2010

Subgroups	Number of Students Included in 2010 API	Numerically Significant Both Years	2010 Growth	2009 Base	2009-2010 Growth Target
African American (not of Hispanic origin)	5	No			
American Indian or Alaska Native	4	No			
Asian	1	No			
Filipino	3	No			
Hispanic or Latino	248	Yes	708	683	6
Pacific Islander	6	No			
White (not of Hispanic origin)	350	Yes	755	699	5
Socioeconomically Disadvantaged	354	Yes	701	662	7
English Learners	155	Yes	666	648	8
Students with Disabilities	67	No			

API Report 2011

Subgroups	Number of Students Included in 2011 API	Numerically Significant Both Years	2011 Growth	2010 Base	2010-2011 Growth Target
African American (not of Hispanic origin)	4	No			
American Indian or Alaska Native	9	No			
Asian	1	No			
Filipino	3	No			
Hispanic or Latino	263	Yes	707	707	5
Pacific Islander	9	No			
White (not of Hispanic origin)	356	Yes	769	753	5
Socioeconomically Disadvantaged	367	Yes	718	699	5
English Learners	131	Yes	626	665	7
Students with Disabilities	56	No			

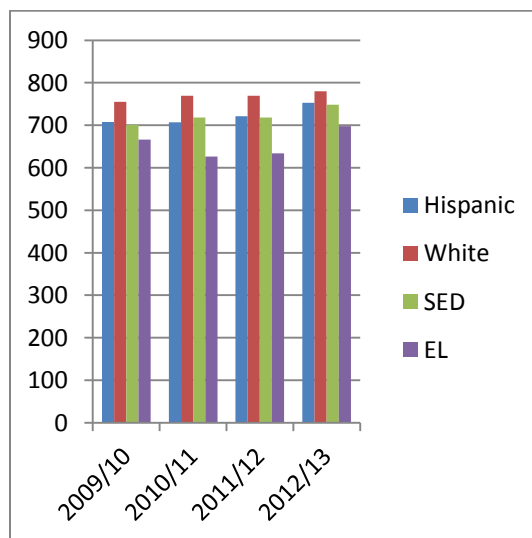
API Report 2012

Subgroups	Number Students Included 2012 API	Numeri of cally Signific in ant Both Years	2012 Growth	2011 Base	2011-2012 Growth Target
African American (not of Hispanic origin)	5	No			
American Indian or Alaska Native	12	No			
Asian	3	No			
Filipino	2	No			
Hispanic or Latino	275	Yes	721	708	5
Pacific Islander	11	No			
White (not of Hispanic origin)	360	Yes	769	770	5
Socioeconomically Disadvantaged	341	Yes	718	720	5
English Learners	345	Yes	634	628	9
Students with Disabilities	55	No			

API Report 2013

Subgroups	Number of Students Included in 2013 API	of Numerically Significant Both Years	2013 Growth	2012 Base	2012-2013 Growth Target
African American (not of Hispanic origin)	6	No			
American Indian or Alaska Native	19	No			
Asian	4	No			
Filipino	2	No			
Pacific Islander	7	No			
White (not of Hispanic origin)	330	Yes	780	776	5
Socioeconomically Disadvantaged	360	Yes	748	729	5
English Learners	133	Yes	698	650	8
Students with Disabilities	60	No			

API Subpopulations Longitudinal Analysis



Analysis:

- TUHS has four significant subgroups: Hispanic or Latino, White, Socioeconomically Disadvantaged, and English Learners.
- There has not been a significant change in the number of students in these subgroups over the past 4 years.
- The Hispanic or Latino subgroup met their growth target 3 of 4 years with an average growth of approximately 14 points.
- The White subgroup met their growth target 2 of 4 years with an average growth of nearly 19 points.
- The Socioeconomically Disadvantaged subgroup met their growth target 3 of 4 years with an average growth of nearly 19 points.
- English Learners met their growth target 2 of 4 years. Average growth for this subgroup is about 8 points. However, there was -39 loss in 2011 and +48 growth in 2013 for English Learners.

API data is not available for 2014 due to the elimination of the California Standards Test (STAR). The CAASPP field test was administered to Grade 11 students, but no data was made available for us to evaluate our students' performance on this assessment. We have recently been notified that API scores will possibly be suspended for an additional two years until the details of the administration, scoring, and reporting of CAASPP has been developed.

H. College and Career Ready

Students who completed UC/CSU Required Courses upon graduation

School Year	Number of Students	Percentage of Students
2009/10	45	20.4%
2010/11	44	22.3%
2011/12	56	25.9%
2012/13	41	19.8%
2013/14	55	26.4%
2014/15	68	32.6%

Analysis:

- The number and percent of students determined to be College and Career Ready had been steadily increasing until 2013 when it decreased to the lowest point
- Parents Involved in Quality Education (PIQE) classes instituted in 2013/14 should result in an increase in the number of students prepared for college and career
- Students are able to take/retake some A-G required classes during summer school or during the school year to meet requirements
- In 2015/16 students will be able to take on-line classes (APEX) to obtain credits for required classes

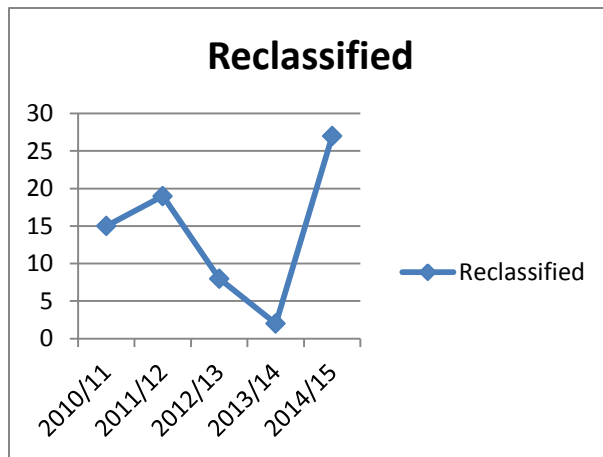
I. English Learners who became English Proficient

	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
	#	%	#	%	#	%	#	%	#	%
2009/10	1	1%	22	23%	32	33%	22	23%	19	20%
2010/11	6	6%	11	11%	48	48%	25	25%	11	11%
2011/12	4	4%	20	20%	55	55%	15	15%	6	6%
2012/13	3	3%	27	26%	43	41%	20	19%	11	11%
2013/14	6	6%	17	18%	44	46%	18	19%	11	11%
2014/15	0	0%	9	14%	31	47%	14	21%	12	18%

Analysis:

- This is a very dynamic population with no predictors of proficiency levels for students entering TUHS
- Students scoring Advanced or Early Advanced in language proficiency are usually reclassified immediately if they also meet the academic standards. This accounts for low numbers at these proficiency levels
- Students at the Beginning level usually require two years to advance to the Early Intermediate level
- Many students at the Intermediate level are Long-Time English Learners

J. English Learner Reclassification



Students are reclassified as English Proficient when they can demonstrate proficiency in English and academic proficiency. After the annual or initial CELDT test assessment, students who score Early Advanced or Advanced (with no sub-scores below intermediate level) are considered for reclassification. Students in Grades 10-12 must have passed the ELA CAHSEE exam, and teacher and parent input is considered. Each student who has been reclassified is monitored for academic progress for two years following reclassification. *Note: Due to the fact that data was not submitted in the 2013/14 schoolyear, reclassification rates were unavailable. Nevertheless, there was a significant upsweep in reclassification rates from the 2012/13 schoolyear to the 2014/15 schoolyear.*

K. Early Assessment Program

With the expectation that the EAP would be embedded in the CAASPP test, TUHS has not administered it as a stand-alone test for the past two years. The Director of Special Services and Testing indicates many students are participating in a dual-enrollment program with Taft Junior College and have satisfied entry-level courses. For other students, it is recommended that they take placement tests at the university.

L. Local Assessments

Teachers and administrators have been trained in the use of Aeries Analytics software to develop and analyze tests, quizzes, and CST based benchmark exams up until 2014. As a result, teachers have been administering their own benchmarks, disaggregating and analyzing their own data, and allowing their

results to guide future instruction. Today, the core departments are in the process of developing CCSS interim benchmark exams. They are currently examining a “system” to create, track, and disaggregate data for analysis. This cannot be accomplished until our infrastructure is in place and WiFi is made available to all students and staff. The process for overhauling the infrastructure and Wifi has been an ongoing process since the summer of 2015. In lieu of standardized state tests during the interim years of 2013-2015, the departments were and are using common formative assessments to monitor student progress.

Science Department Standards-Based Final Exams: Grade Point Averages

Administration of benchmark exams was suspended until CCSS-based interim assessments were developed. To remedy this, the Science Department used formal and informal, summative and formative assessments to inform instruction and determine student proficiency on standards taught in class. Currently, the Science Department is in the process of both creating and administering CCSS-based interim assessments. Data from semester final exams is analyzed to determine student proficiency and instructional needs. After exams are administered, the science department provides remediation to those students who did not meet proficiency via the standards-based criteria.

	1 st Semester 2013/2014	2 nd Semester 2013/2014	1 st Semester 2014/2015	2 nd Semester 2014/2015
Integrated Science	1.5	1.7	n/a	n/a
Int. Sci. ELs*	0.2	1.5	n/a	n/a
Biology 10P	2.1	1.9	1.8	2.5
Biology TC**	Only Offered 2 nd Semester	4.3	Only offered 2 nd Semester	4.2
Chemistry 11P	1.5	2.5	1.6	2.4
AP Chemistry	4.2	4.5	4.0	4.1
Physics 12P	2.8	2.7	2.8	3.0
Earth Science	1.9	3.0	2.3	2.4
E. Sci. ELs*	0.2	2.1	1.4	2.1
Life Science	1.0	1.3	1.6	1.5
L. Sci. ELs*	0.6	3.3	1.8	1.5
AG Biology	3.1	2.6	1.9	2.1
AG Vet Science	3.9	4.0	1.4	2.4
AG Integrated Sci	1.6	3.2	n/a	n/a
Anatomy	2.6	Only offered 1 st semester	3.3	Only offered 1 st semester
Mod. Science***	3.1	2.7	2.6	2.9

- * Students are English Learners based on CELDT
- ** Students are dually enrolled at Taft College (1 semester class + lab)
- ***Students enrolled based on IEP

Analysis

- Students in basic science classes have lower scores than students in more advanced classes.

English Department Standards-Based Final Exams: Grade Point Averages

Administration of benchmark exams was suspended until CCSS-based interim assessments were developed. To remedy this, the English Department used formal and informal, summative and formative assessments to inform instruction and determine student proficiency on standards taught in class. Currently, the English Department is in the process of both creating and administering CCSS-based interim assessments. Data from quarterly Milestone essays (process essays designed to assess student proficiency in the various writing genres) and semester final exams are analyzed to determine student proficiency and instructional needs. After exams are administered, the English department provides remediation to those students who did not meet proficiency via the standards-based criteria.

	1 st Semester 2013/2014	2 nd Semester 2013/2014	1 st Semester 2014/2015	2 nd Semester 2014/2015
English 9	1.9	2.2	1.7	1.9
English 9 EL*	1.1	1.0	2.8	2.3
English 9 College Prep	2.9	3.2	1.9	2.2
English 9 Honors	4.7	4.2	3.0	3.9
English 10	1.8	2.1	0.9	1.3
English 10 EL*	1.4	1.7	1.6	2.5
English 10 College Prep	2.3	2.5	2.0	2.4
English 10 Honors	3.5	2.2	3.7	4.3
English 11	1.8	1.6	1.3	2.0
English 11 EL*	1.3	2.0	0.7	3.0
English 11 College Prep	2.1	2.0	2.2	2.3
English 11 Honors	3.3	2.2	4.0	3.9
English 12	2.3	2.1	2.4	2.1
English 12 EL*	2.2	1.4	2.7	2.0
English 12 College Prep	2.4	2.9	2.7	2.8

English TC**	4.1	4.2	4.4	4.3
Modified English***	2.5	2.2	3.0	3.2
ELD 1	N/A (no students)	2.0	2.3	2.8
ELD 2	2.7	2.4	2.5	3.5

* Students are English Learners based on CELDT

** Students are dually enrolled at Taft College

*** Students enrolled based on IEP

Analysis:

- English Learners generally score lower than General Level students, who score lower than College Prep students, who score lower than Honors or Taft College students.

Standards-Based English Milestone Essays: Average Percentages Earned

Grade 9	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors
2013/14	75.8	84.7	87.5	72.7	81.6	85	70	78.7	82.4	66.4	77.5	86.4
2014/15	59.1	73.3	85.3	58	69.6	79.8	67	66.7	83.5	67	62.9	78

Grade10	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors
2013/14	69	80.6	86	75	81.9	85	63	74.4	65	76	81.7	85
2014/15	67.5	83.6	86.5	80.2	77.8	87.6	77.7	81.7	89.6	73.4	80.2	85.9

Grade 11	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors
2013/14	48	72.3	*	52	81.3	*	53	76.5	*	48	71.2	*
2014/15	71.6	77.9	*	66.5	78	*	74	70	*	64.5	71	*

Grade 12	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors	General	Prep	Honors
2013/14	73.3	75.4	N/A	75.2	76.4	N/A	70.5	73.1	N/A	81	86	N/A
2014/15	74.9	80.4	N/A	67.1	80	N/A	61.9	81.7	N/A	70.4	76.4	N/A

*Data is unavailable due to teacher retirement

Analysis:

- Essays are graded collaboratively with grade level teachers using a standards-based rubric for norming.
- General, Prep, and Honors classes for grades 9 and 10 have the same prompt. More support is required and provided for General level students than for Prep students and Honors students.
- For each grade level there consistently is a difference in scores between General level classes and Prep classes and between Prep classes and Honors Classes. There are isolated, infrequent occasions when the average of lower level students was slightly higher than students in a higher level.

Mathematics Department Standards-Based Final Exams: Grade Point Averages

Currently, the Math Department is in the process of both creating and administrating CCSS-based interim assessments. After the suspension of the CST exam, the Math Department curriculum teams developed quarterly benchmark exams, which were currently being used for each content area within the

department. Students who failed any benchmark in Algebra Readiness, Algebra, or Geometry are offered remediation and can raise their grade to a passing grade. On-going data analysis enabled teachers in the math department to modify instruction and assessment. After exams were administered, the mathematics department provided remediation to those students who did not meet proficiency via the standards-based criteria.

	1 st Semester 2013/2014	2 nd Semester 2013/2014	1 st Semester 2014/2015	2 nd Semester 2014/2015
Algebra Readiness	1.1	1.0	1.3	2.3
Alg. Readiness EL*	2.3	2.6	0.3	0.9
Algebra 9 Prep	2.0	1.6	2.1	1.8
Algebra EL*	1.1	1.0	1.3	0.7
Geometry 10 Prep	1.3	1.2	1.2	1.7
Adv. Algebra	1.3	2.1	1.8	2.2
Math Analysis	2.5	2.8	2.6	2.9
AP Calculus	4.0	4.6	3.9	4.5
AP Statistics	3.1	4.7	3.5	4.3
Mod App Algebra**	2.5	1.9	2.0	2.2
Mod Math**	2.2	2.0	2.3	2.3

* Students are English Learners based on CELDT

**Students are enrolled based on IEP

Analysis:

- Students in basic math classes have lower scores than students in more advanced classes.
- In 2013/14, the English Learners in Algebra Readiness outscored the general Algebra Readiness class; however, this reversed in 2014/15.

Social Science Department Standards-Based Final Exams: Grade Point Averages

The Social Science Department currently uses formal and informal, summative and formative assessments to inform instruction and determine student proficiency on standards taught in class. Data from semester final exams is analyzed to determine student proficiency and instructional needs.

	1 st Semester 2013/2014	2 nd Semester 2013/2014	1 st Semester 2014/2015	2 nd Semester 2014/2015
World History	1.1	0.8	1.4	1.8
World History EL*	0.9	0.4	0.5	1.3
World History Prep	2.2	2.3	2.1	2.8
W. History Honors	3.4	3.2	3.0	3.9
U.S. History	0.9	2.2	0.9	1.5
U.S. History EL*	1.0	1.0	0.6	1.2
U.S. History Prep	1.4	1.1	1.3	2.2
U.S. History AP	1.3	1.8	2.2	3.9
Econ 12	1.4	n/a	n/a	2.3
Econ 12 College Prep	2.0	2.8	2.8	3.2
Government 12	2.0	2.3	1.2	2.9
Government 12 Prep	2.3	2.3	1.6	2.9
Mod. World History**	n/a	n/a	3.8	3.1
Mod. U.S. History **	3.3	2.7	2.2	2.5

* Students are English Learners based on CELDT

** Students are enrolled based on IEP

Analysis:

- English Learners scores were slightly lower than general level classes of World History
- Prep classes score slightly higher than general level classes
- Honors and AP classes usually outscore Prep classes

Physical Education Department Benchmark Testing

The Physical Education Department's benchmark testing begins with a pre-test of each student's physical fitness level. This score provides a baseline for students to improve overall fitness levels. Students are also tested at the end of each quarter. Teachers use the results of this state mandated test to determine fitness workouts for the next quarter and build appropriate fitness curriculum for the following year. Students individually compare their results to the healthy fitness zone to determine their fitness levels in each category.

Other Assessments/Placement Tests

In addition to the aforementioned, there are other assessments/placement tests used to diagnose and place students. In an effort to place incoming freshmen in an appropriate math class, TUHS administers an Algebra Readiness Test in the spring to all incoming ninth grade students. Students are placed into Pre-Algebra, Algebra or Geometry based on their Algebra Readiness scores, teacher recommendation and 7th grade math CSTs.

In order to ensure that students are correctly placed in an appropriate English class, and possibly, support class, incoming freshmen are assessed in reading comprehension, grammar, vocabulary, and essay writing. Students are placed into a general, college prep, or Honors level English class. Students with identified special needs are placed in a collaborative English class with a highly qualified English teacher and a highly qualified Special Education teacher.

English Learners are assessed using the California English Language Development Test during the summer, or upon enrollment, to ensure that they are placed in an appropriate language support class. Students might be placed in ELD 1, ELD 2, or a mainstream English class with language support.

Students scoring in the bottom quartile on state tests are assessed by the literacy teachers to determine whether intervention services are required. Intervention classes are a continuum consisting of Read/Write 1, Read/Write 2, and Literacy. Students are given two (2) pre-tests: a SLOSSON Decoding and a computerized differentiated reading comprehension inventory (SRI). Formal and informal, as well as formative and summative assessments, are administered regularly throughout the year to measure student progress and individualize the program for the student. A year-end assessment determines the level of support for the following year.

The Academic Program Survey was conducted at a Faculty Meeting on May 7, 2015. The survey asked district staff members to indicate the level of implementation of CCSS for English/Language Arts and Mathematics. Factors included the availability of CCSS materials, CCSS professional development, development of benchmarks and assessment tools, instructional strategies, etc. Of the 61 staff members surveyed, the results are as follows:

Level of Implementation	Percent
Fully Implemented	4.8%
Substantially Implemented	9.7%
Partially Implemented	77.4%
Limited Implementation	8.1%

Report Card Analysis

The chart below shows the percentage of A's, B's, C's, D's, F's, and Incompletes earned by the TUHS student body each semester for the past 4 years. This chart also gives the average GPA of the students for each semester.

Year	Semester	A	B	C	D	F	I	GPA
2011/12	1 st	35.5%	27.1%	20.7%	10.0%	4.2%	0.9%	2.83
	2 nd	34.5%	25.7%	22.8%	10.8%	4.6%	0.0%	2.79
2012/13	1 st	36.2%	25.8%	20.4%	10.5%	4.7%	1.0%	2.80
	2 nd	38.6%	26.9%	20.4%	9.3%	3.4%	0.1%	2.92
2013/14	1 st	36.6%	26.6%	19.3%	10.7%	3.6%	1.3%	2.86
	2 nd	33.9%	26.2%	21.5%	11.4%	5.1%	0.1%	2.77
2014/15	1 st	33.9%	26.1%	20.2%	12.1%	5.6%	0.0%	2.75
	2 nd	33.1%	26.3%	21.0%	12.5%	5.0%	.1%	2.75

Analysis:

- The majority of students earn A's and B's. This is in part attributed to differentiated instruction: general, college prep, and Honors level classes, collaborative model for Students with Special Needs, and bilingual support.
- A lower student-to-teacher ratio enables students to get individual or small group remediation.
- The distribution of grades is constant from year to year
- The range of GPA from 2.92 to 2.77 is a difference of 0.15 points.

Data on Addressing the Eight State Priorities: Engagement Indicators

A. EFFORTS TO SEEK PARENT INPUT IN DECISION-MAKING

TUHS has an active DELAC committee, which meets 4-6 times annually. Meetings provide an opportunity for parents to receive information regarding academic programs and extra-curricular activities. Parents complete a survey to indicate topics of interest to them. Topics have included: bullying, reclassification processes, community services, presenters from Taft Junior College, conduct rules for student athletes, and input on the EL plan.

Taft Union High School involved stakeholders in the development of the LCAP via the District Strategic Planning Committee. The District Strategic Planning Committee held its first meeting on January 11, 2014 at Taft Union High School to review student achievement data, the Academic Performance Index, Content Standards Tests results, student outcomes, honors, AP, dual enrollment course completion, college enrollment rates, A-G completion, student attendance and dropout data, suspension and expulsion data, parent, student and teacher survey results, graduation rates and course failure rates. The Committee, composed of students, parents, classified staff, teachers, community members, administrators and Board members, conducted an analysis of the strengths, weaknesses, threats and opportunities of the District. The Committee delineated strategies for addressing areas for improvement under each of the eight state priorities. Interpreters were provided for Spanish-speaking parents. Representatives of the teacher group included the DELAC Coordinator, an ELD teacher, math teachers, and the AVID Coordinator. The administrator who works with foster youth was also on the Committee. Members of the classified and certificated bargaining units were among the Committee members. Parent representatives included the DELAC president and DELAC members, and members of the Parent Scholarship Organization, and of the School Site Council. Community representatives included the executive director of the Chamber of Commerce, the president of the community college, the superintendent of the largest, feeder elementary district, and local business owners. Students represented each grade level in the District.

On March 29, 2014, the District Strategic Planning Committee met for a half day on March 29, 2014 at Taft Union High School to examine the strategies and prioritize the goals and strategies for the next three years. This Committee will

become our District Advisory Committee. On April 22, 2014, certificated and classified staff representatives to the Strategic Planning Committee created the survey for staff members. On April 24, 2014, student representatives adapted the survey for students using student-friendly language.

On May 1, 2014, both certificated and classified staff representatives from the Strategic Planning Committee met with their peers, discussed the Strategic Planning process and the LCAP process and administered the survey. The next day, the student representatives to the Strategic Planning Committee explained the Strategic Planning process and the LCAP to students in their English classes and administered the survey to their peers.

On May 8, 2014, the DELAC Coordinator and DELAC president explained the Strategic Planning process as well as the LCAP process and led the parents of English learners in identifying and prioritizing strategies and goals for the plan. That following week, on May 14th, an ad was placed in the local newspaper inviting parents and community members to provide input on the plan by attending a meeting at the high school. Community members who are members of the Strategic Planning Committee assisted the facilitator in explaining the process and the strategies that were identified by the Committee. Parents of students in the District received two telephone calls reminding them of the meeting. After the meeting, a link to the parent/community member survey was sent to every parent who provided the District with an email address and to members of the Taft Chamber of Commerce. Surveys in Spanish were sent to parents who identified Spanish as their native language. A link to the survey (in both English and Spanish) was also placed on the District website.

At the June 9, 2014 TUHSD Board of Trustees meeting, the superintendent presented to both the board and the district community the summarized results of all of the surveys and meetings with stakeholder groups with recommendations for Local Control Funding Formula (LCFF) goals. The community and stakeholder groups were provided an opportunity to respond to the summarized data and proposed LCFF goals during this meeting. The district presented a draft of its Local Control Accountability Plan (LCAP), providing notice of the meeting's agenda, as required. The board, as well as the community, asked questions regarding the LCAP and provided feedback to the district regarding the LCAP Draft. The superintendent responded in writing to all comments and the final draft of the LCAP was presented to the board for approval on June 18, 2014. The board unanimously approved the LCAP.

School Site Council provides an additional opportunity for parent input in decision-making. This committee meets 3-4 times yearly and in addition to approving the school safety plan and LCAP, plays a vital role in the school-parent partnership.

Parents are invited to attend and express ideas and concerns at monthly Board of Trustee meetings. These meetings are well-advertised and covered in the local newspaper, as well as being posted on the school web site.

B. PROMOTION OF PARENT PARTICIPATION IN PROGRAMS FOR SOCIOECONOMICALLY DISADVANTAGED, ENGLISH LEARNERS, FOSTER YOUTH, AND SPECIAL NEEDS SUBGROUPS

School Psychologist, Mark Shoffner, reports that 100% of parents of students identified with special needs participate in the annual IEP for their child. Approximately 80% of the parents attend the IEP meeting with the school psychologist, case manager, counselor, and general education teachers. Other parents participate via telephone.

Taft Union High School hosts freshman orientation each February for incoming 8th graders. Parents make scheduling appointments and parents and students have the opportunity to meet faculty, administrators, counselors, and support staff. Each academic department, clubs, special programs, and athletic teams, are present to welcome parents and students, give information, and encourage students to sign up for elective classes, clubs, and teams. Approximately 450 students/parents attend these orientations.

Back-to-school night usually occurs within the first three weeks of the school year. Barbecued hot dogs are served while parents and staff mingle before the formal classroom visits begin. Attendance has declined in recent years, with only about 300 parents in 2014/15.

TUHS began offering Parents Involved in Quality Education (PIQE) classes in the fall of 2013. These academies are designed to teach parents how to support their child(ren) through the high school years and to prepare for post-secondary education, the armed forces, or the workforce. These sessions are well-attended, particularly by EL parents. Many parents have requested a second session which will be offered 2015/16.

The Parent Project was started at TUHS in 2014. This group of 6 trained facilitators works with parents of troubled youth to provide tips and suggestions for how parents can increase school attendance and academic performances in their children. The Parent Project follows a provided curriculum, and invites guest speakers, such as members of the local police department, to help educate parents on everything from what drugs look and smell like, to how parents can monitor grades. The Parent Project follows a provided curriculum that facilitators are trained in delivering. The curriculum is designed to assist parents with tools for positive parenting while also providing a support network that can continue to assist each other long after the 12 week course is complete. Additionally, it provides guest speakers, such as members of the local police department, to help educate parents on topics such as what drugs look and smell like.

C. DROP OUT RATE

	Number of Students	Percent of Students
2009/10	5	0.4%
2010/11	8	2.5%
2011/12	1	0%
2012/13	3	1.0%
2013/14	2	0.8%
2014/15	2	0.2%

2009/10	9th	10th	11th	12 th
White	0	1	0	1
Hispanic or Latino	0	0	0	0
2010/11	9th	10th	11th	12th
White	0	0	0	2
Hispanic or Latino	0	1	0	5
2011/12	9th	10th	11th	12th
White	0	0	0	0
Hispanic or Latino	0	0	0	0
2012/13	9th	10th	11th	12th
White				
Hispanic or Latino				
2013/14	9th	10th	11th	12 th
White	0	0	1	0
Am Indian/Native Alaskan	0	0	0	1
2014/15	9th	10th	11th	12 th
White	0	0	0	0
Hispanic or Latino	0	0	0	0

D. AVERAGE DAILY RATE OF ATTENDANCE

The daily rate of attendance for 2013/14 was 93.26%. The daily rate of attendance for 2014/15 was 93.24%.

E. CHRONIC ABSENTEE RATE

TUHS defines “chronic absentee rates” as students who reach step 3 on the following graph:

Excessive/Truancy Absences (Ed. Code § 48260.5, 46011 BP 5113.1)

Step 1	3 unexcused absences	1 st truancy letter will mailed home
Step 2	1 additional unexcused absence	2 nd truancy letter will be mailed home
Step 3	1 additional unexcused absence	Habitually truant letter will be mailed home
Step 4	Additional unexcused absences	Student and parent are referred to SARB or cited by Truant Officer

In the 2013/14 school year, 60 of 1,045 students, or 5.7% of students were habitually/chronically truant while in the 2014/15 school year, 58 of 958 students, or 6% of students were habitually/chronically truant. Starting in 2015-16 school year, in addition to the mailed notifications, parents were requested to meet with the Assistant Principal at Step 2 and Step 3 prior to referring a student to the Student Attendance Review Board (SARB). These conferences were held weekly in an effort to equip parents and students with resources they may need prior to a SARB referral.

RELATED TO:	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16**
Step 1		381	255	281	256	215	236
Step 2		229	157	165	144	105	118
Step 3		146	81	78	89	58	57
Step 4 SARB		24	19	11	15	18	19

**Fall Semester Data

F. TARDINESS RATE

Prior to the 2015-16 school year, the attendance office did not calculate the tardiness rate. However, students who had three unexcused tardies were automatically assigned lunch detention. In the 2015-16 school year, with the introduction of the Alternative to Suspension (ATS) program, lunchtime detentions were eliminated. In an effort to address the tardies of students, letters are sent home to parents following the truancy model and requesting meetings with parents

as their student do not respond to previous interventions. In the Fall semester of the 2015-16 school year, 287 1st tardy letters, 132 2nd tardy letters, 51 3rd tardy letters, and 22 4th tardy letters were mailed home.

G. GRADUATION RATE

	School-Wide	Hispanic/Latino	Am. Indian or Nat. Alaskan	Pacific Islander	Filipino	White	Asian	African American
2009/10	97.8%	97.5%	100%	100%	--	97.9%	--	100%
2010/11	96.1%	94.2%	--	100%	100%	97.2	--	100%
2011/12	99.5%	98.9%	100%	100%	--	100%	100%	100%
2012/13	98.6%	97.5%	66.7%	100%	--	100%	--	100%
2013/14	96.3%	94.3%	75%	100%	100%	98.3%	--	100%
2014/15								

Note: Data on the 2015 graduation rates is not available due to the fact the state has it embargoed at this time.

H. DISCIPLINE REFERRALS

There were a total of 1,076 referrals involving 193 students submitted in 2013/14. In 2013/14, on-campus intervention class was implemented. Students may be assigned to the OCI class with a credentialed teacher. The students' teachers are notified of the placement and may send assignments for the student to complete. Starting in 2015-16 with the introduction of the pre-intervention screen for teacher use on Aeries, teachers could send referrals electronically directly to the Assistant Principal. Additionally, an emphasis has been placed on discipline working progressively. Due to the concentrated shift to progressive discipline, data on student referrals is not being tracked as it was traditionally. This fact, compounded by the fact that OCI has transitioned to ATS, has resulted in dramatic, yet still undisaggregated, changes in data from the 2014-15 and 2015-16 school year.

I. SUSPENSION RATES

RELATED TO:	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Physical injury to another	72	69	59	56	45	39
Possess/use/sale controlled substances, etc.	11	23	14	8	22	20
Damage to school or private property	2	6	7	2	1	
Steal school or private property	13	17	11	9	6	6
Possession or use of tobacco products	18	32	28	5	3	1

Obscenity, habitual profanity/vulgarity	16	19	18	19	7	12
Sexual harassment	2	4	5	2	1	
Possess. Sale, Furnish knife/firearm	4	6	8	1	2	5
Brandishing a knife at another person	1					1
Bullying					5	1
Possession or sale of drug paraphernalia		1			1	2
Disruption/defiance		195	127	85	33	17
Knowingly received stolen property		1				
Hazing as defined by Sec 32050 Ed.Code		1	1	1		6
Terrorist threats		3		1		1
Serious physical injury/not self-defense		1				
Harassment, threats, or intimidation		2	1	1	2	5
Used force or violence				1		3
Committed assault/battery on employee						

Note: Starting with the 2014/15 school year, an on-campus intervention class was added to the master schedule. Students committing non-violent offenses or minor infractions/disturbances are assigned to this class, which is monitored by a credentialed teacher. The teacher contacts each student's teachers and requests assignments so the student does not fall behind in class work. This class transitioned to ATS in the 2015-16 school year.

J. EXPULSION RATES

RELATED TO:	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Physical injury to another			1	3		1
Possess/use/sale controlled substances, etc.	5	14	5	7	6	
Damage to school or private property	1		1			
Steal school or private property						
Possession or use of tobacco products			1			
Obscenity, habitual profanity/vulgarity						

Sexual harassment			1			1
Possess, Sale, Furnish knife/firearm, etc.	3	1		5	6	
Brandishing a knife at another person	1					
Bullying						
Possession or sale of drug paraphernalia		1			1	
Disruption/defiance			2	1	4	
Knowingly received stolen property						
Hazing as defined by Sec 32050 Ed.Code						
Terrorist threats				1		
Serious physical injury/not self-defense				1		
Harassment, threats, or intimidation			1			
Used force or violence				1		
Committed assault/battery on employee						
Possess imitation firearm				1		

K. OTHER LOCAL MEASURES INCLUDING CRIME STATISTICS AND SURVEYS

Schoolwide Learner Outcomes

During the 2014/15 pre-service, the TUHS staff agreed to focus on two instructional strategies: increasing opportunities for student collaboration and note-taking. Student collaboration correlates to the Cat Skill regarding independent and collaborative workers. Note-taking encourages critical thinking and problem solving as students must discern the main ideas and details to record in order to retain information presented through lectures, independent reading, or multi-media presentations. Evaluating administrators and teachers understood that these two strategies would be present during teacher evaluation observations, and each core department strategized about how these strategies would be implemented on a regular basis to teach concepts and skills.

Evidence of students becoming critical thinkers and problem solvers and independent and collaborative workers is documented in the CAT Skill lesson

plans and student work samples as well as through peer observations. Generally speaking, all departments/teachers implement these strategies but the degree and intensity to which they utilize them varies within each department. AVID and Oil Tech Academy curriculum are based on student collaboration and note-taking. Each of the core departments increased the use of collaboration and note-taking.

Perception Data

Parent, teacher, and student surveys were conducted in the spring of 2015 to gather information on the perceptions of these three stakeholders. Items included in the survey related to student performance, classroom expectations, content delivery, programs, and safety. Student and teacher surveys were conducted during the school day, which resulted in relatively high sample sizes. Even though self-addressed, stamped envelopes were included in the surveys mailed to parents, the return rate was low. An attempt was made to gather narrative feedback from parents at various meetings, which they attended.

Results of Interviews and Stakeholders: Perception of the School

Student Survey	Number Sent	Number Received	Percent Received
	963 (English) 11(translated to Spanish)	850	87.2%

- Seventy-five percent strongly agree or agree that TUHS staff and faculty believe that all students can achieve at high academic levels. Twelve percent disagree or strongly disagree. (Item 1)
- Seventy-seven percent strongly agree or agree that TUHS is a safe and clean school. Six percent disagree or strongly disagree. (Item 2)
- Seventy-eight percent strongly agree or agree that they are provided with sufficient books, materials and supplies to learn academic content. Seven percent disagree or strongly disagree. (Item 3)
- Seventy-seven percent strongly agree or agree that TUHS staff is helpful and supportive when assistance is needed with school matters outside of the classroom. Nine percent disagree or strongly disagree. (Item 4)
- Sixty-eight percent strongly agree or agree that teachers both expect and challenge them to think critically in class. Twenty-six percent had no opinion, and 6% disagree or strongly disagree. (Item 5)
- Fifty-five percent strongly agree or agree that teachers care whether or not they understand the academic content. Thirty-one percent have no opinion, and fourteen percent disagree or strongly disagree. (Item 14)
- When the class content is not understandable, 53% strongly agree or agree that teachers are willing to re-teach upon request. Twenty-eight percent have no opinion, and nineteen percent disagree or strongly disagree. (Item 13)
- A majority, (84%) strongly agrees or agrees that their counselor has informed them of the various academic programs available to them. (Item 7)

- A little more than half (54%) recall developing a four-year education plan with their counselor outlining how they will graduate. Twenty-seven percent have no opinion, and 19% disagree or strongly disagree. (Item 10)
- A majority (71%) recall receiving information about the athletic programs and extracurricular activities available. (Item 8)
- Only 60% strongly agree or agree that assessments (tests, quizzes, essays, etc.) reflect classroom instruction. Twenty percent disagree or strongly disagree. (Item 12)
- Seventy-one percent strongly agree or agree that class instruction involves reading, writing, listening, and speaking, on a daily basis. (Item 15)
- Seventy-two percent strongly agree or agree that both timelines and deadlines for classroom assignments and assessments are communicated by the teachers. Nineteen percent have no opinion (Item 18)
- Sixty-four percent strongly agree or agree that their teachers instruct them on how to use technology to retrieve, organize, and communicate content-related information. Twenty-five percent have not opinion; 11% disagree or strongly disagree. (Item 19)
- Sixty-two percent strongly agree or agree that TUHS teachers communicate and consistently apply classroom rules and academic expectations. Twenty-seven percent have no opinion. (Item 22)

Parent Survey	Number Sent	Number Received	Percent Received
	739 (English)	107	10.9%
	240 (Spanish)		

- Seventy-one percent strongly agree or agree that TUHS staff and faculty believe that all students can achieve at high academic levels. Twenty percent disagree or strongly disagree. (Item 1)
- Seventy-eight percent strongly agree or agree that TUHS is a safe and clean school. Twelve percent disagree or strongly disagree. (Item 2)
- Eighty-eight percent strongly agree or agree that students are provided with sufficient books, materials and supplies to learn academic content. Nine percent disagree or strongly disagree. (Item 3)
- Seventy-seven percent strongly agree or agree that TUHS staff is helpful and supportive when assistance is needed with school matters outside of the classroom. Eighteen percent disagree or strongly disagree. (Item 4)
- Seventy-one percent strongly agree or agree that teachers both expect and challenge students to think critically in class. Nine percent had no opinion, and 12% disagree or strongly disagree. (Item 5)
- Sixty-four percent strongly agree or agree that teachers care whether or not their child understands the academic content. Eleven percent has no opinion, and twenty-five percent disagree or strongly disagree. (Item 14)
- When the class content is not understandable, 63% strongly agree or agree that teachers are willing to re-teach upon request. Twenty-eight percent disagree or strongly disagree. (Item 13)
- A majority, (75%) strongly agrees or agrees that their child's counselor has informed them of the various academic programs available to them. (Item 7)

- Seventy-nine percent recall their child developing a four-year education plan with their counselor outlining how they will graduate. Fourteen percent have no opinion, and 8% disagree or strongly disagree. (Item 10)
- A majority (84%) recall their child receiving information about the athletic programs and extracurricular activities available. (Item 8)
- Only 67% strongly agree or agree that assessments (tests, quizzes, essays, etc.) reflect classroom instruction. Twelve percent have no opinion and 12% percent disagree or strongly disagree. (Item 12)
- Sixty-nine percent strongly agree or agree that class instruction involves reading, writing, listening, and speaking, on a daily basis. (Item 15)
- Seventy-eight percent strongly agree or agree that both timelines and deadlines for classroom assignments and assessments are communicated by the teachers. (Item 18)
- Seventy-one percent strongly agree or agree that their child's teachers instruct them on how to use technology to retrieve, organize, and communicate content-related information. Seventeen percent have no opinion; 10% disagree or strongly disagree. (Item 19)
- Eighty-five percent strongly agree or agree that TUHS teachers communicate and consistently apply classroom rules and academic expectations. (Item 22)

Faculty Survey	Number Sent	Number Received	Percent Received
	60	42	70%

- 78% Strongly Agree or Agree that all students can achieve at high academic levels. (Item 1)
- 55% Strongly Agree that the TUHS campus is a safe and clean facility; 37% Agree (Item 2)
- 98% Strongly Agree/Agree that TUHS provides students with plenty of classroom books, materials and supplies so students can learn academic content. (Item 3)
- 92% Strongly Agree/Agree that TUHS staff are helpful and supportive when students need assistance with school matters outside of the classroom (library, business office, attendance office, guidance center, etc.). (Item 4)
- 95% of the faculty Strongly Agree/Agree that they both expect and challenge my students to think critically in class. (Item 5)
- 93% Strongly Agree/Agree that they strive to instruct all their students utilizing a variety of instructional strategies to ensure their understanding of class content. (Item 6)
- 71% Strongly Agree/Agree that counselors ensure all students are well-informed regarding the TUHS academic programs they may participate in; 19% have no opinion; 10% disagree. (Item 7)
- 84% Strongly Agree/Agree that TUHS staff ensures all students are well-informed regarding the TUHS athletic programs and extracurricular activities they may participate in (Item 8)
- 84% Strongly Agree/Agree that counselors provide students with ample information necessary to meet graduation requirements; 16% have no opinion (Item 9)
- 69% Strongly Agree that they use at least one form of technology as part of their daily instructional routine; another 19% Agree; 7% no opinion, and 5% disagree. (Item 10)
- 98% Strongly Agree/Agree that the assessments they use are a fair representation of the academic content they have taught. (Item 11)
- 93% Strongly Agree/Agree that when a student verbalizes that he or she does not comprehend a concept they have just instructed in class, they are willing to re-teach the concept. (Item 12)
- 98% Strongly Agree/Agree that they genuinely care whether or not their students understand the academic content they teach. (Item 13)
- 90% Strongly Agree/Agree that they provide their students with daily opportunities to learn class content by facilitating content-related reading, writing, listening and speaking activities. (Item 14)
- 88% Strongly Agree/Agree that they provide my students with daily opportunities to learn class content by facilitating learning activities that call for critical thinking and/or problem solving activities. (Item 15)
- 88% Strongly Agree/Agree that they routinely instruct their students on the “how to” tasks related to analyze, synthesis, and evaluation class content-related information. (Item 16)
- 90% Strongly Agree/Agree that they utilize a variety of student groupings (collaborative work groups, independent, and cooperative learning groups) to complete content-related tasks. (Item 17)

- 98% Strongly Agree/Agree that they effectively outline, communicate, and reiterate to their students timelines and deadlines for class content assignments and assessments. (Item 18)
- 29% Strongly Agree, while 45% Agree that they routinely instruct their students on how to use technology to retrieve, organize and communicate content-related information. (Item 19)
- 53% Strongly Agree/Agree that they instruct students on how to use technology to produce, revise and publish materials; 31% has no opinion and 16% disagree. (Item 20)
- 92% Strongly Agree/Agree that they expect and challenge their students to verbally contribute to class content-related discussions. (Item 21)
- 91% Strongly Agree/Agree that they effectively communicate rules for classroom conduct as well as academic expectation and verbally communicate these expectations on a daily basis; 9% disagree. (Item 22)

CHAPTER 2: PROGRESS REPORT

- *Significant Developments*
- *School-Wide Critical Areas for Follow-up*
- *Ongoing Follow-up Process*
- *Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals*
- *Critical Areas for Follow-up Not Currently in the Action Plan*

Significant Developments

There have been several significant developments that have had an impact on the school and curricular programs since the last WASC full self-study visit in 2010.

Changes in District and Site Administration

In March of 2013, a new superintendent was hired for the district. Shortly thereafter, a new principal was hired for TUHS. Moreover, a new TUHS vice-principal was hired in the spring of 2015. This resulted in adjustments for staff, students, and community members as many changes were proposed and/or implemented:

Numerous committees were formed to elicit TUHS faculty and staff input regarding proposals and district/school-wide concerns. Committees included, but were not limited to: Teacher Evaluation Committee, Professional Development Committee, Curriculum and Instruction Committee, Technology Committee, Safety Committee, Athletics and Extra-curricular Committee, Facilities and Finance Committee. Teachers and support staff were strongly encouraged to become an active member of at least one committee. In addition, members of the Board of Trustees, local media, and community members were invited to participate on these committees.

In the 2013/14 school year, the district administration and Board of Trustees decided to alter the nature of the current job duties of Director of Athletics. In doing so, the job duties of the Director of Athletics now included the duties of a Director of Academics. Since the current Director of Athletics did not hold an Administrative Credential (as was the desire of the Board and administration), the

Director of Athletics was required to return to the physical education department as a classroom teacher. The administration hired a new Administrative Credential-holding Director of Academics and Athletics.

Changes in Certificated and Classified Staff

Certificated staff has decreased from 70 during our last full self-study in 2010, to 61 in 2015. This has created larger class sizes in many areas. While class sizes are still smaller than many other high schools, this does impact both the type and quality of instruction for students. The amount of individual student contact has decreased and it is prohibitive to assign and guide students in many projects, which are possible with the smaller class sizes we enjoyed in the past. While teachers continue to be dedicated and committed to quality, rigorous instruction and feedback, students and teachers regret the loss of many classroom activities, which made us unique.

Our counseling staff has also decreased from four to three since our last full self-study. As a result, time constraints have been placed on each counselor as their caseloads have increased. Additionally, counselors have not been able to spend as much one-on-one time with their counselees have they have done in years past, although they continue to make efforts to do so by occasionally visiting classrooms to see students individually and in small groups.

At the time of our last self-study, a TUHS math teacher was assigned for one period daily to teach Algebra at our largest feeder school. This position has been eliminated and, as the evidence has suggested, has had an adverse effect on incoming freshmen. The majority of 9th grade students are now being required to take pre-algebra during summer school or as freshmen to prepare them for Algebra.

Classified staff has decreased from 91 at our last full self-study in 2010, to 88 in 2015. Although this decrease took place, there appears to have been no adverse effects as a result.

Changes in Parent Involvement

There have been a number of proactive measures taken to continue to increase parent involvement in their student(s) education. Parents now have access to their

student(s) educational experience via the use of a MyCats account. Teachers at TUHS use the Aeries system to record gradebook and attendance information on a daily basis. At the beginning of the school year, parents are sent letters via postal service mail detailing information outlining what a MyCats account is and how to set one up for their student(s). Parents can call the Information Technology (IT) department anytime if they need assistance setting up their accounts. In addition, the IT department provides a few opportunities to meet one-on-one with parents during the school year to set up their accounts such as during student registration and back-to-school-night. Parents have access to their student(s) educational experience such as grades and attendance at all times, unless a teacher is in the process of entering grades in their gradebook.

Last year, the administration and board launched the Parent Institute for Quality Education (PIQE) in an effort to empower parents to both increase their knowledge and assist their student(s) in their educational endeavors now and in the future. The administration sends out invitations for parents to join PIQE several times a year. Once a PIQE group has been established, parents are invited to attend a set number of meetings in which they will receive a variety of information on topics including, but not limited to, understanding the high school system, the educational four-year plan, components of grade point averages and UC A-G requirements, and post-high school higher education and financial options for their student(s). Translation services and childcare services are provided for those in need. After the PIQE group attends this series of meetings, they receive a certificate of program completion and graduate. Since August of 2013, TUHS has graduated a total of 194 parents from the PIQE program.

TUHS boasts a robust Parent Support Organization (PSO). The PSO has grown from just a few members in 2011 to 50 members in 2015. This group facilitates the operation of the concession stands at all of the high school sporting events, including football, soccer, basketball, volleyball, baseball, softball and track and field. With the proceeds from these concession stands and membership dues, the PSO awards scholarships to senior students at the annual honors night. The amount of the scholarship award money for each student is positively correlated to his or her overall grade point average; the higher the grade point average, the more the monetary scholarship award. In 2015, the PSO awarded a total of \$25,500 in scholarships to students who met the qualifications.

Another well-attended parent involvement group is the TUHS Band Boosters. Band Boosters is a group of parents that raises money to support the band members. They hold 50/50 drawings at all home football games, participate in ASB fundraisers such as food sales at football games, and sell tickets to private band concerts. The monetary compensation raised by the Band Boosters assists the band in attending summer band camp, going on tour, scholarships for band and color guard seniors who are pursuing a college education after graduation and feeding the band members before home performances.

During the 2014/15 school year, many teachers began to make use of the Remind 101 application for smart phones and computers. The use of this application increased during the 2015/16 school year as numerous teachers, coaches and class advisors recognized the usefulness of the tool and implemented it. The Remind 101 application is voluntary; students and parents do not have to sign up for it, but it provides them an opportunity to be better informed about classes, sports and activities on the TUHS campus. The application runs through a website where teachers create an account and pick a code; students and parents then text the code to a provided number in order to sign up. Teacher, coaches, etc. can then log on, type a message of up to 140 characters. The message is sent to all parents and students who signed up, while their teacher's private number is protected, because the message is delivered from the website.

The TUHSD has quite an active English Learners Advisory Committee (DELAC). The DELAC is a committee for parents who speak a second language; the vast majority of our parents in the DELAC speak Spanish. All LCAP goals are supported through work in the DELAC committee. TUHS DELAC staff meets with the parents and staff members of the DELAC committee every other month to examine a number of important items such as analysis of redesignation rates and the effectiveness of the EL program on the TUHS campus. In addition, the DELAC members make recommendations for improvement when they find they are needed or justified. Conversely, the DELAC members are provided with a host of informational resources and guest speakers to assist and empower them to navigate the educational journey of their students. For example, at recent DELAC meetings, the TUHS Athletic Director, TUHS Police Officer, TUHS School Psychologist and EL teacher have conducted presentations and given parents information to assist

their students with their educational success at TUHS. Moreover, all information is delivered to them in their primary language. Recently, personnel from Taft College have come to the provide parents with information on how they themselves can take classes at the college. The school and the community strongly support the parents who speak a language other than English in terms of providing them access to all aspects of school and community life.

Even though the TUHSD is a basic aid district, we still see the value in having a TUHS School Site Council. The team consists of five parents, three students, three teachers, one classified employee and one administrator. They meet three to four times a year to discuss a variety of topics including test results, safety plans and views from the public, parents and students.

The Parent Project was started at TUHS in 2014. This group of six trained facilitators works with parents of troubled youth to provide tips and suggestions for how parents can increase school attendance and academic performances in their children. The Parent Project follows a provided curriculum from the Parent Project organization and invites guest speakers, such as members of the local police department, to help educate parents on everything from what drugs look and smell like, to how parents can monitor grades.

During the 2014/15 school year, a group of parents, with the support of the TUHS administration and Board of Trustees, created an event called “Feed the Cats.” The purpose of this group was to cook a high carbohydrate meal for the football teams the night before home games. While “Feed the Cats” was hosted off campus during that year, the group was able to move the function on campus during the 2015 football season. On Thursdays before home football games, the TUHS Maintenance and Transportation (MOT) department provides the “Feed the Cats” group with tables and chairs to seat football players, coaches and support staff. Parent volunteers feed these individuals a full meal, all of which is donated by parents of the Frosh/Soph, Junior Varsity and Varsity teams.

Implementation of Career Pathways Development

American businesses and industries have long supported career pathways options for students, because of the strong mix of skills – academic, technical, and

employability – that students from pathway programs bring with them into the labor market. School administrators, especially those at Taft Union High School, particularly support pathway programs because of the safety and security that pathways bring to a high school, strengthening student connections and building strong relationships among students and faculty. To that end, in May of 2015, Taft Union High School contracted the services of The National Center for College and Career Transitions (NC3T). The NC3T has developed a research-based pathways implementation system that provides the foundation for all planning and implementation work for school sites. The framework focuses on five broad areas, all working together to develop learners who are both “career and life ready.” Sandy Mittelsteadt, NC3T employee, conducted research and compiled her results in a report titled, “Taft Career/College Pathway Systems Model Report” submitted to the Board of Trustees in October of 2015. Mittelsteadt’s findings are synthesized below:

“Discussions with Taft educators confirmed that the school is building upon previous investigations and studies around career pathway exploration. The staff includes many who are experienced in this area and who can provide valuable expertise in helping improve and develop career/college pathways at Taft Union High School. What is particularly important and appreciated is the proficiency of the Taft Union High School counselors, especially Tammy Sutherland, who has devoted many hours to working on career pathways. The school also compiles student pathway data that counselors collect from students via the information technology department. This data provides a snapshot of Taft Union High School students and their educational aspirations. Besides the information gathered from staff interviews, the results of a *Teacher Survey* and a review of the *Master Schedule*, research has yielded the following suggestions:

Pathway Programs of Study Already in Place

1. Oil-Technology Academy Pathway Program of Study: (This has just become a California Lighthouse Academy, which means that it is considered one of the model career academies for the state. It has 26 business partners, including Holmes Western Oil Corporation that provides a unique scholarship: scholarships with college mentoring to ensure a successful college experience.)

2. Ag Science Pathway: (This pathway is growing and future implementation will probably look like the following:
 - 9th Grade – Sustainable Biology
 - 10th Grade – Ag and Soil Chemistry
 - 11th Grade – Vet Science I
 - 12th Grade – Vet Science II
 - A-G Leadership (A-G is a sequence of high school courses that students must complete with a grade of C or better to be minimally eligible for admission to the University of California and California State University.) is available to students in all grades.
 - This pathway integrates both academic and career and technical classes and allows a student to become a CTE completer (a CTE completer student is generally defined as a student who complete 360 hours of sequenced Career and Technical Education classes).
3. AVID Pathway of Study: *(Note: AVID is a nationally-offered model program with a sequence of academic and social support classes. The program is targeted to academically capable but economically challenged students. It enhances general college preparedness but does not have a career or interest-themed component.)*

Developing Pathway Already in Place

1. Foods
2. Retail/Marketing
3. TV Productions
4. Welding
5. Woodworking

Potential Programs of Study for Fast-Track Implementation Possible Completer Programs by Combining and/or Sequencing Courses:

1. Communications/Marketing Pathway: Augment existing classes with marketing classes: Foreign language classes would be a complement to this pathway.
 - Advanced Multi-Media Communications
 - Television Production with marketing classes

2. Communications/Technology Pathway: combine and/or sequence some of the following classes:

- Advanced Art
- Advanced Choir
- Advanced Drama
- Advanced Multi-Media Communication
- Art
- Band
- Cartoon Drawing
- Choir
- Drama
- Flag Team
- Jazz Band
- Leadership (ASB)
- Piano
- Speech
- Television Production
- Yearbook 12

3. Foods with Nutrition or Wellness Pathway: combine and/or sequence food classes with nutrition or:

- Physical Education Classes

4. Manufacturing with Woods Pathway or Welding Pathway: combine and/or sequence the following classes:

- Advanced Cabinet Making I
- Wood
- AG Advanced Welding,
- AG Basic Welding,
- AG Intermediate Welding,
- AG Leadership.

Potential Pathway Programs of Study for Near-Term Implementation

1. Law Enforcement Pathway: at Buena Vista Continuation School via technology with ROP's existing teachers. A teacher's aide could monitor the class at BVCS. Another strategy is to teach a capstone class via internet courses.
2. Nutrition Pathway: taught via technology from Maricopa High School's ROP Foods teacher and broadcast to Taft HS and Buena Vista Continuation School. A capstone class taught via internet courses could be considered.
3. Wellness Pathway: taught along with the Foods class at Taft High School. The Psychology Class taught at Taft College could be articulated into this pathway. The Physical Education Department could enhance this pathway with a Wellness P.E. Class.
4. Transportation Technologies Pathway: by adding Small Engine Repair Course in 9th/10th grades with ROP Auto & Advanced Auto in 11th/12th grades. (Might be combined with Welding.)

Potential Pathway Programs of Study for Longer-Term Implementation

1. Health Careers: (Start by expanding in Business to add Medical Billing/Transcription, or expanding Foods to add Nutrition/Wellness, or adding classes to Anatomy, Life Science, and/or Psychology) A capstone class via the internet could be taught on all campuses.
2. Agriculture/Natural resources/Environmental Science: (Start with A-G3 Earth Science or Earth Science, then add OSHA instruction, and other classes, especially solar/wind concepts and technology training. This pathway would also interest Buena Vista Continuation School.) A capstone class via the internet could be taught on all campuses.

Mittelsteadt concluded that, although there are many career systems in place, there is strong evidence to support that more can and should be done to enhance the preparation of, and successful transition of, Taft UHS graduates into skilled, economically viable careers. Taft Union High School District is ready to take the next steps for envisioning and building a more fully formed College & Career Pathways System, embracing the core concepts of: Cross-Sector Partnerships,

Career Exploration and Planning, Multiple Programs of Study, Dynamic Teaching and Learning, and Employer and Community Engagement.

Changes in Course Offerings

For the past two summers, summer school course offerings have been expanded to include opportunities for advancement as well as remediation. To that end, more students have taken courses for acceleration purposes.

Taft High School has increased its repertoire of Taft Union High School/Taft College (TC) concurrent enrollment class offerings to now include a speech class to be taught on our campus by one of our existing concurrent TUHS/TC instructors.

Since the last WASC visit TUHS has taken a serious look at how to better address the needs of students who have discipline issues that would normally take them out of the school environment. In 2014/15, On-Campus Intervention (OCI) was instituted to provide a place on campus for disruptive or defiant students to go so as to keep them in the learning environment, but out of the regular classroom setting where those students are disruptive. The length of time students were assigned to this program was based upon the violation and their personal needs as determined by the Assistant Principal.

In the 2015/16 school year, OCI was expanded across the TUHSD to include both school sites and to be a more formalized under the direction of Blue Water Consulting. The new program is Alternative to Suspension (ATS). ATS operates similarly to OCI as it is a program to address the needs of students who find themselves in violation of school rules. ATS takes this a step further and uses the time that students are placed in ATS to serve as a “teachable moment.” While in ATS students participate in decision-making counseling, goal setting, restorative practices, and group discussion. Student have prescribed ATS curriculum that they are assigned in addition to the course work provided by their teachers in the classes they are not currently attending. Placement in ATS is an option given to parents by the Assistant Principal after they have been informed of the education code violation of their student that could result in out of school suspension should they

not take the ATS option. The program is completely voluntary and students who choose to not complete the program are suspended according to the traditional out of school suspension practice. The objective of ATS is equip students with skills that will help them change behavior and provide them with alternative behaviors so that they cycle of defiance does not continue. In our first year of implementation, there have already been many documented successes, but there is still much ways to go in implementing the program to its full potential.

In 2014, the district saw the need to offer students a course that addressed the career and technical education standards. As a result, the Success 101 course was created to close this gap in student education and the Introduction to Computers class was eliminated. Success 101 is a one-semester course designed to help students realize how their high school classrooms and post-secondary education training and careers are connected to their future hopes and dreams. The course covers exploration of careers, work/employment skills, personal care, personal finance/banking, skills for independence, and extensive technological skills development. The course addresses the 11 California CTE Anchor Standards required by Common Core. All students are required to complete this course, beginning with the graduating class of 2018.

The Accelerated Reading Program support has been removed and the AR Technician position has been eliminated by the administration. Furthermore, the AR lab in the library has been cancelled. English teachers are now responsible for managing the AR program without the assistance of an AR technician. This has been a particularly challenging situation in that, instead of having one person with expertise in a designated AR lab setting, there are now approximately eleven English teachers with limited expertise and 1 (sometimes 2) computers in a classroom setting to administer AR tests to all of their students.

In the 2011/12 school year, with the support of the administration, the math department decided to alter the math graduation requirement from students completing one higher-level math class to students completing two higher-level math classes. To that end, the non-college-prep courses of Math Lab and Applied Algebra were eliminated to allow for students to be enrolled in higher-level math classes including, but not limited to, Algebra, Geometry, Statistics, Calculus and Math Analysis.

CAHSEE preparation classes have been eliminated. For several years prior to the 2014/15 year, students who were identified as at-risk of not passing the CAHSEE were assigned to a CAHSEE prep class.

Changes in Demographics

TUHS is changing demographically. The English Learner student population is growing, with many of these students coming from Oaxaca and Mexico, speaking Mixteco instead of Spanish. The socioeconomically disadvantaged population is also growing. In 2010, our student body was 49% economically disadvantaged. Today, our student body is 57.8% economically disadvantaged.

Changes in Professional Development

A significant number of professional development opportunities have been available to the TUHS staff in the past several years. During district inservice days, the teaching staff was trained in the latest research-based Marzano teaching strategies from the Marzano Institute. In addition, the entire TUHSD was trained in the E-Colors Equilibria by professionals from the Equilibria E-Colors Headquarters. The E-Colors process helps to identify different personality styles, which enables people to better understand themselves and others. Knowledge of E-Colors leads to a heightened awareness that we do not all think and act the same and that we all have different communication styles and behavioral tendencies, which are often largely linked to our personality. Research has shown incorporating E-Colors into the world of work and education has led to significant gains in staff self-actualization, staff morale and ultimately, student achievement. Moreover, the staff has participated in a number of other professional development opportunities including, but not limited to, agriculture and FFA trainings and workshops, AP trainings, CADA trainings and conferences, AVID trainings and conferences, Oil-Technology trainings and workshops, beginning teacher support and assessment trainings and workshops, Explicit Direct Instruction (EDI) trainings, Common Core State Standards workshops and trainings, California Language Teacher's Association for Foreign Language and technology trainings.

Of the professional development opportunities being provided for the TUHS staff, one in particular is providing a great deal of support for student learning. Pivot Learning Partners works with our staff to address the growing need to provide

students with learning opportunities to succeed in college and career, especially in the area of addressing our English Learner population. Last year, Pivot Learning Partners trained five of our teachers and continue to train an additional five this year. This year, the PIVOT staff will spend several release days with these five teachers to accomplish a number of goals outlined below:

1. Team development and expansion to other teachers on campus:
 - a. Include additional teachers across the core content classes
2. Further development of ADL (Academic Language Development) and language demands in classes across campus for English Learners and English Only (SED)
 - a. Deepen our knowledge and instructional practices regarding Academic language Development, language demands, vocabulary development and application, oral discourse (Pair-Share to Constructive Conversations), and planning for and implementing these strategies in units and classroom strategies.
 - b. Identify and differentiate ADL practices for EL students, specific to their English language development level.
3. WASC alignment
 - a. Insure that this work reflects WASC expectations and outcomes based on the last review.

The Pivot Learning Partners submitted an updated report to Taft Union High School outlining the progress on the above goals as of January, 2016. The progress is outlined in the table below:

Project goals	Aligned goals specific to my work	Strategies and Tactics	What we have accomplished
Build organizational capacity by establishing aligned systems and processes so a continuous improvement can be utilized.	Aligned goal 1: 1. Continue developing teacher leadership capacity to meet the needs of EL and EO/SED students;	1. Recruit additional teachers from core content classes to join the team. *Provide leadership training in each professional development and PLC meeting; *Identify specific tasks these teacher leaders can do to support the development of ALD	1. 6 additional teachers were added to the ALD Teacher Leadership Team *We have used the Leadership Cycle to build teacher knowledge of effective leadership **We have begun to develop a leadership message that all ALD

		strategies in their departments.	<p>teacher leaders can/will share with their departments</p> <p>*We held 2 professional development training sessions for the new ALD teacher leaders (Sept and Oct).</p>
	<p>2. Support the new ELD Coordinator to develop her knowledge and ability to meet the needs of EL students.</p>	<p>2. Develop a system that focused on correct identification and placement of all EL students.</p> <p>*Develop ELD coordinator knowledge about language development strategies all teachers can implement in their classes.</p>	<p>2. THS has struggled to hire and maintain an ELD coordinator and teacher (currently their 3rd coordinator is working in this role).</p> <p>*I began coaching the current ELD coordinator in December when she joined the staff of THS. We have been focusing on correct identification of all EL students, ELD curriculum being used, and on introducing the new coordinator to the revised Calif ELD Standards.</p> <p>The ELD Coordinator and I have a weekly coaching session (90+ minutes) schedule which we have been implementing since December when she joined the staff. Some of these meetings are face-to-face and others are done virtually.</p>
Increase capacity of administrators	<p>Aligned Goal 2:</p> <p>1. Further develop ALD and language</p>	<p>1. Provide additional ALD training and instructional coaching, including...</p>	<p>1. We have held 4 professional development sessions (2 for new</p>

and teachers to support all students in becoming proficient in California Standards (CA CCSS) and grade level expectations, while closing the achievement gap for English Language Learners	demands in classes across campus for EL and EL (SED);	<p>*Focus on vocabulary development (Tier 2-3 words) that can be incorporated in with oral and written discourse.</p> <p>*Deepen and expand teacher knowledge and practice concerning oral discourse (why and how) that they will apply to their daily practices.</p> <p>*Developing a common site-wide writing model specific to THS that includes the development of a rubric. Teachers will apply this to unit and lesson development and to instructional practices;</p> <p>*Developing teachers knowledge and ability to identify language demands in their units and lessons and planning to address these demands in order to develop student content and cognitive skills.</p> <p>*Developing teachers knowledge and application of Calif Standards (CCSS) in unit design and application;</p> <p>*Developing teachers knowledge, understanding, and application of both to meeting the needs of EL students.</p> <p>2. Teachers participate in CCSS training and unit design application.</p>	<p>members and 2 for the entire team) that have been focused on leadership development and implementing ALD specific strategies, and specifically:</p> <p>* academic language specific to each content area (what is it? Why is it important? How to effectively address)</p> <p>*oral interactions (beginning pair share, intermediate pair share, and constructive conversations)</p> <p>**developing a common site-wide writing model that each teacher leader is implementing.</p> <p>*vocabulary development (Tier 2 and 3 words, as identified in the CCSS).</p> <p>2. CCSS training has been included in each of the 4 professional development sessions.</p> <p>*Teachers were introduced to CCSS unit design in December,</p>
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			which will continue through semester 2.
WASC Alignment	<p>Aligned Goal 3:</p> <p>1.Focus on aligning this work with prior WASC strategy 1 and 2 recommendations</p> <p>2.Develop tactics that address each of the 4 WASC report recommendations within the EL/ALD Leadership Team and share these across the school with other staff.</p>	<ol style="list-style-type: none"> 1. Meet with administrators and team members to identify WASC requirements for strategy 1 and 2. 2. Plan for and address the following 4 WASC report recommendations within the ALD work: <ul style="list-style-type: none"> • Improved test scores for EL students • Revising curriculum and benchmarks so students are more prepared; • Infuse CCSS into existing curriculum; • Expand ways to enhance writing across campus 	<ol style="list-style-type: none"> 1. We met with ALD team members in spring 2015 to identify the WASC focus. This has been included in all professional development and coaching. 2. The 4 WASC areas have been the foundation of all ALD team training and coaching, including ALD, EL/SED students, how to infuse language demands in current curriculum, CCSS training, and the development of a site-wide writing model.

Changes in Safe School Environment

In January of 2013, a student brought a shotgun on campus, fired at, and seriously injured a student. A classroom teacher and other students suffered minor injuries. This incident, along with a mandatory campus lock-down, impacted every employee and student on campus, as well as parents, siblings, relatives, and community members. Crisis counselors and therapy dogs were frequent visitors on campus and administrators and staff focused on supporting students' emotional and psychological needs rather than academic needs for the remainder of the year. The ensuing trial and media focus on our campus and community have hindered and prolonged the healing process. Our current seniors were freshmen. Even after they graduate, the impact of this incident will continue to affect staff members and younger siblings who will be attending TUHS. Increased security measures, such as locks on all entrances/exits and additional security cameras, have been installed.

An employee is posted at the two main entrances to greet students arriving at school in the morning and at the cafeteria entrance at lunch. All staff members must wear TUHS staff identification lanyards and/or badges while on campus. Outside visitors must enter campus through the front double doors of the school, check in with the switchboard operator, obtain a visitor's badge, and wait for the security door to open to enable passage into the school to conduct business. To provide further assistance and support to their students, TUHS enacted a "Wildcat Tip Line" with which students could contact TUHS personnel and report suspected cases of bullying or any other behaviors of concern while remaining anonymous.

Changes in Infrastructure/Facilities

Under the direction of the facilities and finance committee, there have been a number of campus-wide changes. During the 2013/14 school year, substantial changes in facilities occurred in the far southwest corner of the school. The Principal's Office was moved into the Guidance Center, the Attendance Office was moved to the Business Office, and classroom 107 was absorbed into the new Board Room. In this southwest corner of the campus, the Principal's Office was converted into the Business Office, the Attendance Office was converted into the superintendent's office and the former classroom was converted into the new Board Room; all facilities were remodeled/renovated to accommodate the new personnel. Additionally, the two large shade structures/sitting areas for students in the quad were dismantled due to being in a state of disrepair. These two areas were fenced off over a year ago to ensure the safety of students and staff; the two new shade structures were completed in October of 2015. In the 2014/15 school year and into the summer, the Guidance Center has been remodeled/renovated to accommodate a much larger, classroom-sized office for the principal, while his former office was converted into the temporary career center.

There are several more updates and changes for the Taft Union High School campus in the preliminary stages of planning. The first in this future "to-do" list is an update to the current cafeteria. The projected eighteen-month project will result in three times the dry storage and freezer space for the cafeteria workers. Students will benefit from a new outside eating area with an outside service window. The completion of the project will also result in dropped ceilings in the cafeteria, and the addition of a sound system and a projector for use during presentations and

large group meetings. The cafeteria restrooms will be updated as well. The project planning will involve the MOT department, the cafeteria staff and a board-approved construction company. Another projected construction project is the enlargement of the library. Although these plans are, to date, preliminary at best, the intent is to make the LRC (Learning Resource Center) larger to allow more classes to use the computers at once. Additionally, the plans may include the installation of private study rooms, modeled after college campus quiet rooms, which students could reserve for a distraction-free place to study. Although nothing has been decided upon at this time, there are plans to build a state-of-the-art career center either in, or attached to, the current library.

In the summer of 2015, it was decided a new human resources management/classified position would be added to the TUHS staff, and, thus, a new facility would be needed. Classroom 106 was converted into an office for the district's new human resources staff member and the classroom teacher was moved to room 101.

Addressing Common Core State Standards

Each curricular program is in the process of fully implementing the Common Core Standards. The focus for this implementation has been primarily in the core departments. Departments were offered release time both in this past school year and over the summer (paid work hours) to work in curricular teams to address common core in their curriculum and lessons. For the past two years, the administration has supported the purchasing of common core textbooks and supplies for most departments. The TUHS Board of Trustees and the Superintendent would like technology to assume a greater role in instruction and learning. To that end, the infrastructure of the school is undergoing extensive improvements to support the use of technology in instruction and 1:1 devices for students.

School-wide Critical Areas for Follow-up

Critical Area of Follow-up #1

“The Staff needs to revisit the mission and vision statement to ensure that there is ample input from the entire staff and community.”

In 2013, the Board of Trustees revised the vision and mission statements during a planning session retreat. The revised vision and mission statements were then put into a three-year action plan by the Strategic Planning Committee during the 2013/14 school year. The members of the Strategic Planning Committee included board members, administrators, certificated staff members, classified staff members, parents, feeder school personnel, community and business personnel, chamber of commerce personnel, and others. The stakeholder committee members were assigned the task of addressing a variety of topics including, but not limited to, academics, athletics, community involvement, technology, and school safety. Using the new vision and mission statements as a backdrop, this committee met several Saturdays during the school year to work collaboratively to thoroughly address the topics outlined above. Mission statements are posted in classrooms, the student and teacher handbooks, and included in a notebook folder which teachers were gifted with at the beginning of the 2014/15 school year. In January of 2015, the principal directed department chairs to review the mission and vision statements with their departments and report input. Feedback from staff members indicates that TUHS's vision reflects our district motto, "Excellence by Design" and that it delineates the principles of the mission statement. It was also determined that the mission is based on high-quality standards, is congruent with research, practices, data, and includes all students in rigorous learning experiences at TUHS.

Critical Area of Follow-up #2

"Instructors should examine assessment data such as benchmark tests and Edu-soft data more frequently to evaluate student learning and determine when re-teaching is necessary."

TUHS previously used Aeries Analytics and Edu-soft to administer and score benchmarks. Departments now utilize appropriate testing platforms to administer benchmark exams. Teaching guides indicate that time has been allotted for assessing students, for teachers to evaluate the data, and for either individual student or whole class remediation as needed. In addition, our meeting calendar for the year has dedicated a planning period each month for remediation. The

English department is in the process of revising benchmark assessments to reflect common core state standards. During this transition period, teachers have relied on collaborative, quarterly essay grading and common formative assessments, and final exams to evaluate students' learning and remediation needs. Math, science, social science and foreign language teachers also use data from common formative assessments to measure student learning and identify students needing remediation. Individual teachers use end-of-chapter exams and formal and informal assessments to measure student proficiency and determine the need for re-teaching. There is a proposal under consideration to use "School City" and/or the CAASPP interim assessments as benchmarks in 2015/16 and subsequent school years.

Critical Area of Follow-up #3

"Staff in core areas needs to explore methods that will allow more students to become active participants in their own learning experiences by using less direct instruction and more student-centered activities when appropriate."

Faculty selected two instructional strategies to implement during the 2014/15 school year to promote student participation in their own learning: note-taking and student collaboration activities. Note-taking is explicitly taught and practiced to engage students in lectures or independent reading activities. With the implementation of CCSS, teachers in all core and elective areas are exploring and providing learning experiences that rely more on active student participation and less on direct instruction. It is evident through peer observations and Cat Skills lesson plans that these strategies are being integrated into the learning environment at TUHS. Performance tasks, problem-solving activities, research projects, and critical analysis involving small collaborative groups or peer partners are methods in which students become active participants in their learning. The library staff supports instruction and student learning by meeting frequently with departments and teachers to determine materials which students or faculty may need. Teachers schedule class visits to the IRC lecture hall, learning resource center, or the computer lab in the science building to facilitate student research and projects. The implementation of 1:1 devices may further promote this instructional shift, as students will have their own laptop or iPad to access information and pursue their

interests. Our implementation plan is on a continuum; full implementation of 1:1 devices is expected by 2017.

Last academic year, the administration and Board of Trustees contracted with Pivot Learning Partners to work with our staff to address the growing need to provide students with learning opportunities to succeed in college and career. Last year, Pivot Learning Partners trained five of our teachers and continue to train an additional five this year. This year, the Pivot staff will spend several release days with these five teachers to accomplish a number of goals outlined below:

1. Team development and expansion to other teachers on campus:
 - a. Include additional teachers across the core content classes
2. Further development of ADL (Academic Language Development) and language demands in classes across campus for English Learners and English Only (SED)
 - a. Deepen our knowledge and instructional practices regarding Academic language Development, language demands, vocabulary development and application, oral discourse (Pair-Share to Constructive Conversations), and planning for and implementing these strategies in units and classroom strategies.
 - b. Identify and differentiate ADL practices for EL students, specific to their English language development level.
3. WASC alignment
 - a. Insure that this work reflects WASC expectations and outcomes based on the last review.

Critical Area of Follow-up #4

“The school needs to develop strategies that will bring about improvement in student achievement in grade level reading, writing and performance on English-Language Arts standards.”

Since the last full self-study, emphasis has been on moving students who are Far Below Basic and Below Basic up to Basic and above on CSTs. CST data indicates that the percent of students scoring Far Below Basic and Below Basic for Grades 9, 10, and 11 have declined from 2009/10 to 2012/13, while the number of students scoring Basic and Proficient have increased for all three grade levels. This can be

attributed to the fact that instruction and assessment had been closely aligned to state content standards, combined with emphasis on academic vocabulary, text-reading skill development, and test-taking strategies. We are currently in the process of implementing CCSS, and we expect to see students move from Basic and Proficient, to Advanced (or equally-paralleled descriptors CCSS uses) as students are required to critically read and analyze complex texts and complete performance tasks using higher level thinking skills. Writing is explicitly taught through quarterly milestone essays, which afford students an opportunity to incorporate grammar and language conventions into a process writing activity. Students analyze the prompt, organize their ideas, write and publish in the MLA format using technology. Timely rubric-based feedback and teacher comments help students recognize areas for improvement. Timed writing and short response answers are consistently practiced in instruction. In addition to these classroom practices, Read Write 1 and 2, Literacy, collaborative instruction for special needs students, and the inclusion of ELD 3 students into a general mainstream classroom setting are additional strategies for supporting lower-achieving students in reading and writing. Instruction in these classes is individualized to help students develop the skills and concepts necessary to achieve. Reading and writing skills and concepts taught in English classes are also reinforced by an emphasis on reading and writing assignments in other departments.

Critical Area of Follow-up #5

“The school needs to develop strategies that will bring about improvement in student achievement in grade level Mathematics standards.”

CST data indicates that the percent of students scoring Far Below Basic has decreased in every math course except Algebra II from 2009/10 to 2012/13. During the same time period, the majority of students are scoring either Basic or Proficient. The math department developed an academic vocabulary list for math, which is explicitly taught and consistently used. Currently, course outlines, teaching guides, and assessment instruments are in the process of becoming aligned to CCSS. Classroom instruction and student activities have been adjusted to incorporate CCSS standards. Incoming freshmen are given an Algebra assessment in the spring of their 8th grade year. Students who do not have the

skills or concepts to be successful in Algebra are encouraged to take a course titled Algebra Readiness during summer school. Students who do not take the summer school class are enrolled in Algebra Readiness their freshman year. The math department uses chapter tests and benchmark exams to assess student progress in all math classes. Assessment data is analyzed by course teachers and remediation is provided on a regular basis. The Oil-Technology Academy and the AVID Program staff are both encouraging more students to be placed in accelerated math courses in order to be better prepared for post-secondary educational experiences.

Critical Area of Follow-up #6

“The school needs to develop strategies that will bring about improvement in student achievement in grade level reading, writing and performance on Social Science standards.”

CST data indicates that student scores in World History have remained static from 2009/10 to 2012/13; however, over 50% of the students scored either Basic or Proficient in each of those years. CST U.S. History data shows a 50% increase in the percent of students scoring Advanced and a 50% decrease in the percent of student scoring Far Below Basic, with approximately 60% of students scoring Basic or Proficient. The Social Science department has developed an academic vocabulary list that is explicitly taught and continuously practiced. Students are also explicitly instructed on the use of graphs, maps, charts, and tables. The department has already begun implementing the CCSS in the curriculum and will continue to do so in the 2015/16 school year with an increased emphasis on students reading complex informational texts and producing written responses to questions and reports and projects. Students will be required to participate in an increased number of written response activities using complete sentences with correct grammar, precise language, and appropriate punctuation. Students will continue to receive feedback on assessments and are offered remediation. Social science no longer has state test data.

Critical Area of Follow-up #7

“The school needs to develop strategies that will bring about improvement in student achievement in grade level Science standards.”

Beginning in 2013, three years of science are required in order to graduate. CST data indicates that an overwhelming percent of students score Basic or above in all science courses. The Science department developed an academic vocabulary list, which is explicitly taught and continuously used in instruction by teachers and students. The course outlines, teaching guides, and assessments, which were aligned to state content standards, are in the process of being revised to align with CCSS. Students receive explicit, direct instruction in reading and analyzing technical manuals, maps, charts, graphs, and tables in informational texts. Instruction and Assessments are in the process of being revised to incorporate CCSS skills and concepts. Assignments will include more short and long answer responses requiring correct grammar, punctuation, and syntax. Course teachers analyze assessment data and provide remediation.

Critical Area of Follow-up #8

“The Curriculum Council needs to follow up with the implementation and full completion of common pacing guides within all departments.”

Pacing/teaching guides were developed for English, Science, Math, and Social Science. These guides included learning objectives (standards), academic vocabulary, instructional materials, writing assignments, assessment, and remediation. Departments continuously utilized and revised the guides to improve the quality of instruction and student achievement. Each teacher had a copy of the teaching guides for each course they taught, and the principal had a complete set of teaching guides. Each department is currently at various stages in the process of revising teaching guides to reflect CCSS. The English and Math departments have made substantial progress and are currently using CCSS aligned teaching guides. The Science and Social Science departments have been, and will continue to be, working on their curriculum and guides during the 2015/16 school year.

Critical Area of Follow-up #9

“Staff needs to explore the consistent and ongoing use of standards-based testing modalities to drive instruction.”

Each core department developed standards-based benchmark exams. These exams and answers were uploaded to Aeries Analytics. Each department developed an assessment calendar for administering the benchmarks. Teachers were printing the exams and answer documents, and after scoring the exams through Aeries Analytics, they could access student, class, and item performance data. Today, data is collected by the department chairs and distributed to department members for analysis during planning day meetings using platforms which are most appropriate for their departments. With the implementation of CCSS, benchmark exams will need to be revised. One option is School City. This company has two data base systems with items aligned to CCSS standards to choose from. Another option, which will be available in 2015/16 are the CAASPP interim assessments. Using either option, teachers/departments will be able to determine which standards to assess and select corresponding test items to include in classroom practice and benchmark exams.

Ongoing Follow-up Process

Although there have been a number of administrative changes since the last self-study, the process for on-going follow up has not been interrupted. The process for implementing the Single School Plan for Student Achievement was a collaborative endeavor. The Principal and Superintendent worked with the Board of Trustees to secure financial support in the form of paid summer work for teachers, procurement of instructional and resource materials, and funding for professional development. The Principal and Superintendent communicated with department chairs regarding goals for student achievement. Department chairs worked with faculty to revise course outlines, develop pacing guides, construct benchmark exams and common formative assessments, analyze data, remediate students, and continually monitor and modify the curriculum.

Systems for ongoing follow-up include:

- Late start student schedule on Thursdays to facilitate teacher collaboration on instruction, assessment, student remediation, and data analysis
- Department chair meeting each month to facilitate communication between the Principal and departments regarding curriculum and student achievement
- Monthly department meetings to address curriculum, instruction, assessment, materials, and pacing guide issues.
- Monthly course meetings to work collaboratively on instruction, assessment, and data analysis.
- Faculty meeting each month to address school-wide issues such as standardized testing, instructional strategies, and to report/celebrate successes.
- Regular reports to DELAC, SSC, and the Board of Trustees regarding student achievement.
- Yearly review of the LCAP and the LCFF by DELAC, SSC, faculty, and administration.
- Common preparation periods for the math and English department members to collaborate.
- Annual progress reports and student profile information has been presented to the faculty by the Principal or designee during pre-service days. A special faculty meeting was scheduled to report findings from the WASC three-year review. These findings were also reported to the Board of Trustees, DELAC, and SSC. Community and Student profile information has a direct impact on the Master Schedule as steps are taken to provide language and academic support for English Learners and/or Socioeconomically Disadvantaged students and students with special needs.

Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals

a. The following table shows the WASC Action Plan Goals and how the goals relate to critical areas for follow-up.

Action Plan Goal	Critical Area for Follow-Up/Recommendation
Improve student achievement in grade-level reading, writing, and performance on English-language arts standards	<ul style="list-style-type: none"> • Examine assessment data to determine when re-teaching is necessary • Explore methods that allow more students to become active participants in their own learning • Develop strategies to improve achievement in reading, writing, and performance on ELA standards • Completion and implementation of pacing guides • Use of standards-based testing
Improve student achievement in grade-level mathematics standards	<ul style="list-style-type: none"> • Examine assessment data to determine when re-teaching is necessary • Explore methods that allow more students to become active participants in their own learning • Develop strategies to improve achievement in reading, writing, and performance on mathematics standards • Completion and implementation of pacing guides • Use of standards-based testing
Improve student achievement in grade-level reading, writing, and performance on social science standards	<ul style="list-style-type: none"> • Examine assessment data to determine when re-teaching is necessary • Explore methods that allow more students to become active

	participants in their own learning <ul style="list-style-type: none"> • Develop strategies to improve achievement in reading, writing, and performance on social science standards • Completion and implementation of pacing guides • Use of standards-based testing
Increase student proficiency on science standards	<ul style="list-style-type: none"> • Examine assessment data to determine when re-teaching is necessary • Explore methods that allow more students to become active participants in their own learning • Develop strategies to improve achievement in reading, writing, and performance on ELA standards • Completion and implementation of pacing guides • Use of standards-based testing

b. One measure of student achievement is performance on standardized tests. Each of the four goals in the action plan called for improved student performance on standardized tests for the four core areas of the curriculum. Each goal included components of building academic vocabulary, improving textbook reading strategies, and incorporating writing skills (grammar, structure, syntax, usage and mechanics) aligning curriculum and teaching guides with standards, and developing benchmark exams to assess standards. Math, Science, and Social Science added a component of students reading graphic information. Student achievement, as indicated by standardized testing, was the basis for each goal.

These goals have driven instruction. Instruction and assessment are standards-based; there are skills and concepts, which every student is expected to know and

be able to perform. As indicated by CST data, student scores are moving from Far Below Basic and Below Basic to Basic and Above.

The action plan growth targets were general which were to “improve” student achievement in the curricular areas. For each department, student achievement improved in some areas. Students moved from Far Below Basic and Below Basic, to Basic and Above. In most instances, the majority of students scored either Basic and Proficient or Proficient and Advanced. Overall, factual evidence shows student achievement in reading, writing, mathematics, science, and social science improved since the last full self-study. Specific improvements are detailed in chapter 1.

c. Student performance data:

- CST English Language Arts data indicated that there was an upward trend in students scoring Proficient while students scoring Far Below Basic was decreasing.
- CST Math data indicated that the percent of students scoring Far Below Basic was decreasing. The majority of students scored at the Basic or Proficient levels.
- CST Social Science data indicated that most students scored at the Basic or Proficient levels.
- CST Science data indicated that most students scored at the Basic, Proficient, or Advanced levels.

Critical Areas for Follow-up not Currently in the Action Plan

There are several critical areas of follow-up not currently in the action plan.

1. Technology in classrooms and on campus brought up to the 21st century
 - a. Choices of 1:1 devices (i.e., Dell, iPad) that work and meet specific program needs
 - b. Infrastructure that can support technological demands
 - c. Technology infrastructure in classrooms to support the AR program.
2. Certificated technology, curriculum and instruction expert needed to assist with the implementation of common core standards via hands-on technology and curriculum in classrooms

3. Reinstate systems and timelines with fidelity (i.e., master schedules, teacher assignments, budgets, placement tests, communication with feeder schools, etc.)
4. Increased communication between committees/subcommittees and the faculty/staff/student body to ensure transparency
 - a. Agendas, meeting notes, and minutes created and disseminated to staff and students to ensure transparency
 - b. Include timelines and action plans for critical tasks of focus.
5. Professional training needed for all teachers required to administer the CAASPP online testing
6. A working, self-contained career center to be staffed by a qualified employee to provide college and career readiness instruction, information, lessons and support for all TUHS students
7. Provide up-to-date CCSS-aligned textbooks for all departments according to student need, not technology infrastructure timeline
8. Proactively increase career pathway course offerings to students.
9. Increase the academic support and opportunities for students to complete UC A-G required courses.
10. Provide a system that outlines high academic and character standards that support personal growth and ensure student accountability and academic success.

CHAPTER 3: STUDENT/COMMUNITY PROFILE- OVERALL SUMMARY FROM ANALYSIS OF PROFILE AND PROGRESS DATA

- *What are the implications of the profile and progress data (to include LCAP Eight State Priorities progress) with respect to student performance?*
- *Based on past performance and current data, select two to three critical learner needs, noting the correlated school-wide learner outcomes.*
- *Identify important questions that have been raised by the analysis of the student performance, demographic, perception data, and the progress data.*

Implications of the Profile and Progress Data (including LCAP) with Respect to Student Performance

Taft Union High School is dedicated to improving student achievement for all students in all grade levels. The LCAP Eight State Priorities are the guiding principles:

Basic (Conditions of Learning)

With the exception of two recently hired teachers, one hundred percent of the TUHS faculty is fully credentialed in their assigned positions. Students have access to texts and resource materials, which are aligned to the California Common Core Content Standards. With the implementation of CCSS, teachers are adapting instruction and materials to the Common Core standards and evaluating new materials for standards-alignment and compatibility with technology. The Math and English departments have adopted CCSS materials; the Social Science and Science departments are in the process of evaluating standards-based materials. During the 2015/16 school year, infrastructure improvements will enable the future use of 1:1 devices for instruction for students and faculty members. Faculty, students, and the community are proud of the school's facilities and how the building and grounds are maintained. These factors make TUHS an inviting learning community for students and faculty.

State Standards (Conditions of Learning)

TUHS used the California Common Core Content Standards to design curriculum, instruction and assessment. Data analysis enabled teachers and departments to monitor student achievement and provide remediation, to further improve scores. We are now dedicated to implementing CCSS in a deliberate, authentic way to guide the educational program. Our site decided that we would implement the standards in stages, beginning with the English and Math departments, followed by Science, Social Science, and other departments. During the 2013/14 school year, the English and Math departments engaged in a study of the CCSS standards and Smarter Balanced Assessment and how they differ from the state content standards and STAR test. Course outlines and pacing guides were revised to reflect the new standards. In 2014/15, the English department piloted a CCSS-aligned literature text. After implementing the CCSS lessons from said textbook, the department decided to opt for a different CCSS textbook for the 2015/16 school year. The Math department continued to use the CCSS-aligned textbook they had been using for both Algebra and Geometry since 2012. Substantial implementation was accomplished during the 2014/15 school year, with assessment alignment and continuing professional development. Full implementation for English and Math is scheduled for the end of the 2015/16 school year. This school year, both the Science and Social Science departments have made substantial adjustments to both lessons and instruction to address the common core state standards with full implementation by 2016/17.

English Language Development standards guide the curriculum for English Learners. Instruction is differentiated to support language development and academic progress. A team of teachers representing the four core curricular areas met with PIVOT Learning from February to May of 2015 to identify specific educational needs of EL students and implement instructional strategies to address these needs.

Parental Involvement (Engagement)

TUHS invites parents to participate and be involved in the decision-making process and the educational programs of students. Parents are invited to Back-to-School Night, Freshman Orientation, and regular and special board meetings. Parents are contacted individually to attend DELAC meetings, PIQE meetings, and

SSC meetings. The Parent Project was brought to the TUHS campus in 2014. This group of 6 trained facilitators recruited parents of troubled youth to provide tips and suggestions on increasing school attendance and academic performances in their children. The Parent Project follows a provided curriculum, and meets once a month for 14 to 16 weeks. Additionally, parents and community members were selected to attend Strategic Planning meetings for the site/district. Parents are also involved in educational decision-making during IEP meetings for students with special needs and reclassification meetings for English Learner students. AVID, the Oil-Technology Academy, and the FFA program have regular informational meetings for parents. Three-hundred-and-seventy-eight TUHS parents have created “MyCats” accounts, which enables them to monitor their child’s electronic gradebook and to communicate with teachers. Parent involvement has increased since the last self-study. This involvement enriches the TUHS educational programs and has a positive effect on student achievement.

Pupil Achievement (Pupil Outcomes)

Student achievement is indicated by multiple measures. The analysis of CST data since the last self-study reflects that the school-wide effort to move students up from Far Below Basic and Below Basic was a success.

ELA data indicates that fewer students are scoring Far Below Basic while the number of Proficient students has increased. There has been an increase in the number of students scoring at the Advanced level, except for Grade 9. From 2010 to 2013, all of the subpopulations in Grades 9 and 10 increased in the percentage of students scoring Proficient and above, except the EL subpopulation for Grade 10. For Grade 11, the only subpopulation which achieved an increase in the percent of students scoring Proficient and above was the White group. According to CST ELA data, direct, differentiated instruction needs to target the Hispanic or Latino, English Learner, and Socioeconomically Disadvantaged subpopulations to continue to move students toward proficient and above.

Math data shows students moving up from Far Below Basic (except in Algebra II). The majority of students score Below Basic or Basic in Math courses, except for Algebra II and Summative High School Mathematics where more students scored Proficient. From 2010 to 2013, all of the subpopulations had a decrease in the

number of students scoring at or above Proficient in General Math, Geometry, and Summative High School Math, except for a 1% increase for EL students in General Math. However, all subpopulations had an increase in the number of students scoring at or about Proficient in Algebra I and Algebra II. The gap between the Hispanic or Latino, White, and SED subpopulations has narrowed for General Math and Algebra I while the EL subpopulation lags behind. The White subpopulation outperforms the Hispanic or Latino and SED subpopulations in Geometry and Summative High School Math, while the SED subpopulation has a higher percent of students scoring at or above Proficient in Algebra II.

Social Science data showed a slight decrease in the percentage of students scoring Far Below Basic in World History and an increase in the percentage of students scoring Basic. In U.S. History there was a 50% decrease the percentage of students scoring Far Below Basic and a 6% increase in the percentage of students scoring Basic or Advanced. The majority of students in both courses score at the Basic level. From 2010 to 2013, all subpopulations had a decrease in the percentage of students scoring at or above Proficient in World History. The White subpopulation has a higher percentage of students scoring Proficient and above than the SED or Hispanic or Latino subpopulations. There is a significant gap between the percentage of EL students scoring at or above Proficient and the other subpopulations. With the incorporation of PIVOT learning strategies across the board, this significant gap should lessen.

CST Science data from 2010 to 2013 indicates that the highest percentage of students scored at the Basic level (with the exception of Biology), and the Proficient level in Integrated Science, Earth Science, and Chemistry. All subpopulations increased the percentage of students scoring at or above Proficient in Integrated Science and Life Science (except the EL subpopulation which decreased 2%). The percentage of students scoring at or above Proficient in Biology, Earth Science, and Chemistry increased. The White subpopulation has a slightly higher percentage of students scoring at or above Advanced in Integrated Science, Life Science, Earth Science, Biology, and Chemistry. There is a significant gap in the number of EL students scoring at or above Proficient.

The average percentage of Grade 10 students passing the ELA portion of CAHSEE from 2010 to 2014 is 82%, and the average percentage scoring Proficient is 50.6%. The White subpopulation has a higher percentage of students passing and scoring proficient than the SED and Hispanic or Latino subpopulations (who have similar scores) and a much higher percentage than the EL group. Scores on sub-tests (word analysis, comprehension, response and analysis, writing strategies, and writing conventions) is fairly even with writing strategies being the lowest scores. As reading and writing is emphasized in other core areas, all subpopulation scores and all subtest scores should increase.

The average percent of Grade 10 students passing the math portion of CAHSEE from 2010 to 2014 was 86.4%, and the average percent scoring Proficient was 55.8%. The White subpopulation has a higher percentage of students passing and scoring proficient than the SED and Hispanic or Latino subpopulations (who have similar scores) and a much higher percentage than the EL group. Scores on Probability & Statistics, Number Sense, and Algebra Functions are consistently higher than scores on Measurement & Geometry and Algebra I. Algebra I scores have steadily improved each year.

In terms of Adequate Yearly Progress, TUHS met the Annual Measurable Objectives in Math and ELA in three of the past five years. In 2011/12, we failed to meet 7 of 20 AYP criteria, including failure of the Hispanic or Latino subgroup in both ELA and Math; the White subgroup in ELA; and the Socioeconomically Disadvantaged subgroup in ELA and Math. In 2013/14, TUHS failed to meet 7 of 17 criteria, including Hispanic or Latino subgroup in ELA and Math; White subgroup in ELA and Math; and Socioeconomically Disadvantaged subgroup in ELA. In all 5 years we met the criteria of participation rate on the CAHSEE for 10th grade students in ELA and Math. The criteria are as follows: percentage of 10th grade students proficient on CAHSEE ELA and Math; graduation rate; and growth target for API.

With regard to the Academic Performance Index, TUHS met school-wide growth targets for three of the four years since the last self-study. The 2009 base was 694, rising to a base of 767 in 2013 (growth of 73 points). API growth in 2010 was 39 points; 2011 was 15 points; 2012 was 1 point; and 2013 was 9 points. All

subgroups (Hispanic or Latino, White, English Learners, and Socioeconomically Disadvantaged) met growth targets in 2010; the White and SED groups met targets in 2011; Hispanic or Latino groups met the target in 2012; and Hispanic or Latino, SED, and EL (48 point growth) groups met targets in 2013. TUHS was 33 points short of the statewide target of 800. This data indicates that student achievement was improving and that student achievement in each of the subgroups improved.

As far as the percentage of pupils who are college and career ready (students meeting UC A-G requirements with a “C” or higher) in 2010, only 20.4% of students were so designated. The percentage of students rose to 22.3% in 2011 and 25.9% in 2012, indicating an increase in student achievement. However, in 2013, the percentage fell to 19.8% but rose again to 26.4% in 2014 and 32.6 % in 2015. SAT results can also be used to determine the percentage of students who are college ready. The SAT participation rate has grown from 16.9% in 2010 to 22.22 % in 2013. However, the percentage of students scoring at or above 1500 has dropped from 38.1% in 2010 to 32% in 2013. As a result, core teachers have been made available to provide free SAT preparation study sessions in the evenings for students who wish to attend. Beginning in 2014/15, more students were enrolled in College Prep classes instead of General level classes, thus increasing the percentage of students who could potentially be college and career ready. In addition, freshmen are required to take Success 101, a class designed to explore career options. Success 101 will also be offered an additional three weeks during their sophomore, junior, and senior years to revisit career readiness, preparation, and portfolio building. We expect that student achievement will improve as students make connections between current classes and future careers.

TUHS has offered Advanced Placement courses in statistics, calculus, English literature and composition, Spanish literature and culture, Spanish language and culture, biology, chemistry, and U.S. history. The number of exam takers has increased from 46 in 2010 to 66 in 2015. The number of students scoring at or above 3 had increased from 11 in 2010 to 22 in 2013. Coincidentally, the number of students scoring at or above 3 remained at 22 at the end of the 2014 and 2015 school years. TUHS has also partnered with the neighboring Taft College to provide a number of dual enrollment courses taught on our campus by our teachers. These courses include, but are not limited to, English 1500, English 1600,

Speech, Psychology, Sociology and Biology. Furthermore, a number of TUHS students take courses on the Taft College campus in order to receive high school and college credit. Some of the more popular courses our students take are Health, Spanish, Art, Biology.

Addressing proficiency levels of English learners, students entering TUHS at the beginning or early intermediate levels of English proficiency statistically take a minimum of three to four years to achieve academic language proficiency. Therefore, English classes have been created to develop language skills as well as ELA skills and concepts. Bilingual aides are used to support the EL students' language and academic needs in other classes. Student achievement is evident in the progression of EL students through our ELD English classes, followed by general or college prep courses and honors classes. The number of students at each proficiency level reported by CELDT does not directly correlate to student achievement. The indicators we use at TUHS are checking individual students' CELDT scores for growth in at least one of the domains (reading, writing, speaking, or listening) and monitoring EL students' progress reports and report cards. Students who demonstrate language proficiency on the California English Learner Development Test (CELDT) and academic proficiency as demonstrated by passing the CAHSEE and report card grades are considered for reclassification.

Pupil Engagement (Engagement)

Pupil engagement had a direct effect on student achievement. The average daily rate of attendance for the 2013/14 school year was 93.26%, while the average daily rate of attendance for 2014/15 was 93.24%. The Taft Union High School District defines "chronic absentee rates" according to the guidelines set forth in Ed. Code § 48260.5, 46011 BP 5113.1."

Excessive/Truancy Absences (Ed. Code § 48260.5, 46011 BP 5113.1)

Step 1	3 unexcused absences	1 st truancy letter will mailed home
Step 2	1 additional unexcused absence	2 nd truancy letter will be mailed home
Step 3	1 additional unexcused absence	Habitually truant letter will be mailed home
Step 4	Additional unexcused absences	Student and parent are referred to SARB or cited by Truant Officer

To that end, TUHS defines "chronic absentee rates" as students who reach step 3. In the 2013/14 school year, 60 of 1,045 students, or 5.7% of students were

habitually/chronically truant while in the 2014/15 school year, 58 of 958 students, or 6% of students were habitually/chronically truant.

School-wide graduation rates from 2010 to 2013 ranged from a low of 96.1% in 2011 to a high of 99.5% in 2012. Drop-out rates for the past four years ranged from 0% in 2012 to 2.5% in 2011. The graduation rate for the class of 2015 is not yet available due to the fact that the CALPADS report information is still embargoed by the state and has not yet been released to TUHS. This data indicates that TUHS students are engaged and achieving.

School Climate (Engagement)

In 2013/14, a total of 1,076 referrals involving 193 students were made. There were 60 repeat offenders among the 193 total students, which equaled 31% of students with referrals. Referrals for non-violent acts resulted in the student being assigned to On-Campus Intervention class with a credentialed teacher. This had a direct impact on student achievement in 2014-2015, as students were in a classroom with assignments from their regular classes. Suspensions from 2010 to 2013 ranged from a high of 380 in 2011, to a low of 128 in 2014, with disruption or defiance and physical injury to another occurring most frequently. Expulsions from 2010 to 2014 averaged 15 per year. The fewest expulsions (10) occurred in 2010 and the most (20) in 2013. Due to changes in Ed code, in 2015/16 the new Vice Principal implemented a more positive and proactive program to replace the On Campus Intervention: Alternative to Suspension. This program is designed for students who are suspended for non-violent acts. After examining a student's behavior, the Vice Principal makes the final decision as to whether or not a student will attend the ATS program for a designated period of time. The purpose of the ATS is to change student behavior using positive interventions rather than suspend a student for non-violent acts. This is accomplished by having the student respond to a guided reflection worksheet about their misbehavior, followed by a discussion with the ATS teacher covering responsibility for one's actions, making good choices, treating others with respect, fulfilling one's potential, and ways to achieve academic success and behavioral control. Students also complete coursework from the classes while in ATS. Organizational skills are directly taught to the students as well.

Course Access (Conditions of Learning)

TUHS is a four-year comprehensive secondary school. Students have the opportunity to participate in a rigorous, relevant, and coherent standards-based curriculum. All students have access to the curriculum based on their interests, abilities, and needs. Curricular programs include general, college prep (A-G coursework), honors/advanced placement, career technical education, intervention, and tutorial courses. Students may also petition to participate in a dual enrollment program with Taft Community College.

Other Pupil Outcomes (Pupil Outcomes)

TUHS offers numerous programs and smaller learning communities to enhance the educational program. These include Oil Technology Academy, AVID, Future Farmers of America, Regional Occupation Services, Video Productions, Advanced Placement courses, English Language Learner program, Migrant program, Special Education, summer school, athletics, drivers training, leadership, and academic clubs. We also offer a variety of courses in the arts such as Advanced Multimedia, Piano, Band, Drama, and Guitar. Counselors meet with students and/or parents regularly to decide on a course of study and monitor the student's progress.

Taft Union High School Counselor, Tammy Sutherland, and the Taft College Career Transitions Facilitator-Coordinator, Kristi Richards, coordinate and facilitate a number of activities that ease students' transitions from high school to college. All prospective Taft College students at Taft High are helped by both TUHS and TC personnel to complete the Taft College "Steps to Success" process. Currently, Taft College holds application and orientation workshops with the seniors and juniors, and administers enrollment assessments on the Taft High campus. Kristi Richards visits the junior and senior social science classes to present on the benefit of concurrent enrollment in TUHS and TC. She also reserves dates in the high school's career center to help students who may have missed the earlier workshops and presentations, and sets up a booth in the quad during the fall semester to answer students' questions about Taft College. She discusses career and college planning with all of these students. Last school year Kristi was able to meet with many of the TUHS senior students. She was able to help over 25% of the seniors complete full college educational plans for transition

to Taft College even before the students had graduated from Taft Union High School. Additionally, Taft College works through the TUHS counselors to inform students about STEM courses that are available for students. The counselors announce the availability of these courses through the school bulletin and announcements, and provide the information to students 16 years of age or older when they meet for preferencing. The TC STEM team partners with TUHS to provide STEM activities including A “Stemvational” Day at Taft College for all interested seniors, A GEMS (Girls Enjoying Math and Science) for 9-11th grade female students to learn about STEM programs and careers. The also work with the young innovators club to promote STEM related activities.

Select Critical Learner Needs Based on Data, Noting the Expected School-wide Learner Outcomes

Critical Learner Need #1: Ensure all students are college and/or career ready when they graduate by providing academically rigorous and appropriate programs.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

1.1 Ensure all students receive CCSS-aligned instruction and CAASPP preparation from qualified teachers.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

1.2 Ensure students have access to technology that is brought up to 21st century standards.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

1.3 Re-establish a working, self-contained college and career center.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

Critical Learner Need #2: Ensure all students are college and/or career ready when they graduate by implementing schoolwide support systems with fidelity

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.1 Re-establish school-wide practices for student performance assessment.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.2 Appropriately place incoming students in courses that meet both their individual academic needs while maintaining the high standard of rigor in TUHS courses.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.3 Master schedule created for each academic year with fidelity and firmly in place by the spring of the preceding academic year to ensure students are educated by the most highly qualified teachers.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.4 Re-establish and implement an effective method of communication to disseminate information from all school committee and subcommittee

meetings to the entire faculty and staff so relevant information can be communicated to students

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

Critical Learner Need #3: Increase the number of students who are **college and/or career ready** when they graduate by increasing the academic and career pathway opportunities offered at TUHS

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

3.1 Provide increased academic support and opportunities for students to complete UC A-G required courses

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

3.2 Create multiple, clearly defined career pathways to offer to TUHS students.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

3.3 Review and fortify systems that maintain high academic and character standards that support personal growth and ensure student accountability and academic success.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Involved Community Members

Questions raised by Analysis of Student Performance, Demographic, and Perception Data Around These Critical Learner Needs

- *What campus-wide technological components need to be in place so teachers are best equipped to prepare all students to score at or above the proficient level on all the CAASPP exams?*
- *What instructional strategies will all departments use to prepare their students to score at the proficient level on all the CAASPP exams?*
- *How can administrators and teachers increase students' buy-in to put forth their best effort on standardized tests?*
- *What systems are needed, and how can they be structured to collect, analyze and use data to improve student achievement?*
- *What systems need to be implemented to improve achievement for significant subpopulations and students with special needs?*
- *What supports does the administration need to provide the teaching staff in order to achieve these critical learner needs for our students?*
- *What supports does the information and technology department need to provide the teaching staff to ensure the fidelity of addressing the critical learner needs for our students?*
- *Are there qualified personnel in the information technology department to assist teachers with ensuring the fidelity of addressing the critical learner needs for our students?*

Category A1. Organization: Vision and Purpose

Focus Group Leaders

Caroline Schoneweis	English Department Chair/Teacher
Gene Conners	Vocational/Career Education Department Chair/Teacher

Focus Group Members

Sarah Hamblin	English Teacher
Abel Pedro	Special Education Teacher
Sophie Rasmussen	Fine Arts Teacher
Tanya Mauldin	Intervention Teacher
Kelly Morris	Fine Arts Teacher
Emmy Lou Heber	Vocational/Career Education Teacher
Diana Cota	Instructional Assistant
Cari Fivecoat	Athletic Director Assistant
Gary Rennie	Maintenance, Operations & Transportation Employee
Denise Stockton	Information Technology Employee

A1. Organization: Vision and Purpose

Evaluate the degree to which the development of the school's statements (vision and mission {purpose}) has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.

Evaluate the effectiveness of the processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Evaluate the effectiveness of the process for revising the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

A1. Summary of Findings:

In 2013, considering the latest educational research, the new CAASPP requirements and the student community profile data, the Board of Trustees revised the vision and mission statements during a planning session retreat. The revised vision and mission statements were then put into a three-year action plan by the Taft Union High School District Strategic Planning Committee during the 2013/14 school year. The members of the Strategic Planning Committee included board members, administrators, certificated staff members, classified staff members, parents, students, feeder school personnel, community and business personnel, chamber of commerce personnel, and others. The stakeholder committee members were assigned the task of addressing a variety of topics including, but not limited to, academics, athletics, community involvement, technology, and school safety. Using the new vision and mission statements as a backdrop, this committee met several Saturdays during the school year to work collaboratively to thoroughly address the topics outlined above.

The District Strategic Planning Committee held its first meeting on January 11, 2014 at Taft Union High School to review student achievement data, the Academic Performance Index, Content Standards Tests results, student outcomes, honors, AP, dual enrollment course completion, college enrollment rates, A-G completion, student attendance and

dropout data, suspension and expulsion data, parent, student and teacher survey results, graduation rates and course failure rates. The Committee, composed of students, parents, classified staff, teachers, community members, administrators and Board members, conducted an analysis of the strengths, weaknesses, threats and opportunities of the District. The Committee delineated strategies for addressing areas for improvement under each of the eight state priorities. Interpreters were provided for Spanish-speaking parents. Representatives of the teacher group included the DELAC Coordinator, an ELD teacher, math teachers, and the AVID Coordinator. The administrator who works with foster youth was also on the Committee. Members of the classified and certificated bargaining units were among the Committee members. Parent representatives included the DELAC president and DELAC members, and members of the Parent Scholarship Organization, and of the School Site Council. Community representatives included the executive director of the Chamber of Commerce, the president of the community college, the superintendent of the largest, feeder elementary district, and local business owners. Students represented each grade level in the District.

The District Strategic Planning Committee met for a half day on March 29, 2014 at Taft Union High School to examine the strategies and prioritize the goals and strategies for the next three years. This Committee will become our District Advisory Committee. On April 22, 2014, certificated and classified staff representatives to the Strategic Planning Committee created the survey for staff members. On April 24, 2014, student representatives adapted the survey for students using student-friendly language.

Both certificated and classified staff representatives from the Strategic Planning Committee met with their peers on May 1, 2014 to discuss the Strategic Planning process and the LCAP process and administered the survey. The next day, the student representatives to the Strategic Planning Committee explained the Strategic Planning process and the LCAP to students in their English classes and administered the survey to their peers.

The following week, the DELAC Coordinator and DELAC president explained the Strategic Planning process as well as the LCAP process and led the parents of English learners in identifying and prioritizing strategies and goals for the plan. That following week, on May 14th, an advertisement was placed in the local newspaper inviting parents and community members to provide input on the plan by attending a meeting at the

high school. Community members who are members of the Strategic Planning Committee assisted the facilitator in explaining the process and the strategies that were identified by the Committee. Parents of students in the District received two telephone calls reminding them of the meeting. After the meeting, a link to the parent/community member survey was sent to every parent who provided the District with an email address and to members of the Taft Chamber of Commerce. Surveys in Spanish were sent to parents who identified Spanish as their native language. A link to the survey (in both English and Spanish) was also placed on the District website.

The TUHSD Board of Trustees was presented with the summarized results of all of the surveys and meetings with stakeholder groups with recommendations for Local Control Funding Formula (LCFF) by the Superintendent on June 9, 2014. The community and stakeholder groups were provided an opportunity to respond to the summarized data and proposed LCFF goals during this meeting. The district presented a draft of its Local Control Accountability Plan (LCAP), providing notice of the meeting's agenda, as required. The board, as well as the community, asked questions regarding the LCAP and provided feedback to the district regarding the LCAP Draft. The superintendent responded in writing to all comments and the final draft of the LCAP was presented to the board for approval on June 18, 2014. The board unanimously approved the LCAP.

Vision and mission statements are posted in classrooms, the student and teacher handbooks, and included in a notebook folder which teachers were gifted with at the beginning of the 2014/15 school year. In January of 2015, the principal directed department chairs to review the mission and vision statements with their departments and report input. Feedback from staff members indicates that TUHS's vision reflects our district motto, "Excellence by Design" and that it delineates the principles of the mission statement. It was also determined that the mission is based on high-quality standards, is congruent with research, practices, data, and includes all students in rigorous learning experiences at TUHS. The vision and mission statements were revisited again this year by the Board of Trustees, the administration and faculty; no changes were made.

Using the input of the Strategic Planning Committee, the LCAP, the last WASC 2010 full self-study, and the WASC 2013 Midterm Study, the WASC home group members, WASC leadership team members, and the WASC focus group members met several times to address the Student Learner Outcomes (SLOs), or as we refer to them, "Cat Skills," and Critical

Learner Needs. These teams met on several scheduled in-service days and weekly Thursday planning periods to discuss data and information gathered from the above-mentioned sources. As a result, the WASC home groups revised the Cat Skills and Critical Learner Needs; these were taken back to the WASC focus group members for validation and reference.

TUHS ensures that students, parents, and other members of the school's community are made aware of the school's visions, mission and schoolwide learner outcomes through an updated website, home mailings, emails to parents, surveys, and the use of local media. In addition, the WASC student group members have visited a number of businesses in the City of Taft, both to explain, and ask for permission to, display the TUHS Cat Skills posters in their places of business.

A1. Evidence Analyzed and Examined:

- School Website
- Committee and Subcommittee Meetings and Agendas
- Board Agendas/Minutes
- In-service Agendas
- Strategic Planning Committee Agendas and Meetings
- Vision Statement
- Mission Statement
- Businesses in the Community of Taft
- Cat Skills
- Student Planner Booklets
- Thursday Planning Schedule

Category A2. Organization: Governance

Focus Group Leaders

Greg Goossen	Visual & Performing Arts Department Chair/Teacher
Jana Durkan	Guidance Counselor

Focus Group Members

Beth Terrasas	Accounting Technician
Brooke Cimental	Special Education Technician
Julie Gragg	Superintendent's Executive Assistant
Butch Neal	Maintenance, Operations & Transportation Employee
Rocky O'Neill	Maintenance, Operations & Transportation Manager
Amber Vogel	Special Education Teacher

A2. Organization: Governance

Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.

Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety

A2. Summary of Findings:

The Taft Union High School District (TUHSD) has a functioning governance structure, with clear lines of authority and responsibility. The board is governed by a five member Board of Trustees who is publicly elected on a rotational election cycle. They are internally organized with a President, Clerk of the Board, and a Secretary (appointed by the board). The Board of Trustees meets on the third Monday of each month and holds special meetings as needed. Dates and times of board meetings are posted on the District's website.

The Board's primary responsibilities are to the local citizens and the State of California for providing an educational program for District students in grades nine through twelve. The Board's actions and procedures via board policies and bylaws must conform to the following:

- The Constitution of the United States
- The Constitution of the State of California
- The California Adm. Code, Title V, Education Code
- All applicable Federal and State Statutes, Court Decisions, Attorney General opinions

The TUHSD utilizes the district website to explain the role of the Board of Trustees and their specific duties and responsibilities in the governance of the District to the school community. In addition, the District invites the community to partner with them in many sub groups

(School Site Council, DELAC, District Committees, PIQE, PSO, etc.) that are instrumental in the oversight of the functions and responsibilities of each area.

The Local Control Accountability Plan (LCAP) planning and involvement process began in January 2014 for the TUHSD with the District Strategic Planning Committee convening to review student achievement data. The committee is composed of students, parents, classified staff, teachers, community members, administrators and Board Members. Subsequent meetings were scheduled and held during the spring of 2014 to identify the student learner needs of the district students, establish student outcome goals and devise a metric system to evaluate and analyze student progress.

The initial LCAP was approved by the governing board in June 2014 with a subsequent approval in June 2015 for a three year plan (2015-2018).

The Board Policies and Administrative Regulations direct the Board of Trustee's decisions. The district subscribes to the Governance and Management Using Technology (GAMUT) program through the California School Boards Association (CSBA). The GAMUT monitors and reviews changes in laws and court actions that affect school district policies. The District Administrative Cabinet reviews the recommended changes, additions and/or deletions to policies. The Administrative Cabinet consists of the Superintendent, Director of Special Services, District School Psychologist, TUHS Principal, TUHS Assistant Principal, TUHS Dean of Academics/Athletics, BVHS Administrator, Business Manager, MOT Manager and IT Manager. Following the board policy reviews, the Superintendent makes recommendations for refinement to the board for their consideration and approval. Stakeholders have an opportunity to address the board regarding board policies in the open session of the regularly scheduled board meetings.

The vision of the school and the schoolwide learning outcomes are consistent and supported by the board and district policies. In the early 2000's, The Board of Trustees met in collaboration with the stakeholders (Taft College, feeder school districts, Cal State Bakersfield, local businesses, parents and students) to develop the initial schoolwide learner outcomes. These outcomes have been revisited annually by the board and revised to ensure they are pertinent and applicable. During the 2008/09 school year, TUHS faculty revised and updated the schoolwide learner outcomes and coined them as "Cat Skills". They were Board approved in November of 2009 and are still in effect today. The "Cat Skills" are a more accurate depiction of what TUHS wants their students to possess in terms of skill sets. They

also reflect Taft Union High Schools shared commitment with the community with regard to preparing students for life-long learning and in growing student's technological foundations.

The governing board periodically reviews the school's mission, vision and Cat Skills. The single school wide action plan and the related Local Educational Association (LEA) also include the new Local Control Action Plan (LCAP) and are presented to the board for review and approval. Administrators and district committees meet periodically to discuss progress in different areas/programs. Student achievement data is ongoing (test results, honor roll, attendance, etc.) and is reviewed and presented to the Board when it is appropriate.

All staff members have access to the Staff/Faculty Intranet thru the district website. This Intranet includes various information including handbooks that delineate the relationship between professional staff and the governing board. The district has policies that provide the basis for the hierarchy of the district and job descriptions of the professional staff. During monthly meetings the board delegates the implementation of these policies to appropriate staff members and receives reports of progress through the same venue.

The Superintendent reports to the board periodically on student progress and programs, both curricular and extra-curricular. The Board also receives student achievement data on the new California Assessment of Student Performance and Progress (CAASPP) from the state. A review of the Single School Plan for Student Achievement and its relationship to LCAP also takes place annually. The Single School Plan addresses the budget for basic aid funds and the School Site Council and the Principal coordinate these expenditures. The Single School Plan includes detailed information regarding student performance on all statewide tests and the plan for spending basic aid funds that support improved student achievement. The Board receives the plan for review and the plan is placed on the board agenda for public comment and board approval. In addition, the Business Manager provides the board with monthly financial information related to program support and the fiscal health of TUHS and the district as a whole.

The TUHSD has an Acceptable Use Policy (AUP) that is reviewed and updated annually by the governing board. This policy is reviewed yearly for relevance and updated as needed to support and ensure safe technology and internet practices. The governing board also is represented and participates on the districts' Technology Committee that convenes during the

school year. Currently, the whole district network is undergoing a large scale modernization update/upgrade to meet the technological demands of the 21st Century. The I.T. Department is projecting project completion for early 2016.

A2. Evidence Analyzed and Examined:

- Academic Standards – Board Policy 6011
- Acceptable Use Policy (AUP) – Hard Copy
- Accountability – Board Policy 0500
- Awards for Achievement – Administrative Regulation 5126
- Back to School Night letter to parents – August 21, 2015
- Board Committees – Board Action, December 9, 2013
- Board Committees – Board Bylaws 9130
- Board Committees – Committee Meeting Dates
- Board Organization – Board Bylaws 9100
- Board Representatives – Board Bylaws 9140
- Board Webpage – TUHSD Website, www.taft.k12.ca.us
- Budget Meeting – Board Action, June 15, 2015
- Cat Skills – TUHSD Website, www.taft.k12.ca.us
- Classified Handbook – TUHSD Website, www.taft.k12.ca.us
- Complaint Procedures & Form – TUHSD Website, www.taft.k12.ca.us
- Complaints – Board Policy 4144
- Complaints – Procedural Safeguards and Complaints Spec. Ed. – Board Policy 6159.1
- Complaints Concerning District Employees – Board Policy 1312.1
- Complaints Concerning Instructional Materials – Board Policy 1312.2
- Complaints Concerning Instructional Materials – Exhibit 1312.2
- Complaints, Uniform – Administrative Regulation 1312.3
- Complaints, Uniform – Board Policy 1312.3
- Complaints, Williams Quarterly Board Report – Board Agenda, January 20, 2015
- Complaints, Williams Uniform Procedure – Administrative Regulation 1312.4
- Concepts and Roles – Board Policy 0000
- Concepts and Roles, Instruction – Board Policy 6000
- Credit Milestones – Promotion/Acceleration/Retention – Board Policy 5123
- Credit Milestones – TUHSD Website, www.taft.k12.ca.us & Table
- DELAC – Sample Parent Attendance Sign-In
- District Organizational Chart – Handout
- Evaluation of Instructional Program – Administrative Regulation 6190

- Evaluation of the Instructional Programs – Board Policy 6190
- Graduation Ceremonies – Board Policy 5127
- High School Graduation Requirements – Board Policy 6146.1
- Investment Policy Review – Board Agenda, December 3, 2014
- LCAP Approval – Board Action, June 15, 2015
- Local Control Accountability Plan (LCAP) – Plan of Duration, 2014-2017
- Mission Statement – Board Policy 0100
- Mission Statement – TUHSD Website, www.taft.k12.ca.us
- Parent Involvement – Administrative Regulation 6020
- Parent Notifications – Exhibit 5145.6
- Parent Support Organization (PSO) – Sample Volunteer Sign-up Form
- Reciprocity Standards of Proficiency/Graduation Requirements – Board Policy 6146.3
- Request to Address Board – “Blue Card”
- Role of the Board – Board Bylaws 9000
- SARC – TUHSD Website, www.taft.k12.ca.us
- School Plans/Site Councils – Administrative Regulation 0420
- School Site Council Membership List
- Single School Plan Approval for Student Achievement – Board Action, Nov. 14, 2011
- Student Assistance Team Coordinator – Board Agenda, September 4, 2015
- Student Representatives – Board Agenda, March 9, 2015
- Student/Parent Handbook – TUHSD Website, www.taft.k12.ca.us
- Teacher Handbook – TUHSD Website, www.taft.k12.ca.us, Teacher Intranet
- Title I Programs – Board Policy 6171
- Work Experience Education – Administrative Regulation 6178.1

Categories A3&4. Organization: Leadership and Staff

Focus Group Leaders

Vicki Schooler	Library Media Specialist
Mary Alice Finn	Assistant Principal

Focus Group Members

Courtney Van Horn	Mathematics Teacher
Kristen Burnett	Vocational/Career Education Teacher
Eric Newton	Science Teacher
Wes Morris	Social Science Teacher
Nicole Cameron	Switchboard Operator
Dianne Kaszycki	Information Technology Employee
Diane Wheeldon	Maintenance, Operations & Transportation Employee

A3&4. Organization: Leadership and Staff

A3. Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?

Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

A3. Summary of Findings:

Taft Union High School's planning process uses a variety of methods to attempt to provide a quality education for our students. The administration has implemented a committee system to solicit feedback from all stakeholders. The school administration meets once a week and includes the Principal, Vice-Principal, Dean of Academics and Athletics. Twice a month, the "Cabinet" meets and is comprised of the Superintendent, Principal, District Business Manager, Vice-Principal, Director of Special Services, School Psychologist, Principal of Buena Vista High School (BVHS), Information Technology Manager, and Director of Maintenance. The school has continued use of the Curriculum Council (CC) which includes the "Cabinet", department chairs and program directors of the established small learning community environments (Oil Technology Academy, FFA, and AVID), which meets once a month to discuss methods for continued improvement.

Academic departments meet once a month to disseminate information and solicit feedback. Other programs that exist to foster communication between the school district and the community are: PIQE (Parent Institute of Quality Education), DELAC (District English Learner Advisory Committee), Parent Project, and School Site Council. The master schedule has been arranged to provide for common prep periods for most core academic subjects and

Oil Technology. The Associated Student Body has one student representative at board meetings and can approach the administration with feedback and student concerns.

The school's planning process is fairly collaborative and an effort is made to include the staff, students, and parents. There are many levels in which this planning occurs and different levels of inclusion occur at each level. Although the committees meet, very little information that is discussed at these meetings is disseminated to the rest of the staff or community in an efficient manner. Due to this lack of information dissemination, some members of the TUHS faculty and staff are unsure as to what decisions have been made and/or if committee decisions or recommendations are taken into consideration. The staff is currently discussing ways to make this communication process more streamlined and effective.

In contrast, the TUHS smaller learning communities are highly collaborative and the participants to and within departments effectively. TUHS provides common prep periods for core academic subjects and the Oil Technology Academy in which teachers discuss and plan curriculum. This time has been highly valued and is effective. The master schedule could not accommodate teachers in the AVID program to have a common prep so they conduct meetings at lunch and after school.

At a departmental level, the planning process is very effective and efficient. Each department has created its own plan for implementing Common Core Standards in its subject matter. The current Administration is invited to attend these department meetings, yet are not always able to be present, which can sometimes create a disconnect between administration and department staff members.

Even though the TUHSD is a basic aid district, we still see the value in having a TUHS School Site Council. The team consists of five parents, three students, three teachers, one classified employee and one administrator. They meet three to four times a year to discuss a variety of topics including test results, safety plans and views from the public, parents and students.

The TUHSD English Learners Advisory Committee (DELAC) is a committee for parents who speak a second language; the vast majority of our parents speak Spanish. The TUHSD DELAC staff meets with the parents and staff members of the DELAC committee every other month to examine a number of important items such as analysis of redesignation rates

and the effectiveness of the EL program on the TUHS campus. In addition, the DELAC members make recommendations for improvement when they find they are needed or justified. Conversely, the DELAC members are provided with a host of informational resources and guest speakers to assist and empower them to navigate the educational journey of their students. For example, at recent DELAC meetings, the TUHS athletic director, TUHS police officer, TUHS school psychologist and EL teacher have conducted presentations and given parents information to assist their students with their educational success at TUHS. Moreover, all information is delivered to them in their primary language. Recently, personnel from Taft College have come to the provide parents with information on how they themselves can take classes at the college. The school and the community strongly support the parents who speak a language other than English in terms of providing them access to all aspects of school and community life.

The previous Renaissance Program which rewarded students for their positive academic, attendance, and behavioral achievements is no longer a program the administration supports and has, therefore, been eliminated. This is unfortunate because the Renaissance Program used to be a good collaborative effort between community, business partners, school staff, and students in an effort to celebrate the academic achievements of our students.

From the fall of 2012 to the fall of 2013, the staff was trained on Aeries Analytics for analysis of individual and aggregate student data for benchmark exams in core classes. With the arrival of new administration in the fall of 2013, the use of Aeries Analytics was eliminated. The TUHS district continues to use the Accelerated Reader program to assist the English department for instructional and intervention planning. Both English and Math department use 8th grade entrance exam data to ensure proper placement for incoming freshmen. Teachers and counselors have made efforts to ensure proper protocol was in place to make sure students were placed properly.

In the 2012/13 school year, core class teachers were required to give common benchmark assessments in order to properly evaluate instruction and monitor student progress two to three times per quarter. Each benchmark created by the department members was kept in a binder and turned into the Principal at the beginning of each school year, and edited and updated when necessary. The binders also included all data showing student progress and remediation dates that students were required to attend if benchmark standards were not met. Since the arrival of new administration, the core subject teachers give common assessments

at their own discretion and discuss results on during department meetings or other agreed upon times. The binders that contained all of the district benchmarks and data have been eliminated.

The school's leadership has provided staff involvement in instructional planning, goal setting, and implementation of the academic standards by providing release time during the school year for curriculum development, approving summer proposals for team collaborative curriculum development at a set rate of pay.

Data from state-mandated tests is shared with faculty and is available in students' cumulative folders and the Aeries database. This data assists staff with understanding the student's strengths and weaknesses so they may plan strategies accordingly to enhance the learning process. Based on student achievement data, teachers make instructional and curricular decisions that initiate professional development training that focuses on all students achieving the Cat Skills and academic standards. Essential content standards have been identified by each department. In addition, the teaching staff addresses the significance of the essential standards to students and makes reference to them so students understand the purpose of what they are learning.

Administration communicates student achievement to relevant committees and subsequent analysis is incorporated into single plan and the LCAP by way of committees such as the Strategic Planning Committee and the school site council.

There is a correlation between the allocation of time, fiscal, personnel and material resources and the LCAP. The English department and math department purchased common core standards-aligned textbooks. The district provided professional development in Explicit Direct Instruction by providing professional consulting service. In the 2014/15 school year, 12 teachers were given extended day (1/7 of their salary) to provide intervention for struggling students. AVID tutors are provided before and after school to assist students. The District provides a Success 101 career/college exploration course for freshmen.

The District encourages administration and staff to attend professional conferences and workshops to keep abreast of the latest information concerning curriculum and instruction. Information should be shared with various stakeholder groups to initiate activities that promote increasing student achievement and mastering the academic standards.

The master schedule provides some common preparation periods when possible for math, English, social science, and Oil Technology. This has provided valuable time for teachers to collaborate and plan instruction.

TUHS previously required academic departments to develop, administer, and evaluate common benchmark assessments. In the 2013/14 school year, these benchmarks were no longer required. The English Department has continued to require milestone essays on a quarterly basis and they collaboratively grade these writing assignments.

Every Thursday, TUHS institutes a late start for students, during which our faculty collaborates for 50 minutes to address a variety of topics. Once a month that time is used for either a faculty meeting, a department meeting, a department collaboration/student remediation meeting, or for a Curriculum Council meeting (the faculty conducts department collaboration/remediation on these days.). The collaboration days seem to be effective in allowing staff to plan and implement instruction. Department meetings serve as a productive means of allowing the faculty to communicate with their department chairs and address concerns to be relayed to the Curriculum Council. Faculty meetings can be informative, but could be better utilized for a time to communicate information that should be disseminated by the TUHS committees and subcommittees.

Previously there was a staff emphasis on benchmark review and remediation. The process varied by department, however, test data was consistently disseminated to students. Students were then responsible for attending remediation sessions before school on planning days or at teacher discretion. Some teachers still require this process, but it is no longer a system mandated by the district.

After the last WASC review, TUHS instituted a tutorial class that was designed to provide appropriate students with study hall. After more specific needs of students became evident, the tutorial class was divided up into three separate classes to address specific student needs: Bridge Tutorial, Athletic Tutorial, and CAHSEE Preparation. The Bridge Tutorials and Athletic Tutorials were phased out and a new Intervention program was started in the 2014/15 school year. This program was team taught by two credentialed teachers in each class. In the 2015/16 school year, the Intervention classes were reduced in number and taught by only one teacher. Providing additional academic assistance for students is a high priority

for our faculty. Currently, there is an Intervention Committee to address the effectiveness of the Intervention courses.

The district has been supportive in providing time for teachers to shadow other teachers upon request. They do this by providing substitutes teachers when necessary. This is a very effective tool for improving teacher instruction.

In terms of addressing online instruction, TUHS primary utilized the “A+” Program and secondarily, the Apex Program for their students. If a student needs to recover credits from a course he or she has previously failed, the A+ Program provides an effective and time-efficient solution. After it is deemed a student qualifies for credit recovery in a particular course, the student is enrolled in either program for said course by his or her counselor. The student is then assigned a “teacher of record” (a highly qualified teacher in said subject area), who will monitor and track the student’s progress while he or she works through, and ultimately completes, the course. The course itself is fully online and designed to provide students with all academic content as well as informal and formal assessments related to that course. Students can access the course online at any time and in any location, as long as they have an Internet connection. Once a student has completed a certain amount of online academic content, he or she will need to take an online formal assessment, which can only be done in the Independent Study Office on the TUHS campus overseen by either the teacher of record or the independent study instructional assistant. If a student achieves a high enough score on the formal assessment(s) for the course, he or she earns the credit for the course, thus “recovering the credit.” The school culture has generally accepted this as a viable option for students to recover credit; however, this year the administration has offered more remediation and credit-recovery type courses in summer school, so students may have the rich in-class experience that is proven to be more effective. Students and parents are informed about the online learning process on the TUHS website as well as from the students’ counselors, teachers of record, and the independent studies assistant. Apex is offered as a secondary online credit recovery program due to the fact the program is not NCAA approved.

A3. Evidence Analyzed and Examined:

- 2015-2016 Bell Schedules
- 2015-2016 Planning Day Schedule Meetings
- A.C. Agenda example
- Board Meeting Minutes example
- BTSA Provider Support Review example
- C.C. Agenda example
- Conference/Workshop Planning Application example
- DELAC Information
- Department Meeting Standards Discussion and Assessment example
- Aeries Data example
- ESLRs, Page 7 of the Student Planner
- Formal Classroom Observation Form
- Pre Observation Conference Form
- School Site Council (SSC) Agenda example
- Single Plan for Student Achievement (SPSA
- Student STAR Testing Results example
- Website (www.taft.k12.ca.us), Academic Programs

A4. Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.

Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

How effective is the support of professional development/learning? Provide evidence and examples.

How effective are the school's supervision and evaluation procedures?

Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

A4. Summary of Findings:

Taft Union High School has procedures to ensure that all staff member in all programs are qualified for their responsibilities. The employment policies, preparation, and practices at TUHS support hiring qualified staff to facilitate students achieving the academic standards and Cat Skills (SLOs). As of November 2015, all TUHS teaching staff was fully credentialed with the exception of three teachers. Since December 2015, TUHS has received the resignation of one ELD teacher and two welding/FFA teachers. TUHS has recently employed a second ELD teacher and is in the process of hiring a third welding/FFA teacher. One hundred percent of the fully-credentialed TUHS teachers have fulfilled the requirements of NCLB and NCLB compliant teachers teach 100% of the core classes. The certificated staff at TUHS is comprised of 2 individuals with a doctorate degree, 30 with a master's degree, and 29 with a bachelor's degree.

In terms of online instruction, after it is deemed a student qualifies for credit recovery in a particular course, the student is enrolled in either program for said course by his or her counselor. The student is then assigned a "teacher of record" (a highly qualified teacher in said subject area), who will monitor and track the student's progress while he or she works through, and ultimately completes, the course. This highly qualified teacher is also available to the student at any time to receive academic assistance when requested.

Certificated staff members are given their assignments in a variety of ways and it has varied over the last six years. Generally, department chairs solicit input about assignments from staff verbally and/or by e-mail. The department chairs relay that information to the principal and they use that information to create the master schedule and assign teacher positions/courses. Sometimes assignments are not fulfilled based upon request due to a variety of reasons.

All new teachers at Taft High School are required to attend a one-day “New Teacher Orientation” induction to the school and district facilitated by one of the BTSA support providers. This orientation is held prior to the regularly scheduled in-service days for returning teachers. New teachers participating in this orientation are given a tour of the facility and an overview of school policies, procedures, and protocol for each department on campus. In addition, they are given a binder with information pertinent to each department on campus. New teachers are taken to a community event to introduce them to important community members who support TUHS in a variety of ways. They are also required to collaborate with their subject specific department chairperson to receive relevant information regarding department policies, procedures, and protocol. New teachers are also provided with the necessary course outlines and teachers resources specific to their teaching assignments. The BTSA support provider who conducts the orientation also provides teacher with the TUHS handbook

After soliciting feedback from recent new hires, it was evident that the orientation process may need to be lengthened to fully address all of their needs. More time may need to be allocated to adequately assimilate new hires to the procedures and practices of Taft Union High School. In addition, there is no formal process in place to orient the new hires after the school year has already begun.

With the new administration, the system of communication between administrators and faculty has become fragmented and somewhat unclear. There is a “teacher intranet” available on the TUHS website that houses the TUHS teacher handbook. The TUHS teacher handbook does include many of the responsibilities, operational practices, and decision-making processes; however, a few portions of the information appears to be outdated. Moreover, new hires and even experienced staff members would benefit on formal technology training addressing how to navigate our website.

Pacing guides and course descriptions are available upon request from the department chairs, but do not appear available on the intranet. The Social Science and Math Departments have their documents available for review on their network drives. The English and science departments have said materials within their departments. Overall, there are areas of communication that need to be shored up between members of the administration in order to ensure a smooth transition of pertinent information.

The administration is supportive of professional development opportunities for all staff. If teachers request to attend a conference within the state, it is rare that the conference is not approved by administration or the school board. Out of state conferences are generally not approved, although some faculty members have volunteered to pay for the airfare and it would actually cost the district less money for not having to provide district vehicles for transportation.

The district has also provided larger scale staff development as well. They have implemented the Explicit Direct Instruction training for teachers in the 2014/2015 school year and PIVOT training in 2015/16. The administration has also been very supportive in sending a variety of teachers to the annual AVID conferences as well as Oil-Technology related conferences.

There is a concern among our faculty that they have spent very little time receiving professional development with regard to common core standards-based training, as well as CAASPP-related technology training. This could be due to the fact that TUHS does not have either a curriculum specialist, or a technology specialist.

The majority of our administrators spend a significant amount of time in meetings with committees, subcommittees, community service organizations, and the like. Therefore, the administrations' ability to spend time in classrooms is limited. To that end, there appears to be a relatively small amount of direct supervision at the classroom level.

Administrators follow an established teacher evaluation procedure. For administrators and teachers who value the procedure, the evaluation process is effective and teachers receive useful and relevant feedback. As stated by administrators and teachers alike, the evaluation process itself is somewhat outdated. In the fall of the 2014/15 school year, the administration formed a committee to examine and update the evaluation process. The committee met a few times last school year to begin this process, but have not met this academic school year due

to the fact that our technological infrastructure required to carry out the new process is not yet in place. The administration plans to continue the work of this committee in the spring of 2016.

Contractually, new hires are to be evaluated twice per year for their first two years; teachers are to be evaluated every other year thereafter. In addition, there is a contract provision that states core area teachers who have been employed for 10 years may mutually agree (between the administrator/evaluator and teacher) to a once-every-five-years timeline.

Effects of professional development are apparent in achievement data. Teachers report over the last five years, the professional development opportunities that have most positively affected increased student achievement were including, but not limited to, Explicit Direct Instruction; AVID Summer Institute content strands in math, English, science and social science; the National Conference for the Social Sciences (NCSS); the National Science Teacher Association (NSTA) conferences; the California Partnership Academy (CPA) conferences; the Beginning Teacher Support and Assessment (BTSA) workshops; the Success 101 conferences and workshops; and the National Association of College Admissions and Counseling (NACAC) workshops. Student achievement is indicated by multiple measures. The analysis of CST data since the last self-study reflects that the school-wide effort to move students up from Far Below Basic and Below Basic was a success.

ELA data indicates that fewer students are scoring Far Below Basic while the number of Proficient students has increased. There has been an increase in the number of students scoring at the Advanced level, except for Grade 9. From 2010 to 2013, all of the subpopulations in Grades 9 and 10 increased in the percentage of students scoring Proficient and above, except the EL subpopulation for Grade 10. For Grade 11, the only subpopulation which achieved an increase in the percent of students scoring Proficient and above was the White group. According to CST ELA data, direct, differentiated instruction needs to target the Hispanic or Latino, English Learner, and Socioeconomically Disadvantaged subpopulations to continue to move students toward proficient and above.

Math data shows students moving up from Far Below Basic (except in Algebra II). The majority of students score Below Basic or Basic in math courses, except for Algebra II and Summative High School Mathematics where more students scored Proficient. From 2010 to 2013, all of the subpopulations had a decrease in the number of students scoring at or above

Proficient in General Math, Geometry, and Summative High School Math, except for a 1% increase for EL students in General Math. However, all subpopulations had an increase in the number of students scoring at or about Proficient in Algebra I and Algebra II. The gap between the Hispanic or Latino, White, and SED subpopulations has narrowed for General Math and Algebra I, while the EL subpopulation lags behind. The White subpopulation outperforms the Hispanic or Latino and SED subpopulations in Geometry and Summative High School Math, while the SED subpopulation has a higher percent of students scoring at or above Proficient in Algebra II.

Social Science data showed a slight decrease in the percentage of students scoring Far Below Basic in World History and an increase in the percentage of students scoring Basic. In U.S. History there was a 50% decrease the percentage of students scoring Far Below Basic and a 6% increase in the percentage of students scoring Basic or Advanced. The majority of students in both courses score at the Basic level. From 2010 to 2013, all subpopulations had a decrease in the percentage of students scoring at or above Proficient in World History. The White subpopulation has a higher percentage of students scoring Proficient and above than the SED or Hispanic or Latino subpopulations. There is a significant gap between the percentage of EL students scoring at or above Proficient and the other subpopulations. With the incorporation of PIVOT learning strategies across the board, this significant gap should lessen.

CST Science data from 2010 to 2013 indicates that the highest percentage of students scored at the Basic level (with the exception of Biology), and the Proficient level in Integrated Science, Earth Science, and Chemistry. All subpopulations increased the percentage of students scoring at or above Proficient in Integrated Science and Life Science (except the EL subpopulation which decreased 2%). The percentage of students scoring at or above Proficient in Biology, Earth Science, and Chemistry increased. The White subpopulation has a slightly higher percentage of students scoring at or above Advanced in Integrated Science, Life Science, Earth Science, Biology, and Chemistry. There is a significant gap in the number of EL students scoring at or above Proficient.

The average percentage of Grade 10 students passing the ELA portion of CAHSEE from 2010 to 2014 is 82%, and the average percentage scoring Proficient is 50.6%. The White subpopulation has a higher percentage of students passing and scoring proficient than the SED and Hispanic or Latino subpopulations (who have similar scores) and a much higher

percentage than the EL group. Scores on sub-tests (word analysis, comprehension, response and analysis, writing strategies, and writing conventions) is fairly even with writing strategies being the lowest scores. As reading and writing is emphasized in other core areas, all subpopulation scores and all subtest scores should increase (if the CAHSEE continues to be administered). CAHSEE prep classes would also improve student achievement.

The average percent of Grade 10 students passing the math portion of CAHSEE from 2010 to 2014 is 86.4%, and the average percent scoring Proficient is 55.8%. The White subpopulation has a higher percentage of students passing and scoring proficient than the SED and Hispanic or Latino subpopulations (who have similar scores) and a much higher percentage than the EL group. Scores on Probability & Statistics, Number Sense, and Algebra Functions are consistently higher than scores on Measurement & Geometry and Algebra I. Algebra I scores have steadily improved each year.

In terms of Adequate Yearly Progress, TUHS met the Annual Measurable Objectives in Math and ELA in three of the past five years. In 2011/12, we failed to meet 7 of 20 AYP criteria, including failure of the Hispanic or Latino subgroup in both ELA and Math; the White subgroup in ELA; and the Socioeconomically Disadvantaged subgroup in ELA and Math. In 2013/14, TUHS failed to meet 7 of 17 criteria, including Hispanic or Latino subgroup in ELA and Math; White subgroup in ELA and Math; and Socioeconomically Disadvantaged subgroup in ELA. In all 5 years we met the criteria of participation rate on the CAHSEE for 10th grade students in ELA and Math. The criteria are as follows: percentage of 10th grade students proficient on CAHSEE ELA and Math; graduation rate; and growth target for API.

With regard to the Academic Performance Index, TUHS met school-wide growth targets for three of the four years since the last self-study. The 2009 base was 694, rising to a base of 767 in 2013 (growth of 73 points). API growth in 2010 was 39 points; 2011 was 15 points; 2012 was 1 point; and 2013 was 9 points. All subgroups (Hispanic or Latino, White, English Learners, and Socioeconomically Disadvantaged) met growth targets in 2010; the White and SED groups met targets in 2011; Hispanic or Latino groups met the target in 2012; and Hispanic or Latino, SED, and EL (48 point growth) groups met targets in 2013. TUHS was 33 points short of the statewide target of 800. This data indicates that student achievement was improving and that student achievement in each of the subgroups improved.

A4. Evidence Analyzed and Examined:

- LCAP
- Teacher Evaluation Forms
- Evidence found in Chapter 1
- Teacher Handbook 2015-2016
- Intranet Resource Page

Category A5. Organization: Resources

Focus Group Leaders

Chelle Koerner	Director of Special Services
Chuck Chauvin	Director of Athletics/Academics

Focus Group Members

Jacquie White	English Teacher
Joshua Tofte	Mathematics Teacher
Ryan Heber	Science Teacher
Eric Gonzales	Social Science Teacher
Stacy Meadows	Information Technology Manager
Kirk Kindred	Maintenance, Operations & Transportation Employee
Chuck Hagstrom	Business Manager
Kelly Federoff	Library Assistant
Cathy Greenwalt	Instructional Assistant

A5. Organization: Resources

To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff.

Evaluate the effectiveness of the district and school's processes for regularly and effectively examining a long-range plan that ensures the continual availability and coordination of appropriate resources that support students' achievement of the critical learner needs, the academic standards, college-and-career-readiness standards, and the schoolwide learner outcomes.

A5. Summary of Findings:

Taft Union High School District's mission is to collaboratively and deliberately plan and implement learning experiences that will inspire excellence and achievement. District committees were developed to assist with the collaborative planning needed to meet our mission's goals. Five district committees have been formed and, in addition to volunteer staff, two Board members also serve on each committee. Each district committee has two or more subcommittees that are focused on specific topics within the five areas. The

committees meet once per quarter. The district committees are: Facilities and Finance, Career Technical Education and Discipline, Technology, Curriculum, Instruction and Assessment and Professional Development, and Activities and Athletics.

Prior to the development of the Local Control Accountability Plan (LCAP) for our district, the superintendent convened a Stakeholder's Group with community, faculty, classified staff, administration, board members and parents to address needs and concerns for the district. Recommendations were made to committees for work that was needed, and the foundational needs identified were used to develop LCAP priorities and goals.

The LCAP priorities are addressed throughout the utilization of district resources.

- Priority 1 is evidenced by the district's employment of 68 certificated staff, including teachers, counselors and administrators, as well as 76 classified staff who, among other things, maintain our facilities beautifully. Additionally, the district has maintained sufficiency of textbooks and materials.
- Priority 2 is evidenced by the district's position of ELD teacher/Coordinator, as well as the employment of 4 bilingual instructional assistants; Priority 2 is also evidenced by the results of the Academic Program Survey.
- Priority 3 is evidenced by parent involvement in the Band Boosters, DELAC, Parent Support Organization, School Site Council, PIQE, and The Parent Project.
- Priority 4 is evidenced by CAHSEE pass rates, Science CST results, CAASPP baseline data, API, UC/CSU eligibility, CELDT progress, EL reclassification, and EAP test results.
- Priority 5 is evidenced by our school attendance rate, Graduation rate, and dropout rate.
- Priority 6 is evidenced by the pupil suspension and expulsion rates.
- Priority 7 is evidenced by our broad course of study, including AP, Honors, college concurrent and dual enrollment courses, and upper-level mathematics.
- Priority 8 is evidenced by programs like PIQE and Parent Project, AVID and Oil Technology Academy parent outreach, which engages students and parents in preparing students for college access.

The District utilizes a Facilities and Finance committee to aid in the development of resource allocation. The committee is established to allow all stakeholder groups an opportunity for vital input into the determination of how District resources will be allocated to meet specific student needs. The LCAP also aids in the specificity of resource allocation to targeted students in the District. Departments are given the ability to recommend needed resources for classrooms/curriculum. Classroom teachers are asked to submit budget requests to their

Department Chairpersons yearly, and may request needed technology through the District Technology Committee review process. Department Heads are asked to meet individually with the Business Manager each year to review needs. Finally, the Board of Trustees has held a district-wide budget study session to discuss the budget development process. Facilities are kept in a well-maintained manner and necessary upgrades and replacements are financed out of designated funds. The modernization sub-committee (part of the Facilities and Finance committee) is responsible for establishing the infrastructure list that will determine the priority and timelines for each project. As with all committees, participants from all stakeholder groups are strongly encouraged to attend meetings. The impact on student learning is essential in the District's allocation of resources. Prioritizing resource allocations by the potential impact on student learning has been critical in the consideration of proposed projects. A current example is the upgrade of the network infrastructure. Providing connectivity in each classroom and wireless hot spots is essential for student learning today. The District has been able to begin this project possible through the conscious effort to improve student learning through effective resource allocation.

The school's budget is developed in conjunction with the district budget. The overall budget process is very effective in meeting the general and specific needs of the students, staff, and faculty. Input is encouraged from all stakeholder groups and is incorporated into the budget development process via budget committee meetings. The annual audit is conducted by a contracted certified public accounting firm based upon criteria established by the California Department of Education. The audit is extremely comprehensive and covers all aspects of the accounting, finance, and attendance practices. In addition, the audit also verifies adherence to all applicable laws and statutes. The auditing firm investigates for the potential of fraud or mishandling of district funds. Questionnaires are randomly distributed to stakeholder groups to assist in assessing whether fraud is currently present. The district is extremely proactive in establishing policies and practices that help mitigate the potential for fraud.

The physical facilities of our school site are used to safely meet the academic, athletic, and enrichment needs of our student body and staff. Our school site, athletic fields, and all facilities are clean, safe, and well maintained. Classrooms are cleaned daily and have access to audio and visual equipment. Our school is currently undergoing an extensive upgrade to our network, which will greatly increase our wireless connectivity. District-wide network upgrade is expected to be completed in January 2016. This project updated the fiber and wiring to each classroom and building on campus. 129 Wireless Access Points are being

installed throughout the district to enable campus-wide connectivity for students when the district rolls out 1:1 devices, planned for the fall of 2016.

To support academics in the classroom, our library is stocked with books and a full-time Librarian. Also, in the library is the LRC with computers available for the student use or teachers to bring classrooms as a whole group. Along with the computers in the LRC, there is one other computer lab and some laptops available to our students. There are many other resources allocated to special populations of our students such as the Learning Center (LC) and SAILS (Social Academic Independent Living Skills) program. The LC is staffed by a full-time instructional aide and is used by our Special Education population. The SAILS program is a self-contained classroom with a dedicated staff, including certificated Special Education teacher and an instructional aide that is able to help qualified special education students. Our athletic facilities are well maintained by the MOT staff. Our athletes are fitted for their equipment by a full-time classified employee that is certified. We also employ two athletic trainers that treat and help with the preventative and reactive aspects of sport injury.

Our school provides the physical facilities for many student enrichment classes that fit into our college and career readiness programs. We have an FFA/Ag program that has a veterinary aspect, which is supported by a certificated teacher; a farm where the animals are raised; and a greenhouse for horticultural education. Also, as part of the industrial arts program, we have a welding program staffed by another certificated teacher. The welding program is supported with a state-of-the-art welding classroom that meets all current safety standards. Other facilities that support student enrichment are evidenced by: an impeccably kept Woodshop classroom, a modern, handicapped accessible Foods/Nutrition classroom, AVID program, ATS (Alternative To Suspension) program, Advanced Multimedia/Video Production classroom, Band/Drumline/Choir/Piano Programs, Oil Technology Academy, School Auditorium, Cafeteria, Student Store/Marketing program, Driver's Training program, Marquees, and Regional Occupational Programs.

Instructional materials and equipment for classrooms are purchased through individual departments as evidenced by the textbook/supplemental materials list. Additionally, the library staff maintains sufficient library books and periodical subscriptions to support student learning and academic standards. The library maintains online learning tools students use for research and writing, including SIRS, EBSCO host, and turnitin.com. The Destiny system is used for managing library books and materials. Calculators and Nook (e-book readers) are

managed and maintained by the library. The district has recently invested in a subscription to OVERDRIVE, a web-based warehouse of digital literary texts and textbooks that allow for student access to book titles for download on Kindle, Kindle apps for I-phone, and other electronic devices. We have invested in anticipation of our transition to 1:1 devices. Currently, Math, Science and language laboratory materials are managed and maintained by individual classroom teachers.

The vision of Taft Union High School (TUHS) is to provide the best possible education in a safe, orderly, and supportive environment. TUHS has a dynamic student body. We achieve our goals through a challenging curriculum and a staff that emphasizes skilled communication, critical thinking, and technological skills. TUHS effectively trains, nurtures, and develops new teachers as evidenced by the BTSA support program. Highly qualified Instructional Aides, Bilingual Aides, and Health Aides are provided by TUHS to enhance the learning environment and assist in creating supportive and nurturing roles to both teachers and students. In order to create a challenging curriculum, TUHS provides the opportunity for the teachers to participate in planning and collaboration time. Additionally, certificated and classified staff participate in professional development training and workshops. Department chairpersons operate as a department/team leader. This person can be a valuable resource who provides support, feedback, and leadership to teachers in their department. TUHS utilizes its resources to provide bilingual clerical support staff to assist teachers and parents in the communication process. Internet access is used to allow services through an online Speech-Language Pathologist (SLP) to a critical segment of the student body. TUHS uses its resources to both acquire and allocate highly qualified substitutes for both certificated and classified personnel. A full-time school nurse has been hired this year, to provide medical support services to the student body. Intervention and tutorial classes are taught by highly-qualified teachers and TUHS utilizes their resources to hire highly-qualified, certificated, and CTEL/SDAIE certified instructors. A webmaster continues to update the school website. These components show evidence of the resources available to hire, nurture, and provide ongoing professional development for a well-qualified staff.

The school and district work collectively to regularly and effectively examine the long-range plan established by the LCAP to ensure the continual availability and coordination of appropriate resources that support students' achievement of the critical learner needs, the academic standards, college and career-readiness standards, and the schoolwide learner outcomes. According to the administrative regulations (AR 0460), the goals and actions

addressing state and local priorities are established to support all students and numerically significant subgroups with fully credentialed teachers who implement academic content and performance standards as adopted by the State Board of Education (SBE). Parent input is provided through the strategic planning process and other resources that include parental involvement as a component, including DELAC, FFA, AVID, PSO, Athletics, PIQE, etc. According to Board Policy (BP 0200), the long-term goals are aligned with the district's vision, mission, philosophy, and priorities and are focused on the achievement of all students. The Board and Superintendent solicit input from key stakeholders and review quantitative and qualitative data to ensure that district goals are aligned to student needs. The LCAP is updated annually to address the needs of all stakeholders after discussing ongoing concerns during strategic planning sessions and developing action plans to address strengths, weaknesses, opportunities, and threats related to the availability and coordination of resources.

A5. Evidence Analyzed and Examined:

- Currently, District computers have Microsoft Office 2010 loaded. For example, Safari and MacOS need to be updated in order to make our systems compatible with instructional downloads and related instructional materials. In our ongoing mission to assist students with the Cat Skill of becoming Technologically Skilled Workers, this is a critical element that we have direct control over. The required Success 101 courses need to teach basic computer use to all incoming Freshmen.
- Currently, we have 39 computers in total that are available for use in the inner and outer the Learning Resource Center (LRC) facility. However, there are only 20 computers available in the inner physical classroom space in the LRC. This means that there is insufficient space to bring a full class for lessons to the inner LRC. We need to have a facility that can hold all students in a class period for computerized lessons to be taught in the LRC. Allocation of resources to modify the classroom space available in the library could meet this important need. This is another way that the district could use technological, physical and material resources to support student learning and further develop Cat Skills.
- Currently, the district has purchased sufficient laptop computers and has adequate wiring for internet access points for classroom instruction in both the IRC and Science Building Room 230. Both rooms may be reserved, as needed by any faculty member who wishes to teach a lesson utilizing technology.
- Classroom/facilities with wireless connectivity – District wide network upgrade is expected to be completed in January 2015. This project updated the fiber and wiring

to each classroom and building on campus. 129 Wireless Access Points are being installed throughout the district.

- BTSA (Beginning Teacher Support Program)
 - Board approval of paid support providers
 - BTSA memo listing providers/participants
 - BTSA Professional development
 - Certificated Substitutes-Qualified/quality substitutes are in short supply. A district leadership committee is evaluating potential incentives to increase a dependable and reliable substitute pool.
 - Contract/Orientation agenda
 - The District lost our Curriculum, Instruction and Assessment Director and Curriculum/Assessment support staff due to retirements.
 - Directory
 - Job Description
 - Department Chairpersons
 - Department chairpersons list
 - Instructional Aides/Bilingual Aides/Health Aides
 - All Aide schedules
 - Bilingual Clerical Support Staff
 - Teacher Collaboration Time
 - Planning Day
 - Planning day schedule 2015-16
- Math and English Departments have a common prep period to allow for PLC
- Collaborative teaching partners have common prep time for planning/articulation
- Professional Development opportunities for certificated and classified staff
 - Board action approving conferences
 - Conference Request Form
 - Conference Planning Application
 - Conference Follow-up Report
 - Child Abuse Reporting training modules
 - In-service Training Calendars (2015-16)
 - CBEDS/CalPADS breakdown of Classified/Certificated Employees
 - Speech Pathologist
 - Board Agenda
 - School Nurse
 - Board Agenda/Contract
 - Teacher Assignments to Intervention and Tutorial classes
 - Alternative Educational Program(s) BVHS/OP/ISP/Home Instruction

- Available audio/visual equipment
 - Equipment Inventory Sample page
- Available computers on campus
 - Equipment Inventory Sample page
- Course Offerings
 - Course Offering Handbook
- Classroom Resources
 - Copy Room Services/Supply List
- Library Print Materials
 - Online Databases and e-books list
 - WebLink/Title Search Information from district Website
- ATS (Alternative to Suspension) Program
 - Board agenda approving contract
 - Contract with Blue Water
 - SAT (student assistance team)
 - Board Approval for coordinator position
- SARB (School Attendance Review Board) participation
 - Meeting dates (15/16)
- School Safety Plan
 - TUHS Comprehensive Safety Plan
- Textbooks and supplemental materials
 - Inventory Sample page
- Band Boosters
 - Budget Info
 - List of scholarships given
- DELAC (District English Language Advisory Committee)
 - Meeting Minutes
 - Parent Invitations
- “MyCats” Student Progress Monitoring Portal
 - Printed Description of MyCats in Spanish/English from website
 - Sample printout
- PSO (Parent Support Organization)
 - Objectives of PSO
 - PSO Application
 - Meeting Dates
- School Site Council
 - List of participants
- School Website Resources/Announcements and Information
 - Screenshot from website

- Advanced Multimedia Class
 - Video Announcements (www.taft.k12.ca.us)
- After-School Migrant Program
 - List of Program Participants
- Agriculture/FFA Program
 - Program Brochure
- AP/ Honors Program
 - Course Descriptions from Handbook
 - List of courses offered and # of Participants in each
- AVID (Advancement Via Individual Determination) Program
 - Program brochures
- Back-To-School Night
 - Principal's invitation e-mail
- Band/School Music Program
 - Band Camp approval from board
 - Photos of Music Camp
- Clubs, Athletics and Activities available
 - Clubs list from school website
 - Student Organization and Special Accounts List
- Collaborative Instruction
 - Schedule of classes/teachers involved in Collaborative Instruction
 - General Information on the CoLab Program
- College Bound Student Opportunities
 - FAFSA Information Night Flyer
 - Sign in sheet
 - College Representative Night flyer
 - Sign in Sheet
- ELD (English Language Development) Program
 - Course Offerings
 - Teacher/Coordinator Assignment
 - Bilingual Instructional Assistant Assignment/schedule
 - Bilingual Clerical Support position posting
- Freshman Orientation Night
 - Mailer
 - Gusher Article
- Freshman Pre-Registration Meetings with Counselors/Parents
 - Copy of Appointment sheet
 - 4-year plan copy
 - A-G information sheet

- Homework Club before and after school
 - Participation sign in sheets
 - Program description
- Learning Center (LC) for special education students
 - Sign in (usage) logs
 - Staff Assignment sheet
- LRC(Learning Resource Center)/Computer Labs (3)
 - Web Description
 - Sign In Sheets
- Oil Technology Academy
 - Program Brochure
- SAILS (Social, Academic, Independent Living Skills) Program
 - Teacher Schedule
 - Course Offering Handbook
- SAT (Scholastic Aptitude Test) Review Class
 - Registration Fee Reimbursement (list of participating students)
 - Board Agenda where approved
- Severely Handicapped (SH) Program
 - Teacher Schedule
 - Aides Schedules
 - Bus Schedule
- Taft College Dual Enrollment and College Concurrent Program
 - List of College Concurrent Program Participants
 - TC Transferrable Course List (for UCs)
 - List of Dual Enrollment Program Participants
- Classrooms/facilities with wireless connectivity
 - IT Report
- AERIES EMT for Office Staff/IT access to student information off-site
 - IT List of people who have access to the app
- Daily video announcements
 - Screen shot
- Student Computers Available
 - Inventory
- Webpage
 - Screenshot
- Athletic Facilities
 - Photos
- Auditorium Facility
 - Photos

- Cafeteria Facility
 - Photos
- Driver's Training Program/Vehicles
 - Photos
- FFA/Agriculture Facilities
 - Photos
- Graffiti-free, clean and inviting campus
 - Photos

- Industrial Arts (Welding/Woodworking) facilities
 - Photos
- Library Facility
 - Photos
- Maintenance Facilities/Equipment
 - Photos
- Marquees (2)
 - Photos
- Transportation Facility/ Bus & Auto fleets
 - Photos
- Special Academic Program Facilities
 - Photos
- ROP Program Facilities
 - Photos
- AERIES.net with home access
 - Licensing Agreement
 - Printout from Teacher Resources Link on Website
- AP Exams Paid for by district for all participants
 - Evidence that District Pays for AP Exams for students (P.O)
- AVID Program SAT Fee Reimbursement for students participating in SAT Prep Class
 - List of AVID students eligible for SAT fee reimbursement
- Band/School Music Program
 - Instrument Inventory
 - Band Camp approval from board
 - Photos of Music Camp
- College Concurrent Program Textbooks
 - PO for book order
- Curriculum Development Time/Compensation
 - Board approval for time
- Field Trip Opportunities
 - Request for a field trip form
 - Board action approving field trips

- MyCats Web Access for Parents
 - Written Description from the Web
 - Sample of printout
- PSAT Test Fee Paid by the District for all Juniors
 - Purchase Requisition
- SAT (Scholastic Aptitude Test) Review Class
 - Registration Fee Reimbursement (list of eligible students)
 - Staff trained and Paid to teach the class
- Student/Staff Computers
 - Inventory
- Student Worker Program
 - Board approval for student workers

I. Human Resources

BTSA (Beginning Teacher Support Program)

Certificated Substitutes

Department Chairpersons

Instructional Aides/Bilingual Aides/Health Aides

Bilingual Clerical Support Staff

Planning Day Teacher Collaboration Time

Professional Development opportunities for certificated and classified staff

Speech Pathologist

School Nurse

Teachers assigned to Intervention and tutorial classes

Teachers with CLAD/SDAIE certification

Webmaster Position

II. Material Resources

Alternative Educational Program(s) BVHS/OP/ISP/Home Instruction

Available audio/visual equipment

Available computers on campus

Course Offerings Available

Classroom Material Resources

Library Print Materials

SAT (student assistance team)

SARB (School Attendance Review Board) participation

School Safety Plan
Textbooks and supplemental materials
Facilities Modernization
Wireless Infrastructure update

Parent Resources/Involvement Opportunities

Band Boosters
DELAC (District English Language Advisory Committee)
“MyCats” Student Progress Monitoring Portal
PSO (Parent Support Organization)
School Site Council
School Website Resources/Announcements and Information
PIQE (Parent Institute for Quality Education)
The Parent Project
Feed The Cats event

Student Resources/Program Options

Advanced Multimedia class
After-School Migrant Program
Agriculture/FFA Program
AP/ Honors Program
AVID (Advancement Via Individual Determination) Program
Back–To-School Night Program
Band/School Music Program
Clubs, Athletics and Activities available
Collaborative Instruction for Special Education
College Bound Student Opportunities
ELD (English Language Development) Program
Freshman Orientation Night
Freshman Pre-Registration Meetings with Counselors/Parents
Homework Club before and after school
Learning Center (LC) academic support for special education students
LRC (Learning Resource Center)/Computer Labs (supervised student web access)
Oil Technology Academy
SAILS (Social, Academic, Independent Living Skills) Program

SAT (Scholastic Aptitude Test) Prep/Review Class
Severely Handicapped (SH) Program
Taft College Dual Enrollment and College Concurrent Program

Technological Resources

Classrooms/facilities with wired connectivity (IRC/LRC/Science 230)
AERIES EMT for Office Staff/Administrative access to student information
Daily video announcements
AERIES for Interventions/Counseling/Discipline/MyCATS
Student Computers Available in classrooms and other locations
Electronic Library system: Overdrive
Library Electronic Resources: Awesome Links for TUHS Student Projects
Webpage
Wired (soon wireless) connectivity

III. Physical Resources

Athletic Facilities
Auditorium Facility
Cafeteria Facility
Driver's Training Program/Vehicles
FFA/Agriculture Facilities
Graffiti-free, clean and inviting campus
Industrial Arts (Welding/Woodworking) facilities
Library Facility
Maintenance Facilities/Equipment
Marquees (2)
Transportation Facility/ Bus & Auto fleets
Special Academic Program Facilities (Music, Theatre, Foods, TV Productions, etc.)
ROP Program Facilities
Shade Structure in the Quad
Wireless Connectivity

IV. Financial Resources

FTE dedication for Collaborative Educational Model for special education
AP Exams paid for by the district for all participants
AVID program SAT Fee Reimbursement for students in SAT Prep Class
College Concurrent Program Textbooks Purchased for students
Curriculum Development Time/Compensation
Field Trip Opportunities
MyCats Web Access for Parents
PSAT Test Fees paid by the district for all Junior students
SAT Scholastic Aptitude Test Prep/Review Class staffing cost
Student/Staff Computers
Student Worker Program
Shade structures in the quad
Network upgrade/wireless infrastructure project

Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: SUMMARY, STRENGTHS AND GROWTH NEEDS:

Category A. Summary:

TUHS has the resources to invest in research-based interventions and programs to meet student needs and prepare our graduates to succeed in college and careers. The board and administration have provided opportunities for participation in decision-making relating to resource allocation.

Category A. Areas of Strength:

- Sufficiency of financial resources to provide a safe and challenging academic program for students
- Innovative programs to support student learning and future opportunities
- Academic supports provided before & after school, as well as during the school day
- Beautiful, well-maintained facilities for education and for athletics/extra-curricular activities
- Highly qualified teaching staff, and dedicated classified staff
- Smaller class sizes than other high schools in the county/state

- Smaller counselor:pupil ratios than the state average
- Special Education students are educated in the Least Restrictive Environment (LRE) through the dedication of staff FTE's in Collaborative Instruction/Co-teaching.

Category A. Areas for Growth:

- Department/individual teacher ownership of and professional development for the implementation of Common Core.
- A singular system used for departmental data and ongoing PLC discussions around teaching and learning.
- Instructional Leadership: Curriculum Coach/Director of Teaching and Learning does not exist on our campus.
- Teachers/students and parents need to be trained to be ready to utilize the technology in instruction when the wireless infrastructure/1:1 devices are in place.
- Campus Culture/Morale is low and needs to be improved
- Lines of communication between teachers and administration need to be improved
- Trust needs to be rebuilt between teachers and administrators
- Assessment Data (both Summative and Formative) needs to be used in a systematic way by **all** core academic areas in order to effectively guide instruction.
- Software versions loaded on district computers need to be revisited periodically and maintained.
- The number of computers available in the physical space of the LRC needs to be increased in order to maximize its usefulness for instructional purposes.

Category B. Standards-Based Student Learning: Curriculum

Focus Group Leaders

Angela Pendergrass	Mathematics Department Chair/Teacher
Harold Heiter	Science Department Chair/Teacher
Brad Van Roekel	Resource Specialist & Social Science Teacher

Focus Group Members

Lisa Polk	English Teacher
Victor Morones	Alternative to Suspension Teacher
Jim Carnal	English Teacher
Anthony Reed	Special Education Teacher
Jorge Torres	Foreign Language Teacher
Lynna Pitts	Instructional Assistant
Michelle Simpson	Instructional Assistant
Tresa Leaf	Administrative Assistant

B1. Rigorous and Relevant Standards-Based Curriculum

Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.

Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.

Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.

Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

Determine the school’s effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.

Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

B1. Summary of Findings:

All departments were involved and participated in trainings, as well as school visitations, in order to strengthen existing practices, stay current, and revise curriculum. First and second year teachers participate in BTSA, where they are paired with veteran teachers as support providers for a two year period. All departments have received PIVOT and Explicit Direct Instruction training. Since 2010 members of the core departments have been active in participating in a number of summer professional development seminars and workshops. These include, but are not limited to Advanced Placement Seminars for United States History, Calculus, Statistics, Chemistry and Spanish (Language & Literature in alternating years) as well as regular attendance at the AVID Summer Institutes which is intended to help teachers use AVID instructional strategies with the core curriculum. These are many of the examples of how proactive TUHS staff members are within their own departments on enriching their professional skills and using new and innovative strategies to engage students. The Counseling Department has attended a number of professional development seminars that include, but are not limited to CSU, UC, and Taft College conferences, College Board Professional Development for Counselors, and various other conferences and workshops.

All members of the English Department have received preliminary, but not extensive, Common Core Training and the two Literacy teachers have received and use Read 180 training. The Social Studies Department has attended the California Council for the Social Studies annual conference. Currently the department is spearheading college visits for all sophomores in the Success 101 program. The department is also involved with at risk incoming 9th grade students in the Summer Bridge Program and has created a new class entitled “Geocaching,” which offers a blended curriculum of history, geography, HTML, math and GPS learning.

The Math Department is focusing on strategies for Common CORE and has developed assessments utilizing CORE strategies and formatting as well as academic vocabulary. Several members of the department have been and will be attending Common Core conferences/workshops both in and out of Kern County. The department meets regularly during our shared common prep period to discuss results and addresses curriculum issues that require modification. Currently, each curriculum is working on revamping Benchmark questions to reflect the change from STAR multiple choice format to a format that requires a substantial depth of knowledge. Each curriculum is also developing performance tasks and/or projects that utilize the 8 mathematical practices to enhance student learning.

The Science Department members regularly share best practices and collaborate on the development of units. Professional development time is used to create common curriculum pacing plans.

Starting with the class of 2015, all students at TUHS are required to complete two years of high school leveled mathematics which include Algebra CP and Geometry CP. Prior to the 2015 cohort, students were required to complete only one year of high school level mathematics. In the spring before entering high school, all incoming freshmen are given an Algebra Readiness exam to determine their math placement at TUHS. Each year, the majority, approximately 73%, of our incoming freshmen are placed into Algebra Readiness due to deficiencies in their mathematical skill and abilities as they enter high school. Our Algebra Readiness course is designed to prepare students for Algebra and is considered a remedial course.

Science teachers use a variety of experiences, instructional strategies and technology to provide students with a challenging and relevant curriculum. Courses include hands-on activities, laboratory investigations, microscope exploration, observations, technology-based projects, and other alternative assessment activities. Students participating in Life Science, Earth Science, Biology and Chemistry are required to complete an experimentally based science fair project. Students participating in CP Biology and AP chemistry collaborate on a Forensic based video project upon completion of AP examinations.

Students are exposed to standards driven curriculum and have access to state of the art science equipment. The science department has updated lab equipment and supplies, all of which are in compliance with the annual Williams Science Equipment Inspection. All Life Science teachers have fully equipped labs to facilitate lab investigations and also access to a class set of microscopes to enhance the learning experience. All members of the department also have access to digital projectors for the use of power point presentations, video microscopy, showing subject specific videos, displaying pictures, web surfing, etc. The chemistry teachers utilize the chemistry lab on a rotation basis and collaborate on the upkeep of the chemical storeroom.

The English department curriculum and instruction is differentiated for general level, college prep and honors students. This department's rigorous, relevant, and coherent standards-based curriculum is founded on department-designed units of instruction and appropriate assessment tools. These have been implemented in 9th- 12th grade English classes. The

English Language Arts department is in midst of reviewing and modifying both curriculum guides and teaching guides in an effort to calibrate the scope and sequence of every course offered, ensuring both vertical and horizontal alignment. Common assessments ensure that student mastery of content standards is measured on a regular basis. Every student participating in an English course is required to write a quarterly milestone essay representing a variety of writing applications such as compare and contrast, autobiographical, literary analysis, cause and effect, persuasion, research, etc. Not only do these writing benchmarks assess student learning related to writing applications, they also assess writing strategy standards and written language conventions.

All students have access to the curriculum based on their interests, abilities and needs. Taft High offers a wide range of curricular programs including general, college prep (A-G coursework), Honor's/AP, Career Technical Education, remedial course and Success 101. TUHS students may petition to participate in a Dual Concurrent Program with Taft Community College. College Concurrent Program has been implemented in which qualified, full-time students may take college course on the high school campus as part of the high school master schedule. English 1500 and Psychology 1500 are being offered the first semester; English 1600, Speech and Sociology 1500 will be offered the second semester.

The Social Science Department provides a standards-based curriculum aligned with the Cat Skills standards. Course promote effective thinking with assignments that include research papers, position papers, critically thinking questions, essay response questions, academic vocabulary, map work, power point presentations (individual and group) and student debates all designed to promote greater student comprehension of text and content.

The TUHS Library has a number of online resources available to students for support in writing, citation, assessing the validity of sources and general research. A+ Learning and APEX online computer credit recovery programs are available for all students throughout the school year and emphasized during the summer to make-up previously failed coursework. Within the English Department, the Literacy program uses Read 180, a software program to help differentiate learning and pacing for each student. All other English classes use the Accelerated Reader (AR) program to promote reading within their classrooms. Foreign language uses Rosetta Stone to supplement curriculum.

All of the “Cat Skills” were established with a solid base in the curriculum taught at Taft Union High School. Each department has several areas of the school wide learner outcomes

that are part of its core curriculum. As a whole, TUHS staff establishes and makes the connections to the Cat Skills throughout the school year within their courses. Listed below are the TUHS Cat Skills:

- Skilled Communicators
- Critical Thinkers and Problem Solvers
- Independent and Collaborative Workers
- Technologically Skilled
- Involved Community Members

Courses at TUHS are continually updating the curriculum to meet the developments, changes, and new phenomena within their respective discipline or subject area. Listed below are some of the specific curricular connections made on a daily basis with the Cat Skills.

- TUHS has student produced morning announcement program called KTHN News.
- The Social Science Department requires 10 hours of community service to be completed by each senior government student.
- The Oil Tech Academy requires a community service component to be completed on a yearly basis.
- AADE Student Section (Oil Tech Academy) holds quarterly meetings with community stakeholders.
- The majority of Science students participate in the annual TUHS Science Fair.
- The Art Department participates in the annual Bakersfield Viva Arte' show and advanced art students create a digital portfolio.
- Various TUHS classes and clubs have participated in state and national conferences, for example the FFA club has attended the national convention in Louisville, KY and the ASB attended the summer institute for the state of California ASB.
- Foreign language uses Rosetta Stone to supplement curriculum.

TUHS teachers use a variety of modalities and methods to engage their students on a daily basis. The Oil Tech Academy and members of the Science department have used project base learning. AVID strategies such as Cornell Notes have been introduced to all departments. Other AVID strategies such as Philosophical Chairs and Socratic Inquiry are being used by many TUHS teachers in their content area classrooms.

TUHS has a student produced morning announcement program called KTHN News, broadcasting 5 days a week from 5 to 12 minutes long.

The Music department performs at various concerts and performances in the school, feeder schools and local community.

The Math department uses the graphic calculators and the computer lab(s) to explore various higher order thinking concepts. In addition, the Math department is implementing performance tasks/problems in each course, each of these task/problems is in line with the common core philosophy at a deep rather than shallow level.

Multimedia projects (power point, HTML, etc.) have been used by the English, Social Science, AVID and Oil Tech departments.

TUHS is starting to create an environment where collaboration and integration amongst disciplines is encouraged. It has been difficult to provide consistent collaboration between disciplines due to teacher attrition and a lack of continuity in administration.

The English and Math departments at TUHS began work on the transition to the Common Core Standards as early as the 2012-13 school year. Each department reviewed the new Common Core Standards and assessed how much change, modification, or alteration of their current course curriculum would need to be made in order to successfully transition to Common Core.

There are a number of examples of teacher collaboration and integration between disciplines that are done on an individual teacher-teacher basis. Listed below are some examples:

- Collaboration within the Oil Tech Academy (English, Social Science, and Oil Technology).
- Collaboration between English and Social Science departments (Roaring 20's, Early American History projects).
- Collaboration between Drama and Music departments with the yearly spring musical.
- Collaboration between the TV Productions class and the ASB Student Leadership class in both the production of commercials/announcements for KTHN. Rallies, student assemblies and guest speakers for sound and lighting coordination.
- The Oil Tech Academy and TV Production collaboration for informational (PSA) regarding and promoting E-Colors on KTHN.

TUHS curriculum is reviewed, and when necessary, revised internally by departments each year. Proper placement of students is achieved through articulations between teachers, counselors and parents.

The evaluation and development of curriculum is done by individual departments, but is centered in both content and Common Core standards.

Each of the departments has access to paid hours of curriculum development during the summer months.

TUHS has added a number of concurrent enrollment college courses over the last few years and implemented a Success 101 program for all freshmen that will follow them throughout their high school career and establish the beginnings of a 10-year program. These changes were implemented to increase the rigor and relevance of TUHS course offering and curriculum.

TUHS has incorporated the credit recovery outsourced curriculum program “A+” (A Plus), a program students can use to make up failed coursework. A+ is not an A-G certified course. TUHS has also incorporated “APEX” for credit recovery. APEX is a more rigorous standards based content program and is A-G accredited for students who are college bound.

B1. Evidence Analyzed and Examined:

- Common Planning Day Schedule
- AVID Parent Night
- AVID Binder
- College Night
- Combined ensembles between Jr. and High School
- Math articulation amongst feeder districts
- Concurrent enrollment at Taft College
- Freshman Orientation Night
- A-G Requirements
- Course Description Book
- Sample Class List

B2. Access to Curriculum

How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.

Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.

Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

B2. Summary of Findings:

Taft High employs several strategies to help students make a smooth transition to high school and post high school life. Incoming freshmen are assessed in math and English at their school site during the month of January. In an effort to appropriately place students in English and math, counselors utilize the results of placement tests as well as teacher recommendations. TUHS facilitates a freshman orientation in February in an effort to familiarize students and parents with information about academic classes, extracurricular activities, and campus tours. Incoming freshman are able to make an appointment to meet with their counselor for class scheduling.

The initial meeting between students and their counselors is to establish a Four Year Plan to guide students in their academic, personal and post-high school goals. All freshmen take Success 101 to develop computer skills and explore careers, work/employment skills,

personal care, personal finance/banking and skills for independence. Counselors meet with students twice a year to monitor student progress: review grades, transcripts, attendance, and discipline records. Remediation strategies are addressed, if applicable. Parents and students are informed of graduation, attendance, college, and dress requirements through a handbook mailed with the registration packet. At Back-to-School Night, students and parents are encouraged, and assisted, in establishing an on-line account (My Cats) to access student's assignments, grades, and attendance. Students may request an appointment with their counselor at any time during the year to request a change in their program. Parents are regularly informed of changes relating to student academic progress and are notified when parental assistance is needed. TUHS holds students accountable for their academic achievement by making them share the responsibility of monitoring progress toward goals established by their Four Year Plan. During the student's sophomore, junior and senior years, they will revisit their Four Year Plan in their Social Studies courses (World History 10th, U.S. History 11th and Government/Economics 12th) for five days each year as they transform the Four Year Plan into their Ten Year Plan. This process will begin in the fall of 2016.

College bound students are encouraged to enroll in college preparatory or Honors/AP courses to develop skills needed for their post-secondary educational endeavors. Juniors in college prep/AP courses take the Early Assessment Program (EAP) sections of the CAASPP in order to obtain the results in the fall of their senior year. SAT Prep sessions are offered free of charge to all interested students. Qualified seniors may enroll in and receive credits for an on-campus college level English class. Qualified Juniors and/or Seniors may enroll in and receive credits for on-campus college level courses in English, Biology, Psychology, Sociology and Speech.

Information regarding financial aid, scholarships, and university requirements is made available to the students in a number of ways. A Cal Soap advisor is on campus regularly to assist students with all paperwork and online needs related to preparing for and entering college. In addition, our counseling center coordinated with TC to ensure that TC representatives were here on campus (for multiple visits) to ensure every senior had the chance to work on completion of FAFSA, TC application, placement assessments and (if applicable) enrollment for fall. The daily bulletin and morning announcements keeps seniors apprised of scholarship opportunities and other relevant information relating to colleges and universities. TUHS and Taft Community College cooperate in the planning of college tours

including the STEM invitational. The Oil Technology Academy and AVID classes also schedule college and university trips for students to experience college life.

The Achievement Via Individual Determination (AVID) program is for students in the 50th - 80th percentile of their class. The goal of the program is to provide academic support for students with potential and “individual determination,” and to develop content knowledge and skills to enable these students to take Honors and Advanced Placement classes during their junior and senior years. AVID uses a variety of college-level skills and strategies in writing, inquiry, collaboration, organization and reading (WICOR method). Specially trained college students lead small group tutorials twice a week using the Socratic method of questioning. AVID students become independent, responsible learners who are typically the first in their family to pursue higher education.

The Taft Oil Technology Academy introduces students to a variety of career opportunities in the oil and technology industries. Freshmen may apply for admittance into the academy for their 10th -12th grade years. A rigorous, college-prep core curriculum is combined with industry related courses. The Academy encourages students to apply for paid internships during their high school careers. There is a 3-year mentoring program in place that places small groups of students with 2 industry professionals to help students pursue higher education or employment in oil and technology fields after graduation.

KTHN is a student-run television production program. Students are assisted by adult advisors in producing a daily bulletin that is broadcast in classrooms each morning. It is also available on the school website.

All TUHS staff is SDAIE/CLAD certified, and uses scaffolding strategies to modify curriculum for our student subgroup populations. TUHS has adopted an “open access” policy to its AP and Honors level courses, and has since seen an increase in student participation from many subgroups that were earlier underrepresented in these classes.

There are modified core classes offered that allow students to access the school’s curriculum at a different pace while meeting graduation requirements.

In Social Studies, Advanced Placement in United States History and Honors World History is offered and is looking to add AP Government/Economics for 2016. The Social Studies

department also offers Psychology 1500 dual enrollment coursework from Taft College in the fall and Sociology 1500 in the spring. In English, Honors English is offered in 9th, 10th, and 11th grade and English 1500 and 1600 dual enrollment coursework from Taft College for 12th grade. In Science, AP Chemistry and Biology 1500 dual enrollment coursework from Taft College for 11th and 12th grade. In Math, AP Statistics and Calculus is offered and in Foreign Language, AP Spanish Language alternates yearly with AP Spanish Literature.

TUHS offers a tutorial class for all students and those with special needs. The tutorial class is staffed with two certificated teachers who complete daily grade checks with the students.

TUHS also offers three periods of Intervention classes provides study skills, assistance and guidance for students who need extra help in the core classes of English and Math. Intervention offers more structure for the students in comparison to tutorial class.

The initial meeting between students and their counselors is to establish a Four Year Plan to guide students in their academic, personal and post-high school goals. Counselors meet with students twice a year to monitor student progress: review grades, transcripts, attendance, and discipline records. Remediation strategies are addressed, if applicable. Parents and students are informed of graduation, attendance, college, and dress requirements through a handbook mailed with the registration packet. Students may request an appointment with their counselor at any time during the year to request a change in their program. Parents are regularly informed of changes relating to student academic progress and are notified when parental assistance is needed. TUHS holds students accountable for their academic achievement by making them share the responsibility of monitoring progress toward goals established by their Four Year Plan.

Counselors meet with students annually for pre-scheduling and scheduling and by doing so are monitoring the students' progress with the new A-G graduation requirements. At Back-to-School Night, students and parents are encouraged, and assisted, in establishing an on-line account (My Cats) to access student's assignments, grades, and attendance. Students may request an appointment with their counselor at any time during the year to request a change in their program. Parents are regularly informed of changes relating to student academic progress and are notified when parental assistance is needed. TUHS offers a Tutorial and Intervention classes for all students to insure they are getting the extra support they need to be successful at TUHS. The tutorial class is staffed with two certificated teachers who

complete daily grade checks with the students. TUHS also offers three periods of Intervention classes provides study skills, assistance and guidance for students who need extra help in the core classes of English and Math.

Currently within TUHS there are a number of levels where student performance is monitored on a regular basis. Examples of this can be seen in the AVID Program, Oil Tech Academy, etc. and the efforts of our Counseling Department. As mentioned in the previous prompt, the tools that allow TUHS staff to monitor student achievement are in place.

The Mentoring program within the Taft Oil Technology Academy consists of 37 mentors from various business partners. They meet once per month with a group of 7-10 students over the course of three years, discussing career choices with the students. The sophomore year focuses on the interests that the student has and how those interests can guide him or her to a career. The junior year focuses on the world of work: completing cover letters, resumes, applications, mock interviews, and the skills needed to acquire and maintain employment. The senior year focuses on their education after high school, whether that will be post-secondary school, technical school, apprenticeships, etc.

The Taft Oil Technology Academy has a dedicated counselor who develops individual career plans for each student in the Academy and meets with them regularly to discuss career options. We coordinate our career guidance with Taft College to provide a seamless transition from high school to post-secondary education. While not considered formal career guidance, the mentors give students invaluable insights into their own personal experiences. The Mentoring program makes extensive use of assessments to align careers with student interests, including skills assessments, characteristic assessments, Holland Codes, etc. The teachers regularly discuss career interests with students to help them make informed choices. The business partners are an outstanding resource for students to learn about career choices. Guest speakers discuss careers in their areas of expertise. On field trips, students are informed of the skills needed to perform on-the-job duties efficiently and effectively. Job shadowing and summer internships are essentially career- immersion activities. During Career Day, students discuss career opportunities with all exhibitors. At AADE Student Section meetings, student and parents discuss career opportunities with business partners and faculty.

A key component of the AVID program is College Awareness. Students learn about the A-G course requirements for university eligibility, college admissions tests like the SAT and ACT (most AVID students take both tests), the admissions and financial aid processes, and college life. Classes take one university tour each quarter; by the time TUHS students graduate, they have visited up to 16 universities in a three-hour radius around Taft. Former AVID students return to TUHS to speak to AVID students about their college experiences, encouraging them to work hard and follow their lead. Upper-class AVID students are required to research a college and represent it in a mini-college fair created by the AVID program and held on campus.

Identified Special Education students have access to resources for special education seniors include: Kern County College Night (October Bakersfield trip), KCSOS SELPA Career Fair (March Bakersfield trip), and annual field trip to Taft College for 1 on 1 meeting with the Director of Student Services.

A Cal Soap advisor is on campus regularly to assist students with all paperwork and online needs related to preparing for and entering college, especially in the area of financial aid.

Taft College coordinates with the Counseling Department and offers placement testing/exams as well as two different “Cash for College” nights where students and parents are encouraged to sign up and participate in.

TUHS needs to continue to work at developing a method to track the progress of its graduates. TUHS knows where they are going directly after high school, but we do not know where they end up 4 or 5 years after graduation.

TUHS needs to re-establish a working self-contained college/career center to be staffed by a certificated, qualified, full-time employee to provide college and career readiness instruction, information, lessons and support to all students in seeking employment and/or scholarship opportunities, and all other aspects of student’s post-secondary needs.

B2. Evidence Analyzed and Examined:

- AVID Program
- Oil Technology Program
- Oil Technology Mentoring Program
- AP Program
- College Visitations and Field Trips
- College Representative Guest Speakers
- ROP (Law Enforcement, Auto Shop, Culinary Arts, Graphic Communications, Retail)
- Internships (Oil Tech Summer)
- Field Trips to Technical Schools
- Welding Program, Ag. Program, Video Production, Woodshop, Foods
- IEP Reports, 504 Plans
- SAT Prep Class
- Migrant Education Program
- AVID Tutors
- Homework Club
- Career and College Center/Counseling Department
- AVID and Oil Tech Senior Projects
- AP Courses
- Taft College Placement Tests for English and Math
- Common Core Curriculum and Professional Development
- Planning Time
- Success 101
- PIVOT Program
- DELAC Program
- Four-year Plan
- Benchmarks

B3. Preparation for Career and College

Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

B3. Summary of Findings:

All Taft Union High School students have access to a rigorous, standards-based curriculum. Teachers are expected to teach the content standards put forth by the State of California. All courses are working towards becoming aligned with the California Common CORE.

The master schedule is arranged in order for all required courses to be offered to students in a manner in which they will be able to complete these courses in the sequence they are given. If a student fails a required course he/she may make that course up during the academic school year or during summer school.

Beginning in 2015, all incoming freshmen are required to complete one semester of Success101, a class dedicated to planning for college and life after high school. As a part of the class, students develop a 10-year plan for success.

TUHS offers many elective courses to help students meet the required credits for graduation. Elective courses include: art, music, drama, foreign languages (Spanish), yearbook, industrial arts, agricultural science, and leadership. Monies are available for school-related supplies to ensure that economically disadvantaged students have the opportunity to fully participate in school activities.

Students may receive additional academic support to target specific skills and content through tutorial or remediation classes such as: Read/Write, a Literacy class, Intervention, Tutorial and the Alternative To Suspension (ATS) program. Available to all students, as

well, is a daily before school and after school homework club. The homework club is staffed by two instructional aides, one of whom is bilingual, and college level AVID tutors who work with students every day before and school.

Eligible students may attend after school migrant education classes; a BCLAD certificated teacher works with students to provide language and academic support. The Learning Center, a distraction-free environment for Special Ed students, is available daily until 4:00. An instructional assistant works one-on-one to provide academic support.

The Taft Oil Technology Academy is a three-year career pathway focusing on the Petroleum Industry and STEM careers. Its goal is to guide students to realize their full potential by creating an atmosphere of academic excellence that enables students to become competitive, competent, and contributing members of society.

The Taft Oil Technology Academy is a California Partnership Academy, working directly with the Taft Union High School District, the California Department of Education, Taft College, and California State University, Bakersfield. Our business partners include Chevron, Holmes Western Oil Corporation, Aera Energy, ExxonMobil, Halliburton, California Resource Corporation, the American Association of Drilling Engineers (AADE), Key Energy, and the Western States Petroleum Association (WSPA). These companies, along with many others, have contributed to the Academy by providing Steering Committee members, field trips, guest speakers, job shadowing, mentorships, summer internships, and scholarships to our students.

The Taft Oil Technology Academy operates as a school-within-a-school at Taft Union High School in Taft, California. Students accepted to the Academy take a technical class and college preparatory courses in English, Social Science, and Science. During their sophomore year, students study the origins of oil, geology, exploration, and drilling and completions. During their junior year, students study production, well stimulation, reservoir management, and the transportation of petroleum. During their senior year, students study petroleum refining, petroleum economics, and environmental issues.

The Taft Oil Technology Academy staff has worked closely with our business partners, who sit on the Steering Committee. They are responsible for developing, reviewing, and revising curriculum to meet the needs of the Petroleum Industry. Worksite learning activities include

field trips, job shadowing experiences, and summer internships that establish a link between the classroom and real-world application of skills.

Developed in 2000, the Taft Oil Technology Academy was the first in the nation to focus on the Petroleum Industry. Schools from Wyoming, Texas, and Louisiana have visited and modeled programs after the Taft Oil Technology Academy. We operate the only student section of the AADE in the United States at the high school level- all others are at major universities across the nation. We were recently selected as a Lighthouse Academy by the California Department of Education, indicating the exemplary status of our program. In 2014, summer internships were offered to 23 juniors and seniors in the program. In 2015, graduating seniors (44 students) received over \$380,000 in scholarships.

The Taft Oil Technology Academy has offered a variety of professional development experiences for our instructors. Teacher externships with our business partners are available at any time. Staff and students take part in Passport Training, a basic oilfield safety course, as well as CPR/ First Aid Certification. Ted Pendergrass, the Coordinator of the program, completed the three-week Petroleum Super School Course at Colorado School of Mines in Golden, Colorado. The WSPA offers a four-day Derricks to Desks Course, which many teachers have completed. The Petroleum Technology Transfer Counsel hosts seminars and workshops for the industry, and teachers have participated in subjects such as Petroleum Geology, Well Logs, and Drilling and Completions. This training has brought a higher level of knowledge and awareness of industry standards that is passed onto the students, parents, and other faculty members.

The entire Taft Oil Technology Academy staff has been trained in E-Colors. E-Colors is utilized by Chevron's Drilling and Completions Department in their safety program and has branched into the education sector. The purpose of E-Colors is to transform students into leaders, educators into collaborative coaches, and parents into informed stakeholders. Knowing one's self and working with people effectively is an essential part of life, at work, school, and home. Appreciating the differences in personalities is essential to building teams, empowering student leaders, and engaging parents in the school environment. E-Colors offer many opportunities for individuals and teams to develop and realize their true potential through the utilization of E-Colors and Personal Intervention.

The AADE Student Section holds four meetings each school year, which are attended by 100-150 people, consisting of Oil Tech staff members, school administrators, students, parents, mentors, and business partners. The meetings include dinner and a guest speaker who discusses industry-related issues, such as hydraulic fracturing, industrial safety, and current events in the industry. Past guest speakers have included Assemblywoman Shannon Grove and Marita Noon, President of Energy Makes America Great. The AADE Student Section has had positive effects in the Academy:

The interaction and networking of all involved- staff, administration, students, parents, and business partners. It is important that students and parents interact with teachers in a setting other than the classroom.

The meetings provide a common bond between students and parents. Many parents work in the oil fields, and the meetings provide a unique opportunity for students to better understand what their parents' jobs entail. Also, research has shown that family meals strengthen family bonds and allow for the development of healthier communication among family members; children become better adjusted individuals, as a result.

The meetings provide an opportunity for student leadership roles in the planning of and preparation for the events.

Our business partners have been very active in supporting the Taft Oil Technology Academy. According to the 2013-14 California Partnership Academy Annual Report (CAPAAR), business partners contributed almost \$266,000 to the program, not including scholarships. This contribution comes from time spent as Steering Committee members, guest speakers, job shadowing, supervising and hosting field trips, mentors, and summer internships. As previously mentioned, the business partners contributed over \$380,000 in scholarships to our graduating seniors this year.

In April of each year, the Taft Oil Technology Academy sponsors Career Day. We invite companies to come to Taft Union High School and share information about their company and career opportunities. This year, we had 35 companies involved from a variety of fields: operators, service companies, supply chain, education, law enforcement, medical careers, and armed services. Companies were encouraged to bring equipment to the school, and approximately \$5,000,000 worth of equipment was onsite this year. Coinciding with this

event, our business partners conducted the summer internship interviews. Eleven students were hired as summer interns, down from 23 the previous year. The drop in internships was due to the decreased price of oil- over \$100 per barrel last year to about \$60 this year.

Companies have graciously donated equipment to the Academy. Holmes Western Oil Corporation designed and built a plastic model of surface facilities, resulting in an operating wash tank system and a Free Water Knockout (FWKO). Emerson Instruments donated the flowmeters and SCADA system to make it interactive for the students. In the past, companies have donated models, pump units, drill bits, and Flame Retardant Coveralls (FRC's), which are required for oil field tours.

The Mentoring program consists of 37 mentors from various business partners. They meet once per month with a group of 7-10 students over the course of three years, discussing career choices with the students. The sophomore year focuses on the interests that the student has and how those interests can guide him or her to a career. The junior year focuses on the world of work: completing cover letters, resumes, applications, mock interviews, and the skills needed to acquire and maintain employment. The senior year focuses on their education after high school, whether that will be post-secondary school, technical school, apprenticeships, etc.

Students benefit from business involvement by receiving the outside influence of successful business men and women and by learning what the industry requires for gainful employment from someone other than a teacher. Because our students spend a great deal of time with our business partners, they get to know them very well. This is indicated by the total amount of scholarships awarded to our seniors. The benefits to employers are giving back to their communities, identifying and developing future employees, and developing well-informed proponents of the industry. The following are various ways our business partners involve themselves with the Academy:

1. Serve on the Steering Committee
2. Guidance on technical curriculum
3. Provide mentors for the Academy students
4. Provide field trip experiences for students
5. Provide guest speakers
6. Donate equipment for demonstration purposes

7. Monetary donations for scholarships and general support
8. Summer Internship employers

The Taft Oil Technology Academy has a dedicated counselor who develops individual career plans for each student in the Academy and meets with them regularly to discuss career options. We coordinate our career guidance with Taft College to provide a seamless transition from high school to post-secondary education. While not considered formal career guidance, the mentors give students invaluable insights into their own personal experiences. The Mentoring program makes extensive use of assessments to align careers with student interests, including skills assessments, characteristic assessments, Holland Codes, etc. The teachers regularly discuss career interests with students to help them make informed choices. The business partners are an outstanding resource for students to learn about career choices. Guest speakers discuss careers in their areas of expertise. On field trips, students are informed of the skills needed to perform on-the-job duties efficiently and effectively. Job shadowing and summer internships are essentially career- immersion activities. During Career Day, students discuss career opportunities with all exhibitors. At AADE Student Section meetings, student and parents discuss career opportunities with business partners and faculty.

Part of the requirement for California Partnership Academies is that one-half of students enrolled be considered at-risk. There are six indicators for being at-risk and a student must meet three of them. The indicators are:

1. Low motivation
2. Attendance less than 80%
3. Economically disadvantaged
4. At least 1/3 of a year behind in credit
5. Low CST scores
6. Grade Point Average less than 2.2

Our students have attended colleges such as the Colorado School of Mines, Montana Tech, Oklahoma State University, The University of Kansas, and many of the schools in the California State University system. Students have come back to work at many of our business partners, such as Holmes Western Oil Corporation, Snow Well Service, Excalibur Well Service, Chevron, Aera Energy, and Key Energy.

The benefits to the business partners are anecdotal in nature. The benefits cited most often are:

1. The “soft skills” students are taught in the program make them more employable.
2. Their understanding of the industry and the expectations of business partners.
3. Their understanding of the unique nature of the industry.

There is a smoother transition and less training time needed for employment due to increased exposure to the businesses. The Oil Tech staff meets regularly to monitor student achievement and suggest corrective measures to aid student improvement. Other discussion topics include:

1. Student attitude
2. Student progress
3. Involvement in the Academy
4. Motivational activities
5. Community involvement
6. Interpersonal relationships

AVID (Advancement Via Individual Determination) is a rigorous college-preparatory program intended for students in the middle 50% of the class. The typical AVID student will be the first in their family to attend college and often qualifies as an “economically disadvantaged” student.

The AVID curriculum revolves around the four pillars known as WICR: Writing, Inquiry, Collaboration, and Reading. The program strives to improve students’ skills in these areas by providing them with strategies that help them to become critical thinkers. AVID teaches students how to become organized, manage their time, take notes (using the Cornell Notes method), and ask higher-level questions. AVID students write an essay each quarter, covering all rhetorical modes in their four years in the program. During their junior and senior years, they take the AVID College Readiness: Working with Sources curriculum, in which they learn to write college-level research papers on leaders who have been “catalysts for change.” Students also participate in the AVID Write-Off competition, during which they learn the skill of timed writing, so crucial for college admission test success and essay exams.

Students actively participate in twice-weekly small group tutorials led by 10 college students trained in the AVID Socratic method of tutoring. We offer before- and after-school tutoring four days a week for students who need additional academic support. AVID students also engage in frequent small group collaborative activities, a learning approach that is very common in college and the workplace. Students also participate in a variety of discussion formats, including Socratic Seminars, Philosophical Chairs, and Four Corners activities.

The other key component of the AVID program is College Awareness. Students learn about the A-G course requirements for university eligibility, college admissions tests like the SAT and ACT (most AVID students take both tests), the admissions and financial aid processes, and college life. Classes take one university tour each quarter; by the time students graduate, they have visited up to 16 universities in a three-hour radius around Taft. Former AVID students return to TUHS to speak to AVID students about their college experiences, encouraging them to work hard and follow their lead.

Students are also required to engage in a minimum of two hours of community service each quarter. AVID students have worked at local service organization and charitable group events, including fundraisers, highway cleanup, and community recreational programs like AYSO and JFL. During their senior year of AVID, students are required to engage in a Service Learning Project, which combines classroom instruction with the creation of community service project which the student creates and participates in and reflects upon.

AVID students benefit from a family atmosphere that promotes and recognizes academic achievement. The AVID program holds two parent nights per year, and holds student activities (like AVID game night and AVID movie night) each semester. The AVID program creates a sub-culture that provides students a safe place in which to experience academic excellence.

Since its inception in 2004, the AVID program has earned exemplary marks on the AVID center certification report. The AVID program's site team members strive to improve their program each year, aiming to reach the status of "Demonstration School" eventually. The AVID coordinator is also a certified AVID tutor trainer.

In the Class of 2015, 100% of students were accepted to at least one four year college. Every student in that class also applied and was accepted to the local junior college (Taft College).

All students applied to at least 10 scholarships. Of the 22 AVID graduate from this class, 13 went on to attend either a UC or CSU; 8 decided to continue their education at TC; and one student began attending a junior college about two hours away. This means that 100% of these graduates went on to attend college.

The Visual and Performing Arts department provides a plethora of courses to bring out the creative side of students. TUHS offers Art, Advanced Art, Cartoon Drawing, Choir, Advanced Choir, Drama, Advanced Drama, Stagecraft, Advanced Multi-Media Communications, Television Productions, Advanced Video Productions, Band 9-12, Flag Team, Guitar, and Piano.

Through personal experience and performance, the instructor of the instrumental music department is able to keep up to date on the current views of the music culture and challenges students may face in the real world of performance. Each week music students are presented with a rhythm lesson and a historical composer lesson. The rhythm lessons reinforce math concepts within the meter, note and rest values. The composer lesson reinforces historical timelines, cultural differences between nationalities and comprehension. Each composer is presented and then compared to past composers. Music is analyzed and played for each composer.

Every Friday music students are asked to perform the piece they have worked on for the week. This performance pressure helps students practice mental focus and “cross-trains” the brain for all performance style testing a student may face. Students play for the instructor and their peers. If the piece is satisfactory, they move on to a new piece for the next week. If the piece still needs improvement, a student will practice one more week and then play it again for the class the next week. Mental discipline and focus is key to a good performance.

Taft Union High Schools marching band program is successful because of the talent and hard work of the students. TUHS band students regularly encourage and teach young musicians at the elementary and junior high level. The band, color guard, drumline, cheerleaders, and leadership regularly work together to make the school rallies a talent extravaganza. The band performs the Star Spangled Banner, Fight Song, and Alma Mater at all home football games and puts forth an entertaining half time show. The band also collaborates with the choir to put on an annual Christmas Concert.

Students participating in Television Productions and Advanced Video Productions are able to improve communication skills through video production. These courses emphasize creative thinking, research, preparation and teamwork. Students in advanced video productions are able to learn more sophisticated pre-production and production techniques as well as professional level post production software and techniques.

The Advanced Multi-Media Communications class focuses on the use of multi-media. The curriculum concentrates on news research, news reporting, and the dissemination of news and special events to the high school students as well as the community using the newspaper, websites, and television.

The Foreign Language Department is committed to providing students the tools to succeed in the global marketplace. Students participating in a foreign language improve cognitive and critical thinking skills, increase cultural awareness, and expand career opportunities. Students engage in a number of activities ranging from simple conversations using language skills developed in class to research projects. The Rosetta Stone Program is utilized in the Spanish classes to supplement the curriculum. Spanish for Spanish Speakers is offered for levels 1 & 2 for native speakers. AP Spanish is offered in a concurrent 2 year program which is language year 1 and literature in year 2 and is open to all qualified students.

Taft Union High School provides a continuum of services for students with a wide-range of learning needs and physical concerns that prevent them from having full access without certain accommodations or modifications being made on their behalf. The staff at TUHS believes that all students are gifted in their own ways, but don't all open their gifts at the same time or in the same ways. Through trained, caring staff and quality instruction, TUHS helps special needs students identify and reach toward their individualized potential in school. With that idea in mind, the district provides a variety of special educational interventions available to meet the unique needs of identified students, with the objective of helping them graduate from high school and prepare for adult transitions.

Special Education Department staff meets with other departments' staff to plan curriculum that is in line with state standards. The Special Education Program at TUHS offers modified core classes to students with special needs. Students with an IEP requiring less support or with 504 Plans are fully included in the general educational program. English, math and some science courses use a collaborative model with a content area teacher and Special

Education teacher co-teaching to provide modified instructional strategies for students. These collaborative classes serve both general and special education students. Instructional aides provide additional support in social science, science and elective courses. Other identified students who require more academic support in a more restrictive setting, do so within Modified Core Academic class(es). All students with IEPs or 504 plans may participate in a wide range of elective programs, as well. This allows students opportunities to develop skills for the world of work following high school completion.

TUHS facilitates the development of social integration and behavioral support through a Social, Academic, Independent Living Skills (SAILS) program. This program was designed primarily for students who have been identified as having (ED) Emotional Disturbance, but has also been effective with other identified students in providing a smaller learning community, along with intensive structure and a token economy system in a Modified academic instructional setting. SAILS students are in a self-contained classroom for five periods a day and are mainstreamed for electives for the remaining two periods. Using the Social, Academic Independent Living Skills model, some students have successfully returned to mainstream/Modified core classes, and some have successfully graduated from High School.

In addition, TUHS provides for the highly specialized needs of a small group of our local students. We have a single, self-contained classroom for students with moderate to severe disabilities. Because of the higher degree of need for these students, the district maintains a 1:3 adult to student ratio in that classroom. Students work to meet their individualized IEP objectives, by working on functional academics and not pursuing traditional graduation requirements in this program.

All identified students are eligible to utilize full-time instructional support staff in the Learning Center, a voluntary student-support venue available on campus throughout the school day, as well as after school by arrangement. Classroom teachers may request that students take tests in the LC in order to have portions read aloud to them, as allowed by their IEPs. In addition, students may self-refer for a quiet, distraction-free environment in which to complete assigned work or tests from their general education classes. Students sign in when they enter and out when they leave the LC. Teachers send students with information about how much assistance they should receive and any restrictions on the use of informational materials.

The Individualized Education Plan for students with special needs is developed through input from the student, the student's parent or legal guardian, counselor and case manager, school psychologist, and teachers. The IEP is reviewed at least annually. When IEPs are held, teachers are informed in writing of accommodations and/or modifications required or recommended for their individual students. Once each semester, the Special Services staff provide all teachers with an updated list of identified students, along with the name(s) of their assigned case managers in the event that more information or support is needed.

Identified Special Education students have access to individual meetings with the school psychologist on a "needs basis". Other services used by special education students under the guidance of the school psychologist include: an affected others support group, grief counseling and a chemical dependency support group. Additional resources for special education seniors include: Kern County College Night (October Bakersfield trip), KCSOS SELPA Career Fair (March Bakersfield trip), and annual field trip to Taft College for 1 on 1 meeting with the Director of Student Services.

Taft Union High School has an excellent summer school program that addresses credit recovery as well as credit enhancement. In the summer of 2015, drivers education, health, English 9-12 (both general and college prep), art, drama, introduction to computers, co-ed physical education, algebra readiness, algebra 9P, geometry, world geography, world history, U.S. history, life science, earth science, chemistry, ROP livestock, modern life skills, and high school prep were courses offered to students attending TUHS. TUHS offers three sessions of summer school. Sessions one and two of summer school are each three weeks long in length and include 6-hour days. The third session of summer school is a period of one week and is devoted to the Drivers Training courses. Courses taught during the summer are rigorous, relevant, and standards driven. In most cases, students are academically more successful due to their ability to channel their focus into a single course.

B3. Evidence Analyzed and Examined:

- Success 101
- Oil Technology and AVID Senior Projects
- Oil Technology Mentoring Program
- A+ Learning
- CAHSEE
- A-G Requirements
- Graduation Requirements
- Homework Club
- AVID Tutors
- Planning Day Schedule: Collaboration, Remediation
- Intervention and Tutorial Classes

Category B. Standards-Based Student Learning: Curriculum: SUMMARY, STRENGTHS, AND GROWTH NEEDS:

Category B. Summary:

The infrastructure of TUHS is supporting student achievement as evidenced by our CAHSEE passage rate and the percentage of students who complete the UC A-G requirements.

As described above, the academic support programs that are in place at TUHS are helping students achieve in high school. However, TUHS needs to specifically measure the effectiveness of each of these support programs to determine which have the biggest impact on student success.

Category B. Areas of Strength:

1. TUHS provides rigorous, challenging, and relevant course offerings that are accessible to all students.
2. The TUHS staff has shown evidence that they are committed to professional and curriculum development and as a result have developed relevant and current course curriculum that engages students.
3. TUHS provides a number of guest speakers, industry experts and experiential activities (through AVID & The Oil Technology Academy) to allow their students to be exposed to possible college/career paths.

4. TUHS course offerings represent a strong commitment to elective programs, thusly providing students the opportunity to experience a variety of subject areas.

Category B. Areas for Growth:

1. From the top down, TUHS needs an outlined articulation plan with all feeder schools and forge more connections.
2. Continue to increase communication between TUHS and local universities such as Taft College and Cal State-Bakersfield.
3. TUHS needs to develop a system to collect relevant data on TUHS alumni after they leave high school in order to be aware of and understand the levels of success and struggle of TUHS students in college and/or career.
4. TUHS needs to provide more opportunities and time for cross-collaboration between subject disciplines is systematic rather than on an individual basis.
5. TUHS needs to continue to explore more ways to make career relevant connections and experiences within the course curriculum.

Category C. Standards-Based Student Learning: Instruction

Focus Group Leaders

Mike Goodwin	Social Science Department Chair/Teacher
Mike Cowan	Foreign Language Department Chair/Teacher

Focus Group Members

Alan Popejoy	English Teacher
Doug Taylor	Mathematics Teacher
Stacey Haiungs	Mathematics Teacher
Ryan Hickman	Science Teacher
David Skowron	Special Education Teacher
Lisa Borrecco	English Teacher
Amanda Pombo	Science Teacher
Amanda Locke	Visual/Fine Arts Teacher
Carolyn Dixon	Instructional Aid
Michelle Self	Food Service Employee
Tom Brown	Information Technology Employee

C1. Challenging and Relevant Learning Experiences

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work has informed this understanding.

Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.

How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.

C1. Summary of Findings:

The English Language Arts Department offers students a challenging learning experience that provides students with the opportunity to achieve the academic standards and the Cat Skills (student learning outcomes). In the English department instruction is differentiated for the general level, college prep and honors students. This department's rigorous, relevant, and coherent standards-based curriculum is delivered using department designed units of instruction and appropriate assessment tools. Every student participating in an English course receives challenging instruction in a variety of writing genres each quarter representing numerous writing applications including, but not limited to, compare and contrast, autobiographical, literary analysis, cause and effect, persuasion, and research. Students also read core works, in addition to independent reading through the Accelerated Reader program. Students read literature and informational pieces of literature and cite specific textual evidence in order to support conclusions about the text.

In addition to offering honors courses, the English Department also offers concurrent enrollment junior college classes to our highest achieving students. Through Taft College, students have the option to take two one-semester courses: English 1500 Composition and English 1600 Literature and Composition.

The English teachers also aligned their teaching guides to the new Common Core State Standards and adopted new textbooks that are common core. Additionally, English teachers

meet, at grade level, to collaboratively score student essays and normalize grading rubrics. This examination of student work helps to guide future instruction.

The Math Department has high a level of accuracy placing students in challenging and relevant math courses. All incoming freshmen take an algebra readiness exam to ensure that they are appropriately placed in a proper level. Incoming 9th graders can either be placed in Algebra Readiness, Algebra, or Geometry if they have successfully completed a traditional Algebra I course in junior high. All of courses offer students a challenging learning experience that provides them all with the opportunity to achieve the academic standards and the Cat Skills.

The Social Science Department provides challenging learning experiences in all courses designed to help students achieve academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Teachers support a challenging learning environment by utilizing a number of instructional strategies that promote effective thinking. Some of these strategies include SDAIE methodologies, differentiated instruction techniques, creating and delivering PowerPoint presentations, conducting historical simulations, student projects, quizzes, historical perspective papers, critically thinking questions, essay response questions, vocabulary development lessons, map work, and student debates.

In the Science Department, AP & CP Chemistry, Physics, CP Biology, Earth Science, Anatomy & College (TC) Biology are offered to students. All science students take lab classes with regular hands-on labs, and complete lab reports based on the scientific method. California State Standards are used to plan lessons to ensure rigor. Many classes use research projects, including the science fair project during the first semester. All science classes have a lab component and there are various skills and tools the students are expected to use and master including, but not limited to: group work, partner work, computer graphing to create data plots, using lab equipment, understanding safe lab procedures, and designing and implementing their own lab procedures.

The Foreign Language Department offers students a comprehensive program in Spanish language, literature and culture. Courses currently offered are Spanish 9P, 10P, AP Language, AP Literature, and Spanish for Spanish Speakers 1 and 2. Students in the foreign language department are involved in challenging and relevant learning on a daily basis. Aside from meeting Foreign Language Standards, students advance in their college and

career readiness by improving their analytical skills, cultural awareness, and critical thinking skills. Students are engaged daily in listening, reading, writing and speaking in the target language. In observing the students working this is obvious in that they are all involved and challenged. Students regularly work individually, in pairs, in small groups, and as presenters to the entire class. Examination of their work and observation of them communicating in the target language indicates their advancement, providing evidence that they are being challenged and are acquiring the Spanish language.

The Music Department develops these skills on a daily basis through activities that promote teamwork, such as the band's practices for competitions and drill work, to the choir's workshop activities and day-to-day rehearsal strategies. Communication skills are promoted regularly through discussions on musical works and interaction about the quality of music being produced in the classes themselves. A high level of critical thinking is also required across the Music Department curriculum as it relates to musical analysis, music history, and music theory.

The Special Education Department has students practice the same skills, Cat Skills, used in the general education setting. Depending on student needs, progressive levels of support are employed. Higher functioning students receive instruction in a collaborative setting utilizing both a general education and a special education teacher. Modified classrooms have a special education teacher and an aide to instruct and support students with higher needs. In the severely handicapped program, one special education teacher and several aides are always present to delivery specialized instruction in accordance with students' individual needs. This level of support hierarchy allows us to meet the requirement of placing students in the least restrictive environment.

Students participating in the Agriculture Program are involved in a challenging and relevant learning experience through a number of activities that they may participate in. These activities include the Kern County Fair, Washington Leadership Conference, National FFA Convention, California FFA Conference, San Joaquin Regional FFA Meetings, Pacific Coast Livestock Show, Sierra Winter Classic, California FFA Veterinary Science Career Development Event Field Days, and many more public appearances that require students to speak publicly, follow parliamentary procedures, and compete for recognition. Agriculture students develop agriculture related projects (Supervised Agricultural Experience Projects, or SAE's) that allow them "hands-on" experience working in a specific area of interest in the

agriculture industry. Agricultural instructors supervise student projects and facilitate student achievement of standards and Cat Skills. Student projects vary from work experience to plant and animal production.

In ELD classes, all students are involved in challenging and relevant learning in an effort to achieve common core standards and address the Cat Skills. ELD teachers utilize teaching guides and units of instruction from core English courses and make modifications to meet the needs of the ELD population. Proven and effective teaching strategies including, but not limited to, SDAIE strategies, CLAD strategies, frontloading strategies, and delivering all academic information via the utilization of comprehensible input. These are utilized in the classroom as is evident in the course outlines.

The Taft-Oil Technology Academy is designed to meet the needs of both the college-bound student and the student who aspires to enter the workforce right out of high school and presents students with a challenging learning experience. Frequent classroom discussions are held to support student achievement of academic standards and the Cat Skills.

The AVID Program also directly provides students with challenging learning experience that directly address the academic standards and the Cat Skills (student learning outcomes). The AVID “Weeks-At-A-Glance” 4-year curriculum evidences a direct alignment with the common core state standards as well as the Cat skills.

To assist with credit recovery, TUHS offers the A+ Program to their students. If a student needs to recover credits from a course he or she has previously failed, the A+ Program provides an effective and time-efficient solution. After it is deemed a student qualifies for credit recovery in a particular course, the student is enrolled in the A+ Program for said course by his or her counselor. The student is then assigned a “teacher of record” (a highly qualified teacher in said subject area), who will monitor and track the student’s progress while he or she works through, and ultimately completes, the course. The course itself is fully online and designed to provide students with all academic content as well as informal and formal assessments related to that course. Students can access the course online at any time and in any location, as long as they have an Internet connection. Once a student has completed a certain amount of online academic content, he or she will need to take an online formal assessment, which can only be done in the Independent Study Office on the TUHS campus overseen by either the teacher of record or the independent study instructional

assistant. If a student achieves a high enough score on the formal assessment(s) for the course, he or she earns the credit for the course, thus “recovering the credit.” The school culture has generally accepted this as a viable option for students to recover credit however, this year the administration has offered more remediation and credit-recovery type courses in summer school so students may have the rich in-class experience that is proven to be more effective. Students and parents are informed about the online learning process on the TUHS website as well as from the students’ counselors, teachers of record, and the independent studies assistant. In addition to A+, we have Apex available, however it is used as a secondary program if there is a conflict with a student taking A+. Apex courses are UC A-G approved but are not NCAA approved.

Pacing guides and curriculum alignment for each math course are designed using the California Common Core State Standards (CCSS). Due to the design, each student is exposed to the 8 mathematical practices that every math course in California should have woven into it. Each day, students are exposed to the Taft Union High School mission statement, core values, and Cat Skills in addition to the CCSS math standards. The Math Department teachers ensure students will be exposed to working individually and collaboratively, strategically incorporate assignments that use technology, and address the standards for college and career readiness including talks about what it means to be a “good” student and how those skills will transfer into being successful in a career after high school.

The math requirement for graduation at Taft Union High School has been modified to require 2 years of high school level math, Algebra I (or II if enrolled in Geometry their freshman year) and Geometry. With this shift, over the past few years our population of students taking Advanced Algebra is growing. Students are exposing themselves to more rigor due to the modified graduation requirement, and data shows that more students are successfully meeting their UC A-G requirement. Observing students working, evaluating their strengths and limitations has helped the Math Department realign its curriculum and pacing guides to a more realistic timeline. Our math programs provide students with rigor, challenging problems, and an opportunity to grow in teamwork and individually.

Currently, the Social Science Department has two options for online classes. The first option is the online A+ Learning program. This is only used by students attempting credit recovery for a failed class. The units earned through this program are for “credit” or “no credit” and are nontransferable. The second option allows students the opportunity to

realign themselves with UC A-G level courses. The Apex learning program offers college preparatory rigor. Students completing Apex learning course are issued a letter grade and is fully transferrable. Both of these courses are monitored by a department member; the majority of the coursework must be complete independently.

The Foreign Language Department does not offer online instruction to students at Taft Union High School. However, timelines and pacing guides are in integral part of the foreign language program. Teachers of Spanish 9P and 10P, the only classes taught by more than one teacher, use pacing guides, timelines, and common assessments to ensure that all students in those classes, no matter which instructor they work with, are provided the same curriculum and a quality learning experience. Students transferring from one Spanish teacher to another due to a schedule change enjoy a nearly seamless transition from one class to another.

The English Department has created teaching guides for each grade level aligned to common core. Teachers conduct unit overviews, sample and model activities, and show samples of benchmark essays, also known as milestone essays. Students know that they are expected to write a milestone essay once a quarter and will receive an F for the quarter if they do not. The English Department uses rubrics for writing assignments so that students are clear on the expectations. We also have a department wide rubric for each quarterly milestone essay (writing benchmark) for each grade level. Students also know that Accelerated Reader reading program is worth 10% of their quarter grade. Students are expected to earn at least 12 Accelerated Reader points per quarter. Most English teachers send home a syllabus and a contract outlining expected student performance outcomes at the beginning of each year.

Math teachers provide expectations for students on the first day of school. The expectations address behavior as well as work ethic. The sheet is taken home and signed by the students and parent/guardian. Math teachers have developed pacing guides for daily lessons. Some teachers use a stamp sheet for students to write assignments and record their grades. Many teachers post their weekly calendar on the board for students to view and write down. AP students are informed of their specific AP objectives they will be tested on throughout the courses. Student standards and expected performance levels are consistent across the different math courses. All math teachers use common pacing guides, provide common assessments, and use common grading systems to ensure standardized assessment of students

regardless of teacher. Many of the math courses are being redesigned to reflect common core style assessments and performance tasks.

Curriculum and pacing guides have been developed for all courses taught in the Social Science Department and are modified when necessary. Common formative benchmark exams are no longer used, however, teachers evaluate and analyze unit exams collaboratively and make modifications to their instructional delivery while still striving to provide challenging learning experiences to support student achievement.

In the Science Department, students receive learning objectives at the beginning of each unit that reflect the state standards. Students also receive a schedule of class topics and homework. Teachers in this department plan lessons for the semester in order to pace their classes to cover all state standards. Also within science, students are provided a detailed syllabus, including an outline of units including semester project outlines and explanations (Science Fair Projects, et al.). Agenda and objectives are also posted daily or per unit.

Standards and learning expectations are discussed in class at the beginning of each unit of study. Students are made aware of what they will be learning at the beginning of each unit and lesson, and are asked to reflect upon their learning after the conclusion of each lesson. Foreign Language Standards are discussed and posted in all FL classrooms.

The music standards are so broad that they are not routinely addressed in class. To combat this issue, a large poster of the Visual/Performing Arts standards is on display in the building for students to reference as needed.

Students daily write down the expected learning goals in every class at the beginning of instruction. This included the daily objective and expected performance level, a review question from a previous lesson, as well as upcoming FFA Activities in which students can participate in to enhance or apply their newly learned skills.

The ELD teacher utilizes teaching guides for each grade level aligned to common core. Teachers conduct unit overviews, sample and model activities, and show samples of benchmark essays, also known as milestone essays. Students are also required to participate in our Accelerated Reader program.

The English Department utilizes a variety of instructional strategies to differentiate instruction by modeling, scaffolding, note taking, PowerPoint's, audio books, video clips, hands-on activities, student projects, and peer collaboration. We incorporate technology and extension activities beyond the classroom in order to achieve the academic standards and the Cat Skills (Student Learner Outcomes). Evidence of student use of technology can be seen across the board in all English courses. Based on the department teaching guides, students are required to utilize technology to complete research for research projects, draft essays, peer edit essay, and revise their own essays using Microsoft word. Students are also required to utilize technology to research subject specific topics, create PowerPoint and Prezi projects and orally present them in class. Recently, students have begun to use Google Docs to collaborate on work within the English classroom, assuming there is computer space available.

All math teachers use a projector in their classroom. The type of technology varies from using an ELMO (document camera), iPad, PC or iMac computer. Most math teachers hand out notes that students will fill-in while the teacher lectures using a multimedia device. This helps students understand the concepts by seeing it on paper, seeing it on the projector and hearing the teacher. Students that are absent may catch up in a timely manner with the notes on a handout. Math teachers also use videos of instruction or examples through YouTube, Khan Academy and TeacherTube. Teachers also use software to help visualize graphs, equations, volumes of solids and complex topics. Students in upper level math courses use graphing calculators on a daily basis. The school provides TI-84 graphing calculators to all the students for check out in Math Analysis, AP Calculus and AP Statistics. Advanced Algebra teachers have students learn to use the calculators by making scatterplot graphs, find the linear regression line, and find the intersection between two lines. The graphing calculators and available online resources have made it possible for students to participate in investigation activities intended to guide students to their own discovery of appropriate math concepts such as slope-intercept form and graph translations. This active learning helps students to make the learning their own, and aids in retention of the concepts.

Differentiation of instruction within the Social Science Department is done in a number a ways. During the introduction of lessons, teachers use instructional strategy to help students with new vocabulary terms and to tie into student's prior knowledge. Many of the PowerPoints used with the department have been modified to include vocabulary terms and notes taking strategies. Throughout the lesson teachers offer several opportunities to help

students with note taking strategies. The Social Science Department does not mandate all students use the same note-taking format, but helping students become more interactive with their notes is extremely important. Instruction is also differentiated during guided practice time. Teachers use graphic organizers, jigsaw, think-pair-share, and lecture questions to help direct student learning. Students also have time to collaborate to help increase student ownership of their learning. The Social Science Department has also started to use more primary documents and depth of knowledge questions to help students increase their critical thinking skills. All of the strategies are modified to fit the educational needs of the four levels of social science classes.

Students within the Science Department use a number of modalities to improve student learning. These include completing labs, online research, posters, power point presentations, use of Internet for simulations/labs, etc. Lessons are scaffolded to address different learning needs. Science Department teachers check for understanding in their lessons using various techniques including: thumbs up-thumbs down; tests and quizzes; corrected classwork; student whiteboard responses; discussions; written assignments; graphic organizers; think-pair-share; etc. Teachers reflect on the effectiveness of lessons and make modifications to them as needed. TUHS students are given access to challenging, college-ready, and college level curriculum. By providing differentiated instruction to students using methods like the integration of technology, and a balance between direct and inquiry based instruction, TUHS teachers are able to deliver course curriculum in a variety of ways that allows the diverse learning of the students to be optimized.

Instructional staff members in the Foreign Language department differentiate instruction effectively. They integrate multi-media and technology to ensure they reach students with different learning styles. This helps ensure all students are learning, regardless of their preferred learning style. Information is presented in writing (books, handouts), orally (lecture), visually (videos, power points, Internet) and students work in groups to discuss, analyze, and synthesize the new learning in the target language. Teachers use the 5-step lesson plan, beginning with setting the stage so the students know what will be studied. This is followed by comprehensible input, where we begin with yes/no, either/or, and short-answer responses. Next is guided practice, where the new learning is put into action. Application and extension is the phase where higher expectations and more demands are placed upon the student, while the teacher observes. Examples of this are dramatizations, communicative activities, games and activities performed in the target language, and real-life

situations. The final step is evaluation, where students are expected to show mastery of the new learning. Throughout the entire process students are evaluated as teachers check for students' understanding.

The choir and piano classes utilize a variety of technology such as PowerPoint presentations for music history and electronic keyboards. The band program is launching the use of iPads for rehearsal including programs that allow for students to view field show drill and their music, but allows the teacher to help direct them through these devices.

Differentiated instruction is common for students receiving special education services in self-contained classrooms. Students completing projects using the Internet are exposed to material via PowerPoints, educational videos, and in some classrooms, Smartboards. Due to the large variety of needs and abilities, students may require a choice of assignments to show success or differing levels of expectations.

Students in agricultural classes receive information from a variety of resources. On top of the standard textbook, students have access to Edmodo, an online resource where students can review material from class, including Power Point presentations, notes pages, reference articles, and videos, for example. Students can also use this resource to communicate with the teacher and classmates, via a public discussion board, or with the teacher through private message. Students also learn through "hands-on" science experiments and demonstrations, including dissections, or through direct interaction at the school farm. In this way, students are able to demonstrate their learning in a variety of different ways, through traditional paper responses, physical demonstration, speech or presentation, or digital media. Students show an increased rate of engagement and learning as they move between different areas.

Differentiated instructional methods utilized in ELD courses include but are not limited to direct instruction, modeling, guided practice, and independent practice. Flexible groupings, such as cooperative groups, peer partners, and whole class is used to accommodate students learning preferences and to provide scaffolding. The focus is for all EL students to develop skills in listening, reading, speaking and writing. Grade level content material is used to instruct ELD 3. Primary language is used, as needed, to support learning for ELD 1 students and in some cases it is used in ELD 2 and ELD 3 instruction. However, instruction in ELD courses is primarily delivered in English. Special efforts are made to relate new information to existing knowledge.

In the Oil Technology Academy differentiated instruction is utilized through direct instruction, group work, field trips, job shadowing, mentoring, community involvement, and student presentations. The AVID Program also differentiates instruction using all the above methods excluding mentoring.

C1. Evidence Analyzed and Examined:

- Math Pacing Guides
- Graduation Requirements
- A-G Requirements
- AP course offerings for math (Calculus and Statistics)
- Open Enrollment Policy
- Math Student work and performance tasks
- Chapter/ Unit Exams
- Addition of Course Offerings: Anatomy & College (TC) Biology
- Benchmark Exams
- Selected CCSS Lessons/Units
- Science Fair
- TUHS Course Catalog
- Unit Calendars
- Course Syllabi
- Department Planning Days
- Weekly/Daily Assignment Sheets
- Common Rubrics
- Daily Lesson Plans
- Unit Plans
- Tech Based Projects
- AP/Honors Course Enrollment
- Department Collaboration
- Observing students
- Grading student work
- Assignments that reach across the curriculum
- PowerPoint presentations by students
- PowerPoint lessons by teacher
- Research papers
- Student skits and dramatic interpretations
- Writing, Audio and Video Workbook assignments

- Communicative activities
- Edmodo Website

C2. Access to Curriculum

Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Evaluate how teacher technology competencies are assessed during online instruction.

Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.

Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

C2. Summary of Findings:

The English Language Arts Department utilizes a variety of instructional strategies incorporating technology and multimedia activities in order to achieve the academic standards and the Cat Skills (Student Learner Outcomes). English teachers use technology through videos, audios, ELMOs, and projects to deliver information. Evidence of student use of technology can be seen across the board in all English courses. Based on department teaching guides students are required to utilize technology to complete research for research projects, draft essays, peer edit essays, and revising their own essays using Microsoft Word. Students are also required to utilize technology to research subject specific topics, create PowerPoint projects, videos, and orally present them in class. Some teachers have students create web pages using HTML while others are beginning to implement the various apps available through Google Drive. The upgrade of the technological infrastructure will provide teachers with further opportunities to incorporate technology into their lessons.

The Math Department makes an effort to remain current on effective teaching strategies that pertain to our different curriculums, meeting the needs of CCSS, and preparing students for CAASPP and AP testing. Many math teachers have participated in extensive Explicit Direct Instruction (EDI) training through the Kern County Superintendent of Schools that included personalized classroom observation and coaching by a mentor. The Math Department is also represented in the first and second cohort of teachers participating in PIVOT training designed to deepen our knowledge of instructional practices regarding Academic Language Development (ALD), language demands, vocabulary development and application, and oral discourse (Pair-Share to Constructive Conversations). To prepare for testing, the Kern County Superintendent of Schools offered training on the CCSS standards and CAASPP testing that influenced changes in our classroom assessments. Math teachers in the advanced mathematics courses have taken professional development courses including “AP by the Sea” to remain current on AP exam changes. Teachers have collaborated and applied these techniques to effectively engage students and deliver the curriculum. During the delivery of key concepts math teachers use iPads and Apple TV for presentation purposes as well as applicable online resources including Youtube, Teachertube, and Khan Academy. Mimeo Smart Responders are used for checks for understanding as well as assessment purposes. The majority of math classes use TI-30s, TI-84s for graphing, document cameras, airliners, projectors on a daily basis.

The teachers in the Social Science Department have put an emphasis on using of multimedia presentations. This helps to ensure all students are receiving the required curriculum. Within these presentations, essential standards based questions have been incorporated to help check for understanding. Currently, with the implementation of the Common Core Standards, teachers have been modifying the presentations to keep up-to-date with the changes in curriculum. As TUHS continues to upgrade the technology infrastructure within the campus, the Social Science Department will continue to increase the use of technology which will increase student engagement, and ensure students are exposed to the proven 21st Century instructional practices.

Science teachers deliver lectures via Powerpoint & Prezi presentations. Students learn to create graphs using various computer programs including Excel. The Internet is also used for simulations/labs. When necessary, videos are used to present information when labs are not possible. Anatomy/College Biology (TC) students do genetics labs using biotechnology.

The Foreign Language Department uses a variety of strategies including multimedia and other technology in the delivery of the curriculum. While new lessons are most often presented via lecture, PowerPoint and Prezi presentations, Internet searches, and supplemental audio and video materials are also used in the presentation of new language. Units are introduced using the Videohistoria provided by the textbook program. Students research Spanish-speaking countries using the LRC located in the TUHS library, prepare PowerPoint presentations, create posters, and teach their classmates a lesson on the country they select.

Along with general education teachers, special education teachers have access to a few computer labs within the school. Although these are available, our infrastructure prohibits effective use of said labs. In addition, students view PowerPoint presentations via LCD projectors. The school is planning to have all students on 1:1 devices. Students who previously read books for class will then read material from an electronic device and complete assignments on those same devices.

In Agriculture classes, the daily learning objective is provided for students daily on a PowerPoint using a projector and screen. The PowerPoint is then uploaded to the Edmodo Website, allowing all students access to the daily objective for every day of the year. Lessons are often in PowerPoint format. These and the corresponding notes pages are

uploaded, as well, allowing students to review lessons and videos, as well as access the notes, when needed. The Edmodo content is also available to students as a free application, downloadable to all smartphones. The StudyBlue website is also made available to students, and is also available as an application. This allows students to create online flashcards, using pictures, if desired. Students can also access flashcards made by their classmates, and by other students around the world. Student understanding is also demonstrated using a variety of apps on the iPad of the instructor. Applications such as “Plickers” allow students to answer questions using barcode-like cards, in which the data of the class answers can be displayed instantly. Students also use virtual dissections, such as the fetal pig dissection from Whitman College, allowing them the opportunity to learn about basic structures before beginning physical dissection.

The ELD teacher uses instructional strategies incorporating technology and multimedia activities in order to achieve the academic standards and the Cat Skills. The ELD teacher uses technology through videos, audios, ELMOs, and projectors to deliver information.

The Oil Technology Academy teacher utilizes multimedia and technology to deliver curriculum. It is utilized in the following areas: PowerPoint, Microsoft Excel, Microsoft Word, assignments posted on teacher web page, and communicating through group emails to deliver information to students.

The AVID Program utilizes a variety of multimedia and technological methods to deliver instruction including, but not limited to, PowerPoint, Prezi, Remind 101 application, Microsoft Excel, Microsoft Word and a variety of college and career websites.

English 1500 Composition and English 1600 Literature and Composition are face to face classes that utilize an online portal to access and turn in assignments, and students are able to interact with the teacher through messaging.

The English Department teachers make a use of a variety of coaching methods such as, modeling the Jane Schaffer writing format, utilizing exemplars, think-alouds, frequent checks for understanding, and multiple informal assessments. Teachers also meet with students regarding the Accelerated Reader program to discuss their book selections, reading habits, and quiz scores. Additionally, we model appropriate classroom behavior and intervene whenever classroom behavior disrupts learning.

In math classes, students are given direct instruction before being expected to answer questions. Math teachers use a variety of techniques to deliver instruction. The most common methods are Explicit Direct Instruction, note taking, checking for understanding, activity based learning and collaboration groups. Once instruction has taken place, students are given the opportunity to check for understanding through guided practice questions, which are very common in math classes because they allow for immediate feedback on understanding and require students to be actively engaged. Teachers circulate through the classroom and assist students with hints or questioning techniques to facilitate learning and also act as a coach to clarify any points of confusion for all learners. This method has also been proven to be quite effective to review math concepts. Teachers let students try on their own and analyze the skills each student already possess and give suggestions to get students to the next step when they are stuck without revealing the full answer. Multiple levels of questioning are used to lead the student to the answer without just telling them what to do. Teachers provide additional coaching before school and during remediation periods. Many students receive added support during the day through Intervention and the Homework Club after school.

The Social Science department uses several coaching methods to help students gain an understanding of the material being presented. Throughout the various units teachers help student with reading strategies so they are able to more effectively and efficiently read for understanding. Teachers use SQ3R's, think-alouds, anticipatory guides, active note-taking skills, academic vocabulary, and summarization. With the transition to common core assessments, Social Science teachers also model proper writing techniques to help students answer high level thinking assessment questions.

Within the Science Department, students complete labs and work on science problems. Teachers let students attempt these on their own after a period of guided practice and analyze the skills each student possesses and give hints to get students to the next step when they are stuck without revealing the full answer. Multiple levels of questioning are used to lead the student to the answer or next step, rather than simply telling them the next step. Students also conduct experiments of their own design and learn through research projects and peer teaching. Teachers also hold study sessions outside of class time before important exams.

Foreign Language teachers work as coaches to facilitate learning for all students every day in the foreign language classroom. Teachers model appropriate behavior, desired results, and

correct use of the language. Teachers consistently circulate through the classroom during instruction and students' interaction to identify students in need. Students also coach one another as they learn new material in Spanish, resulting in a more efficient and better acquisition of the language. Often, this is done in the group setting, where the students learn from each other, and the teacher is merely there to guide and focus their learning. Foreign Language teachers also use heritage speakers as coaches to facilitate student learning.

In regards to the visual/performing arts, working as a coach in the music department comes naturally as the teachers in this department are constantly modeling correct technique for the students, guiding the students both as a group and in one-on-one situations. As a whole, the department works toward group outcomes and this is reflected in the coaching techniques employed by the teachers.

In Special Education classes, the smaller number of students allows teachers to prompt, encourage, and guide students during the learning process. With more one to one interaction, teachers are able to adjust methods to fit the needs of the student(s).

In Agriculture classes, students are coached as they are encouraged by their teachers to ask questions, self-guide, and think critically, as well as continuing to work through a problem when it becomes difficult, instead of giving up. For example, students are often asked "Where can you find that information?" to encourage them to seek out their own answers, rather than always relying on an immediate teacher response. Agricultural teachers are not only figurative coaches, but also literal coaches. Through the FFA Organizations, students are coached in a variety of contests and activities in which they participate. FFA Advisors coach students through their SAE projects, Veterinary Science Contest, many Public Speaking Contests, and even running for an FFA Officer position.

The ELD teacher makes use of a variety of coaching methods such as modeling, utilizing exemplars, think-alouds, frequent checks for understanding, explicit direct instruction, and multiple informal assessments. Teachers also meet with students regarding the Accelerated Reader program to discuss their book selections, reading habits, and quiz scores. Additionally, the ELD teacher models appropriate classroom behavior and intervenes whenever classroom behavior disrupts learning.

Oil Technology Academy utilizes E-Colors, a program designed to help the students learn about their personality so they can become more self-aware and work better with others. The Oil Technology Academy has numerous mentors who meet with students on a monthly basis and help them connect their in-class learning to the vocational arena.

Within the English Department, students are required to produce various projects such as, posters, PowerPoints, verbal presentations, and subject specific projects. Students also produce essays which include research, drafts, peer editing, and revisions.

Curriculum in the Math Department is scaffolded to provide a foundation and then build students' understanding and knowledge. Students are required to complete structured notes that are organized in a spiral notebook, composition book, or binder depending on the preference of the teacher. Teachers direct students to these notes and specific examples from previous lessons to coach students to recognize and apply knowledge they have already acquired. Student work is evidence of students applying their knowledge and is evaluated on a daily basis. Common assessment tools in the subjects allow for a summative analysis of student learning. Investigative activities are embedded in the curriculums to lead students to discovering certain key math concepts, and that knowledge gained is applied to assignments and evaluated on various assessments. All students have access to necessary tools to complete these activities including computer labs for Internet access when applicable, and graphing tools such as the TI-84. Currently students communicate this knowledge either orally in a presentation or with pencil and paper.

Within the Social Science Department, students are required to participate in the in the note taking process. Note-taking strategies have been implemented to help both struggling learners as well as the college preparatory students. Students are also required to participate in classroom learning activities designed to help them gain a deeper understanding of the material covered during lecture and discussion. The department is transitioning away from objective-style assessments and are designing and implementing written response assessments. This allows the students the opportunity to construct their own responses to higher level thinking assessment questions.

Within science courses, students conduct experiments of their own design, write lab reports, and make science posters (and science fair project boards) to demonstrate knowledge. Students complete several research projects over the course of the year, which they present to

the class. Science students design and conduct labs, write lab reports, write research papers, create posters, PowerPoint presentations, and take exams to demonstrate knowledge. Students also build simple machines such as catapults to show their understanding of science concepts.

In the Foreign Language courses, student work demonstrates a structured learning environment so that students are able to organize, access, and apply knowledge the knowledge they have acquired. This is crucial in learning a foreign language. All learning is scaffolded and language builds upon itself as students acquire the language. Students use concepts and information learned previously in conjunction with new information to create increasingly sophisticated linguistic structures. By recycling knowledge previously learned, teachers ensure the language stays fresh in the students' minds and is made a permanent part of their linguistic lexicons. Students are provided with the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own. Students are often assigned tasks and projects that utilize previous knowledge, and require the students to apply that knowledge to new information in order to find the answers they're looking for, complete the task, or create the desired new language.

Students in visual/performing arts must to take notes on Music History and understand organization of those notes in order to complete the units assigned. Students also use research skills in finding recording of music they are performing or interested in performing in order to learn the piece, and understand different styles of performance.

Students in agriculture courses have the opportunity to compete in a variety of team and individual contests through the National FFA Organization that truly allows them full application of their knowledge. For example, in the Veterinary Science Contest, students take what they have learned about common veterinary practices in the veterinary science classes, and use that to participate in a contest in which students demonstrate proper handling, restraint, and medical procedures with animals, while being scored on their effectiveness in the practicum. Students who do not apply their knowledge through contests will often explore topics discussed in class while participating in public speaking events, or in designing their SAE projects. Although most of these activities demonstrate that students have the physical tools necessary to learn these skills, students are lacking in tools that relate

to technology. Students will benefit when the campus is ready to implement the 1:1 technological devices that we have been planning for all students.

In the Oil Technology Academy, through community presentations, group work, senior projects, and research, student work demonstrates structured learning and shows that students have the skills necessary to create and communicate what was learned.

Taft Union High School has only two methods of teaching courses with purely online content which are the “A+” program and the “Apex” program. Because both of these are credit recovery programs, there is no online communication; instead, students communicate with core teachers and take final summative tests that are facilitated in person by the Independent Study teacher.

In the AVID program and most core classes, students participate in Socratic seminars and work together collaboratively to complete projects. Students think, reason, take notes, and debate about ideas, characters in the literature, as well as themes and controversial topics. Research papers demonstrate a student’s ability to think, reason and problem solve individually. Finally, group presentations are utilized to facilitate student learning with classmates in these areas as well.

In the Math Department, student work samples were collected from each course and evaluated for their effectiveness towards meeting the standard taught for the lesson. The student work demonstrated that most students were able to achieve the learning for the lesson. The student work further demonstrated a student’s ability to think, reason and problem solve. In particular, AP Statistics students complete a project that tests a company’s products. By analyzing the data, students are able to check the uniformity of a particular product. An example would be the weight of a Pepsi can and the quality control that Pepsi may use as a manufacturing company. AP Calculus students do a final project that links the theoretical work of volume of solids with a physical representation of the solid. Advanced Algebra students are given a performance task that is completed in collaborative groups that asks students to reason through a word problem and produce a solution. Many of the investigations require the use of technology and producing a graphical representation. Math teachers in Algebra Readiness, Algebra and Geometry have students remediate on topics when a test is failed. Students may come in during a remediation period and re-learn concepts that were missed.

Students participate in both collaboratively and independently to complete classroom activities and projects. Students must think critically, summarize and evaluate events throughout history, take notes, and discuss the major issues in history to form their own conclusions about the past.

Within science courses, students conduct experiments of their own design, write lab reports, and make science posters (and science fair project boards) to demonstrate knowledge. Students complete several research projects over the course of the year, which they present to the class. These lessons and assessments are designed with the development of thinking, reasoning and problem solving skills in mind. The student work samples demonstrate a range of mastery in these areas depending on the student and the sample. Teachers work with the students throughout the process to help them improve on their process and outcomes. Through the completion of numerous trials, drafts and revisions, improvement in said areas can be seen in all students.

In Foreign Language classes, the representative samples of student work demonstrate that students are able to think, reason, and problem solve in individual and group activities, projects, discussions, and debates, and inquiries related to investigation very well. In one case, students are given a scenario or a prompt and are required to create a skit from it. They must work together to create language to complete the overall presentation in a meaningful and comprehensible way, and individually on their personal character to ensure that their portion of the skit meshes well with the work of their partners. This requires thinking, reasoning, problem solving, discussion and inquiry, while working with others and as an individual. In another case, the samples of student work demonstrate note-taking skills, thinking and reasoning skills during the process of conjugating verbs in Spanish, and discussion with other students in the target language as they share the language they create with one another.

Students in the Music Department constantly evaluate their own performances and then fix the problems they find within those performances. This happens in every day rehearsals and on a larger scale when attending competitions and workshops. Music History lessons are also given and students have to take listening tests that evaluate their ability to transfer the notes they have taken into a critical thinking process of identifying different genres of music.

Special Education students are given the tools to demonstrate their ability to organize, access, and apply knowledge they have acquired when they are given access to the internet and software to create PowerPoint presentations. As transition goals are an important part of the IEP of high school aged special education students, the development and completion of their Career Choices workbook serves as a demonstration of their analysis of their own needs as individuals.

Students display many skills while carrying out a science lab during class. This is evident in student lab write-ups, which demonstrate problem solving, inquiry, and investigation in many facets.

In the ELD program, flexible groupings, such as cooperative groups and peer partner grouping are used to accommodate students' learning preferences and to provide scaffolding.

Oil Technology Academy and the AVID Program collectively believe that through community presentations, Socratic Seminars, group work, senior projects, and research, student work demonstrates that students are able to think, reason, and problem-solve.

In English classes, student use of computer programs (Microsoft Word, Microsoft PowerPoint, and HTML) helps them achieve Common Core Standards for Writing and Listening/Speaking. Additionally, these programs help students produce work that aids them in their attainment of numerous Cat Skills (schoolwide learner outcomes): skilled communicators, critical thinkers/problem solvers, independent workers, and technologically skilled. Additionally, students use technology to access sources for their research papers. It is the hope of the English Department that the technology infrastructure upgrade will allow for the implementation of 1:1 devices in the classroom. This way, students will not only be able to continue using the methods they have developed for researching and writing on computers, but can learn to expand their knowledge of how to produce work on a virtual platform as well.

In AP Statistics students create a power point presentation of a project that tests a company's product. The power point presentation includes data collected by the students and a conclusion supported by the statistical analysis of their data. Advanced Algebra classes are completing graphing calculator projects to produce solutions to systems of inequalities, find the point of intersection of linear systems of equations, and make predictions for unknown

values using the line of best fit generated from a scatter plot. Such projects are evidence of students achieving multiple Cat Skills (schoolwide learner outcomes) including: being skilled communicators of their findings, using critical thinking and problem solving strategies to complete the task, being both independent and collaborative workers, and being technologically skilled enough to effectively use the tools provided to completed the task.

Students in Social Science courses use computers to design multimedia presentations. These presentations follow the discussion questions used within the lecture and discussions in the classroom. Students also use computers to access sources and information for research papers.

Science teachers of each course have agreed to teach a set of skills within each class. Students then produce work either within a lab or as part of a research project that demonstrates these skills. In order to this, students must understand how to use basic Internet searches, Microsoft Word and PowerPoint, and may also benefit from Prezi.

Foreign Language students use the Internet for research to complete projects related to Spanish-speaking nations. Additionally, they create PowerPoint presentations, print reports, and watch and listen to video and audio materials embedded in the Realidades program.

Visual/Performing Arts students have access to Youtube in the music classes in order to facilitate their research into musical performances. The music classes also provide computers with projectors that allow for reviewing performances and helping to improve for future performances.

TUHS students have limited access to technology. Even so, agriculture students use computers and Internet research to compile research reports and facts for presentations. One of our schoolwide learner outcomes is that “all students are exposed to a rigorous, comprehensive, academic program designed to prepare students who are: Technologically Skilled as demonstrated by the ability to: Use technology effectively and appropriately to enhance learning. Use technology to collect, store and analyze data across disciplines. Demonstrate knowledge of computer ethics.” Samples on student work indicate, through works cited pages, the use of various online resources.

Students in the Oil Technology Academy and the AVID Program use e-mail, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint, in addition to using technology for various research assignments.

Students in English courses read a variety of informational texts found outside of the textbook on data-bases such as Ebscohost, SIRS and World Book Online, including original source documents. Also, students use secondary and primary source documents found in print. Both the digital and print documents allow students to support their research. Access to research often entails students having to produce papers and presentations, which link students to the real world.

Math teachers utilize a wide variety of strategies and activities to engage students in experiences beyond the textbook, both independently and collaboratively. Activities include: Bingo, Jeopardy, Grudge Ball, Math Libs, Scavenger Hunts, Mimeo Smart Responders, Frayer models for critical academic vocabulary, sentence starters for summarizing newly taught concepts, and various review games to improve critical thinking skills and practice content standards.

Social Science students are exposed to several primary and secondary sources throughout many of the lessons. Students are then asked to analyze these documents in DBQ activities. These activities require students to identify points of view, evaluate conflicting perspectives, draw inferences, and use factual evidence to write an evidence bases essay. Video clips are also used throughout the curriculum to help visual learners and bring the material to real life.

As mentioned before, TUHS has been very proactive in the transition to the CCSS in the Science Department, where students must examine materials beyond the text, including primary and secondary sources. The science department has spent much collaboration time realigning lessons and assessments to better fit with the CCSS. Teachers have students read about and reflect on current events in science as well as the latest discoveries and innovations not necessarily covered in the textbook.

Foreign Language students regularly use materials and resources beyond the textbook. Students handle artifacts from Spanish-speaking countries, and play games such as bingo, slap, scrambled sentences, Scrabble, and Boggle. Students are exposed to Spanish music and culture and are encouraged to watch Spanish television while outside the classroom.

Students research and present information on Spanish-speaking countries using the Internet to find information. Students in AP classes regularly read and listen to materials from authentic primary and secondary sources and synthesize it to draw their own conclusions.

Music classes often work beyond the text book, whether that is new music each quarter or semester or researching musical options outside of the text, such as music for auditions, solo festivals, dinner theater, and the piano finals.

Sample Agriculture student work shows that students link to real-world experiences with video, news articles, and other resources provided through the Edmodo and other instructionally-used websites.

Oil Technology Academy students participate in “real world experiences,” which require them to access original source documents (usually from the West Kern Oil Museum). Also, seniors have engaged in a project which requires them to interact and gather information from active employees within a chosen vocational field. This project entails a research element that requires students to develop a hands-on product, and students must present the results of their findings. Oil Technology Academy students also have access to a variety of other “real world experiences” through Industry field trips, job shadowing, mentoring, mock interviews, college field trips, PASSPORT Training, and Career Day.

The AVID Program students participate in a variety of “real world experiences” over the course of their four years in the program. This culminates in their senior year when they are required to create and facilitate a community-based service learning project in the City of Taft.

The English Department no longer takes field trip as they once did to places that enhanced the literature read in the classes. However, students are encouraged to read outside of class, to take an interest in current events. Many English teachers subscribe to local newspapers. English teachers make themselves available for students who need scholarships essays edited, or request letters of recommendation. This supports students in their real world endeavors outside of the English classroom.

Most math students shy away from real world or word problems. Each of the math curriculums assign relevant real life problems and situations to students. Many of the

problems get discussed to promote thinking about the situation. Students generally do not have a connection to the problem and teachers will give background information about the problem. In Advanced Algebra, students receive a performance task each chapter that related to a real world situation. Students work in collaborative groups to promote discussion and the development of a solution. In Algebra, students are given a problem that has an error in its solution. Students are to create an error analysis of the problem and provide a correct solution. AP Calculus students are exposed to engineering and scientific designs through the curriculum of related rates and implicit differentiation situations. Geometry students work hands on with real world figures and shapes through geometrical nets. They must figure the volume and surface area of the figures.

The Social Science Department does not have any field trips planned. However, in the future the department will be required to take all students on college visit as part of the “Get Focused... Stay Focused” curriculum. During these visits, teachers will have the opportunity historical points of interest (Presidential libraries and museums).

Science students participate in science fair and are able to choose a topic of their own choosing. They embark on numerous science-related field trips and are able to participate in the OIL Technology Academy and/or STEM program.

Students have opportunities for access and involvement in a variety of real world experiences every day in the community. Everywhere they go they can use Spanish to communicate with others. In the past, students enjoyed field trips to the Mercado Latino in Bakersfield, where they participated in a scavenger hunt activity. Another field trip no longer available to students is to El Cid, a Spanish restaurant and Flamenco dancing theatre in Los Angeles. Students are encouraged to use the language in the community, and to watch Spanish language news reports on television.

The band drum majors attend a summer camp for directing experience, both the band and choir students have the opportunity to attend honor functions where they learn from collegiate level instructors, all music students have the opportunity to attend a professional musical production where they can learn about that professional route, and both the jazz band and the advanced choir perform in the community as professionals outside of the required concert and competition performances.

The severely handicapped students take weekly walking excursions to practice life skills such as ordering food or shopping. Other special education students are enrolled in a career exploration classes in either a special education or general education setting. In addition, inclusion in the FFA program is an option for students.

Agriculture students travel, both in field trips and contests, in order to connect their learning to real world experiences. Trips include the Kern County Fair, Washington Leadership Conference, National FFA Convention, California FFA Conference, San Joaquin Regional FFA Meetings, Pacific Coast Livestock Show, Sierra Winter Classic, California FFA Veterinary Science Career Development Event Field Days, and many more public appearances that require students to speak publicly, follow parliamentary procedures, and compete for recognition.

Taft Union High School does not offer online courses that lend themselves to real world applications.

C2. Evidence Analyzed and Examined:

- Course Syllabi
- CCSS Realignment
- Professional Development Opportunities
- Daily Lesson Plans
- Copy of PowerPoint Presentations
- Unit Plans
- Copy of Reading and Writing Strategies
- DBQ Activities
- Student Presentations
- Technology Based Projects
- Success 101 Curriculum
- Future College Visits
- Grading/Common Rubrics
- Tech Carts
- 1:1 Initiative Pilot Classrooms
- Teacher Laptops/Projectors
- Science Fair Projects
- Science Bowl
- Edmodo Website
- Student Work Samples

Category C. Standards-Based Student Learning: Instruction: SUMMARY, STRENGTHS, AND GROWTH NEEDS:

Category C. Summary:

TUHS Teachers are passionate about the subjects they teach and use a variety of instructional practices to engage students in their respective classrooms. The Cat Skills are embedded within the curriculum and assessments given at TUHS. The integration of technology and multimedia with the curriculum at TUHS has been sustained and will improve with the addition of our new wiring and WiFi capabilities.

Category C. Areas of Strength:

- Differentiation of instruction
- Dedication to the integration of technology into classroom instruction
- Hands-on learning, project-based learning, CCSS-based instruction
- Teaching in a way that is accessible to students of all different learning styles, by presenting material in writing, orally, with hands on projects, etc.
- Classroom management
- Helping students feel safe to express ideas and attempt new activities
- Teachers are aware of standards and enforce those standards in their classes, as can be seen through documentation of teachers who shadowed students, including those in special populations.
- Teachers attend professional development conferences and workshops
- AP pass rates for Spanish Language and Literature are very high

Category C. Areas for Growth:

- Real world connections
- Increase career pathways
- Professional development opportunities/release time
- Cross-curricular collaboration
- Lack of group activities
- Making lessons more fun for students to increase their desire to learn

- Ensuring all students are aware of what the standards are and which are being addressed at any given time
- Lack of training on newly-adopted standards, such as Common Core and Next Generation Science Standards.
- Campus lacks reliable wireless internet access as well as reliable wireless devices for students, in order to fully teach the new standards of the 21st century.
- Foreign language students must be placed in appropriate classes. Many heritage speakers are not placed in Spanish for Spanish Speakers classes.
- Lack of Foreign Language opportunities for students; lack of Foreign Language Teacher

<i>Category D. Standards-Based Student Learning: Assessment and Accountability</i>

Focus Group Leaders

Pete Lango	Special Education Teacher
John Usrey	Social Science Teacher

Focus Group Members

Karen Hillygus	English Teacher
Stacy Lackey	English Teacher
Nathan Usrey	Science Teacher
Ted Pendergrass	Oil-Technology Academy Coordinator/Teacher
Nathan Cahoon	Mathematics Teacher
Shawn Cummins	Intervention Teacher
Tim Greer	Social Science Teacher
Sandra Torres	Foreign Language Teacher
Sharon Hill	Administrative Assistant
Pattie Gonzales	Instructional Aide
Patricia Baldrich	Bilingual Translator
Shawna Taylor	Registrar
Jodi Jackson	Information Technology Employee

D1. Using Assessments to Analyze, Monitor and Report Student Progress

Evaluate the effectiveness of the assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

D1. Summary of Findings:

Taft Union High School administers a variety of department-specific assessments to students in order to initially measure and track academic success and learning. In the spring of every school year, the English Department conducts an assessment to all 8th graders at all feeder schools. These assessment results are used to place students in the most appropriate English courses. Thereafter, the English Department uses a variety of formal and informal assessment

addressing common core standards, Cat Skills, and college and career standards in their instruction including, but not limited to, performance-based assessments, writing assessment, PowerPoint and Prezi assessments, research projects, group project assessments, objective tests assessments and Accelerated Reader assessments. The English Department has created teaching guides for each grade level aligned to common core; all of which embed department assessments. Teachers conduct unit overviews, sample and model activities, and show samples of benchmark essays, also known as milestone essays. Students know that they are expected to write a milestone essay once a quarter and will receive an F for the quarter if they do not. The English Department uses rubrics for writing assignments so that students are clear on the expectations. They also have a department-wide rubric for each quarterly milestone essay (writing benchmark) for each grade level. Students also know that Accelerated Reader reading program is worth 10% of their quarter grade. Students are expected to earn at least 12 Accelerated Reader points per quarter. English teachers send home a syllabus and a contract outlining expected student performance outcomes at the beginning of each year. This information is also communicated all stakeholders, including parents and the community via the TUHS website on the Aeries gradebook.

The Math Department has high a level of accuracy placing students in challenging and relevant math courses. All incoming freshmen take an algebra readiness exam to ensure that they are appropriately placed in a proper level. Incoming 9th graders can either be placed in Algebra Readiness, Algebra, or Geometry if they have successfully completed a traditional Algebra I course in junior high. All of courses offer students a challenging learning experience that provides them all with the opportunity to achieve the academic standards, Cat Skills and college and career standards. The Math Department uses common pacing guides, provides common assessments, and uses common grading systems to ensure standardized assessment of students regardless of teacher. All of the math materials and textbooks used in the courses are common core-based. Math teachers send home a syllabus and a contract outlining expected student performance outcomes at the beginning of each year and this information is also communicated all stakeholders, including parents and the community via the TUHS website on the Aeries gradebook.

The Social Science Department uses a variety of challenging common assessments that address common core standards, Cat Skills, and college and career standards in all courses designed to appropriately and effectively assess student achievement. Some of these assessments include, but are not limited to, creating and delivering PowerPoint presentations,

conducting historical simulations, student projects, common chapter tests and quizzes, common unit tests, historical perspective papers, critically thinking questions, essay response questions, vocabulary development lessons, map work, objective tests and student debates. Social Science Department teacher send home a syllabus and a contract outlining expected student performance outcomes at the beginning of each year and this information is also communicated all stakeholders, including parents and the community via the TUHS website on the Aeries gradebook.

In the Science Department, a variety of challenging assessments are used to address common core standards, Cat Skills, and college and career standards such as research projects, science fair projects, lab and lab equipment assessments, group work projects, computer graphing assessments to create data plots, designing and implementing their own lab procedures, written tests and quizzes, objective tests and quizzes, PowerPoint presentations, and interactive notebook assessments. The Science Department provides students a detailed syllabus, including an outline of units including semester project outlines and explanations (Science Fair Projects, et al.) and assessment types they will experience throughout the school year. This information is also communicated all stakeholders, including parents and the community via the TUHS website on the Aeries gradebook.

In the Foreign Language department's classrooms, assessments are ongoing all the time, both formally and informally. Formal assessments come in the form of chapter quizzes and tests, midterm and final exams. Informal assessments are continuous, as instructors listen to students communicate in the target language. As teachers listen to students communicate, they find opportunities to bring the class together to practice pronunciation, identify and avoid common grammatical errors, and model correct language usage for students. Formal assessments are given in a variety of ways in the foreign language department. Group quizzes are given to students as they learn new material. Individual quizzes, and then Chapter tests are given as students are expected to master the material. Students are also assessed on their learning as they communicate with one another verbally in class. Final exams are given at the end of each semester. All teachers use the same final exams.

Teachers in the Foreign Language department use these formal and informal assessments to monitor student learning as effectively as possible. Teachers realize that many learning modalities exist in the Foreign Language classroom, and therefore value informal observation of student communication as a significant form of assessment. The common assessments

provided with the textbook are a good tool for teachers to use to see how their students compare to those of the other teachers, and to identify areas where reteaching is necessary. Student work and assessments are aligned with the California World Language Standards and demonstrate students' ability to communicate with one another in the target language. Students demonstrate the ability to listen, speak, read and write in Spanish and can apply those skills in real-world situations. Through their coursework in the foreign language classroom, students refine communication skills both in Spanish and English, gaining a better understanding of both languages. Student expectations are explicitly stated and students know that the tasks assigned to them relate directly to the acquisition of the target language. Students know the value of learning Spanish and the benefits they will reap in the workplace as bilingual individuals. The Realidades textbook provided excellent tools to assess student learning. However, the majority of assessment in the foreign language classroom is informal, as teachers listen to students communicate in the target language, identify both common and unique language usage errors, and model correct usage of the language.

In Visual and Performing Arts courses, stakeholders are informed of achievement via MyCats accounts and grades eight times a year. Parent contact is initiated if a need arises. Response to parent contact is immediate and ongoing if necessary. Additionally, parents and students have continual access to MyCats, so that they may check their students' gradebooks. TUHS has both adequate and effective strategies to ensure that parents and school community understand how students are achieving the CatSkills through curricular/co-curricular programs. The school makes the visual and performing arts highly visible: drama and TV Production students are involved in community theatre. The community productions are held in the Taft High theatre. Conversely, the community is welcomed to campus theatre productions, which are advertised around town. The video productions class produces the video announcements, which are posted on the school website so that the community may view them at any time. The TUHS band performs not only at the football games and at competitions, but at Back-to-School Night, and at various community functions. They even work with the nearest junior high school, tutoring the younger students on their instruments.

Currently, there is a system in place to monitor student progress throughout the year. The primary means of monitoring student progress is through the Aeries Gradebook. Teachers are required to update their Aeries gradebooks weekly; every quarter and mid-quarter, teachers are required to formally submit their grades to be distributed to parents via the United States

Postal Service. Parents can have daily electronic access to their student(s) gradebook(s) if they set up a MyCats account with TUHS. Parents are given direct assistance with this at the beginning of the school year and anytime during the academic schoolyear if they request it. A number of notifications are mailed home as well as placed on the TUHS website inviting parents to take advantage of setting up a MyCats account in order to track their student(s) daily progress in all of their classes. In addition to this system, teachers are required to make phone calls home every quarter and mid-quarter to the parent(s) of student(s) earning a “D” or “F.” These phone calls are recorded either on a phone log or noted on the “Intervention” screen in Aeries.

There are systems in place to determine if a student is ready to advance to the next unit, course, or even grade level. In the classroom setting, if students do not perform well on certain classroom assessments, students have the opportunity to attend remediation sessions with their teachers. Remediation times are predetermined for each school year and are incorporated into the Planning Day Schedule. If a teacher determines a particular unit needs to be retaught, they will do so on an as-needed basis. Students may advance to the next courses in a sequence of courses if they have earned any grade above an “F.” If a student has not earned a passing grade in any course, they have the opportunity to make up the course in summer school or by enrolling in either the “A+” or “Apex” online program. In order for students to advance to the next grade level, students have to reach certain credit milestones. The credit milestones are as follows: Freshmen - 20 units at semester, 65 units by the end of the school year (including summer); Sophomore – 80 units at semester, 125 units by the end of the school year (including summer); Junior – 145 units by semester, 190 units by the end of the school year (including summer); Senior – 215 units by semester, 250 units by the end of the school year (including summer).

All student work and assessments are graded by teachers and recorded by teachers in the Aeries gradebook. In terms of courses being taught online, assignments are graded by the online system and assessments are taken online in front of an Independent Study Teacher.

In terms of how state-mandated assessments are used in making instructional decisions, departments collaborate on assessment results and use them to drive future instruction. Department members use common prep periods and planning day periods to analyze assessments, disaggregate results, and alter instruction accordingly.

D1. Evidence Analyzed and Examined:

- Achievement Data
- AYP/API
- Master Schedule
- Board Minutes
- Coordinated Compliance Review
- Safe School Report
- CLAD teacher certification records
- IT Department Resources
- LRC Resources
- Homework Club
- Summer Bridge Program
- Student Assistance Team
- School Site Council Meetings
- Aeries Grade Reviews
- MyCats
- BTSA Program
- Remediation Sessions
- Finals Week Schedule
- Morning Announcements
- College and Career data collection for Special Education, Oil Tech and AVID
- End of Course Grades
- Final Exams
- Quizzes, Test Essays and Projects
- Graduation Rate
- Attendance Records and Policies
- Remediation Rates
- Agendas and Minutes from Department and Staff meetings
- Electronic periodic review of grades by counselors
- Regular and consistent review and support of seniors in danger of not graduating
- Common preparation periods for Math and English
- Weekly Collaboration Meetings
- AVID Collaboration Meetings
- Oil-Technology Collaboration Meetings

D2. Using Assessments to Monitor and Modify Learning in the Classroom

Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

How effective are the standards-based curriculum-embedded assessments in English language and math and all other curricular areas as students apply their knowledge?

Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

D2. Summary of Findings:

The tools used to assess student learning are authentic, appropriate, effective, and aligned to state standards. As outlined in the previous section, the English Department uses a variety of formal and informal assessment addressing the standards, Cat skills, college and career readiness standards, and programmatic goals in their instruction including, but not limited to, performance-based assessments, writing assessment, PowerPoint and Prezi assessments, research projects, group project assessments, objective tests assessments and Accelerated Reader assessments. They have created teaching guides for each grade level aligned to common core; all of which embed department assessments. Teachers conduct unit overviews, sample and model activities, and show samples of benchmark essays, also known as milestone essays. Students know that they are expected to write a milestone essay once a quarter and will receive an “F” for the quarter if they do not. The English Department uses rubrics for writing assignments so that students are clear on the

expectations. They also have a department-wide rubric for each quarterly common milestone essay (writing benchmark) for each grade level. Students also know that Accelerated Reader reading program is worth 10% of their quarter grade. Students are expected to earn at least 12 Accelerated Reader points per quarter. English teachers send home a syllabus and a contract outlining expected student performance outcomes at the beginning of each year. Quarterly common benchmarks are given to students in all Language Arts classes; data drives identified areas for re-teaching and guides teacher decision-making regarding curriculum. In addition, after assessments are analyzed, students needing additional instructional support are invited to remediation sessions during planning day periods in order to ensure comprehension of academic content.

When students enter TUHS, they are placed in the appropriate math class based on an initial assessment administered to them in the previous year. They can either be placed in Algebra Readiness, Algebra, or Geometry if they have successfully completed a traditional Algebra I course in junior high. All of courses offer students a challenging learning experience that provides them all with the opportunity to achieve the academic standards, Cat skills, college and career readiness standards, and programmatic goals. The Math Department uses common pacing guides, provides common assessments, and uses common grading systems to ensure standardized assessment of students regardless of teacher. All of the math materials and textbooks used in the courses are common core aligned. The assessments used (quizzes, tests, group projects, benchmarks, quarterly assessments, semester finals, etc.) are all aligned to the common core standards. As it is in the English Department, quarterly benchmarks are given to students in all math courses and data drives identified areas for re-teaching and guides teacher decision-making regarding curriculum. Updated course outlines in both Language Arts and Math departments have been developed using backwards mapping strategies, standards, Cat skills, college and career readiness standards, and programmatic goals. In addition, after assessments are analyzed, students needing additional instructional support are invited to remediation sessions during planning day periods in order to ensure comprehension of academic content.

The Social Science Department uses a variety of assessments that address common core standards, Cat skills, college and career readiness standards, and programmatic goals. Common subject area teachers have collaborated on content and agreed upon common content areas. Teaching guides have been aligned each section to content standards.

Members develop CCSS-aligned assessments to facilitate student achievement, pinpoint weaker areas, and remediate low areas. Some of these common assessments include, but are not limited to, creating and delivering PowerPoint presentations, conducting historical simulations, student projects, chapter quizzes and tests, unit tests, historical perspective papers, critically thinking questions, essay response questions, vocabulary development lessons, map work, objective tests and student debates. After the common assessments are analyzed, the department uses the results to alter, if necessary, and drive future instruction. In addition, after assessments are analyzed, students needing additional instructional support are invited to remediation sessions during planning day periods in order to ensure comprehension of academic content.

In the Science Department, a variety of assessments are used to address common core standards, Cat skills, college and career readiness standards, and programmatic goals such as research projects, science fair projects, lab and lab equipment assessments, group work projects, computer graphing assessments to create data plots, designing and implementing their own lab procedures, written tests and quizzes, objective tests and quizzes, PowerPoint presentations, and interactive notebook assessments. After the assessments are analyzed by department members, they use the results to guide future instruction, making adjustments if necessary. Furthermore, after assessments are analyzed, students needing additional instructional support are invited to remediation sessions during planning day periods in order to ensure comprehension of academic content.

In the Foreign Language department courses, both students and parents have 24-hour access to MyCats, which allows them to view gradebooks in real-time. Teachers promptly update grades to reflect student performance. Grades and progress reports are sent home approximately every 4-5 weeks to keep students and parents updated on classroom performance. For the Foreign Language courses, TUHS provides more than adequate instruction, support, rigor, and communication to both students and parents to ensure that all students in the district are effectively served. Expectations are clear and achievable, learning is relevant and useful, and students leave campus well-prepared for the next step in their lives, whether it be higher education or the career of their choice

Assessment processes in the Visual and Performing Arts courses are highly effective. In project based learning, the product that is created demonstrates the level of mastery

explicitly. In TV Productions, the teacher evaluates the videos that are created along with the class. The class discusses the aspects that seem to work, and those that perhaps need modification. Skills assessments are done periodically to check for understanding. In Band and Drama, students rehearse before their peer and instructor. The instructors then pull students individually or in small groups for more focused practice after a discussion on suggested improvements. The TV Productions course uses class evaluations as a way to reinforce the mechanics of the art in all audience members. Band and Drama use the instructor's subject knowledge and skill to reinforce the components of a good performance. The essence of creating a piece of work in any Visual or Performing course is a collaborative endeavor using technology to communicate. Learning to be critical yet constructive, to accept critique, and be comfortable in front of the camera and others, are valuable life skills. Over the course of the year, students grow to understand the culture of the class. Advanced students assist with tutoring and helpful prodding. Individual assignments are clearly defined and illustrated. Teacher assessment is paid to every project as it progresses, with frequent reminders that assistance is a request away. Students are encouraged to embrace their own perspective and sense of art. Creativity training helps students in all phases of their life.

Students in special education are given additional academic assessments to track progress addressing their individual quarterly and annual IEP goals. Progress monitoring is done by case managers and reported to parents via MyCats and progress reports mailed home quarterly. Any accommodations or modifications to their program(s), which are needed for students to make progress, are shared with all of their scheduled teachers twice a year.

Each year, ELD students are assessed using the CELDT assessment tool. Student placement depends on students' language proficiency level as determined by this tool. Academic progress is monitored, minimally, twice each quarter by the counselors and/or the ELD teacher. ELD students' schedules are adjusted to meet the academic and linguistic needs of the students so they can always be placed in the most rigorously appropriate courses to ensure academic growth in the timeliest fashion.

Taft Union High School has a system in place for proctoring and securing statewide assessments. All teachers receive an orientation addressing state testing security and sign a confidentiality affidavit. A locked testing office houses all state testing materials for safety and security; campus security and the Director of Testing ensure the office is secured at all

times. There is an extensive protocol in place that is communicated to all campus personnel involved in test administration that has been in place and successful for a number of years.

Addressing online platforms and assessments, TUHS continues to utilize the “A+” platform for online credit recovery, but is looking into the implementation of other online platforms to increase rigor and better prepare students for standardized testing. “Apex” is the new online platform that has been looked at to help students in a way that A+ cannot. Apex is used on our campus, though it is not fully implemented. Both platforms offer standards-aligned formative and summative assessments that demonstrate accurate student achievement of the academic standards and the Cat skills.

Additionally, in order to evaluate the extent to which students understand the expected level of performance based on the academic standards and Cat skills in relation to preparation for career and college life, students were asked to answer a series of questions on the TUHS WASC Student Survey. Of the 850 student surveys received, when asked if TUHS teachers effectively communicate academic expectations, 62% of them strongly agreed or agreed that teachers effectively did so while 27% had no opinion. Thirteen percent disagreed that teachers effectively communicated this information.

In terms of evaluating the effectiveness of how assessment data is collected, analyzed, and used as a basis for making decisions and changes to the curriculum and instructional approaches, most core departments have common daily resource periods and all departments have common planning periods at least once a month to collaborate on said tasks. During these common resource and planning periods, department members overtly analyze assessment data and collaborate to make changes to curriculum and instruction as appropriate.

D2. Evidence Analyzed and Examined:

- Sample gradebooks by department in Aeries
- Formal classroom assessment results in Aeries by department
- Special needs assessment result samples
- CAASPP results
- CAHSEE results
- CELDT Testing and results

- Milestone rubrics and results
- Report cards
- DELAC minutes
- Independent Study assessment sample

D3. Using Assessments to Monitor and Modify the Program Schoolwide

Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.

Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

D3. Summary of Findings:

With the support of the district and the community, Taft Union High School uses many tools to assess and monitor student progress. The Aeries system, run by the district, sends progress reports and report cards home every quarter showing all students' grade and applicable feedback for each class in which they are enrolled. In accordance with the Education Code, district policy, and all teacher contracts, teachers are also required to make follow-up correspondence (phone call, email, etc.) with all failing or near failing students. Aeries also compiles all testing data, providing quick access of the students' assessment history to staff and parents. Assessments posted and monitored in the Aeries system include, but are not limited to, CELDT, CAASPP (which replaced STAR/CST Testing) and CAHSEE (which was also recently eliminated). Transcripts and attendance history are also maintained in Aeries. The district purchase of Aeries in 2005 enables staff and parents to create detailed reports about student assessment and progress and analyze that data. Staff is then able to target areas needing intervention for remediation and the like.

Since the last WASC evaluation, the district and administration have overseen the implementation of a district-wide, Content and Common Core standards aligned assessment system by department on various assessment platforms. Departments utilize appropriate testing platforms to administer benchmarks; for example, platforms that have been used, which have been outmoded (due to the elimination of STAR/CST standardized tests), are Edusoft and Aeries Analytics.

The district and administration appraises parents and the community of the progress and achievement monitoring capabilities of our Aeries system. Known more commonly as the “My Cats” registration drive, the district sent out mailings to all parents/guardians of students (in English and Spanish), made its announcement a part of the “Back to School Night” agenda, and has made several PA and memo announcements to students and staff to increase the number of parents and students registered on Aeries to increase their access to the grade book portal.

The TUHS School Board, its administration, and staff actively solicit regular feedback from parents and the community, with regards to assessment methods, from, but not limited to: School Site Council Meetings (SSC), DELAC, FFA, and the Oil Tech Academy. For example, the Oil Tech Academy Steering Committee meets monthly to re-evaluate Academy curricula and data to make recommendations for immediate changes and implementation by Academy faculty. This Steering Committee includes approximately twenty-five (25) representative members of the business and community at large (i.e. Holmes Western Oil Corporation, Chevron, Key Energy, Linn Energy, UBS Financial, Aera, Exxon/Mobil Pipeline, Watkins Construction, to name a few). SSC and DELAC involve the District providing information to parents regarding curricula and assessments and soliciting feedback of suggestions for possible implementation.

The Taft Union High School District monitors student progress at the administrative level with regards to CAASPP’s, CAHSEE, and CELDT. After the retirement of the administrator in charge of the Office of Curriculum, Instruction, and Assessment (CIA), the position and office to oversee the implementation of department curricula, lesson planning, and assessment administration and analysis was disbanded. This department used to: aid in program standardization in all departments in the aforementioned areas through extra eyes and accountability; analyzed standardized assessment data, disaggregated it, met with department heads and other administration and made parental contacts to ensure progress

monitoring and necessary subsequent modification of instruction for remediation of target students. As it is now, departments analyze standardized assessment results and student progress in content and standards on an ad hoc basis and at department meetings (individually and/or collaboratively), and make necessary instructional modifications to remediate students whose progress and achievement is low or lagging. With the dissolution of the CIA, only future state-wide standardized test (like CAASPP) results will tell if this shift in duties (from the CIA to individual departments) has been effective.

The Taft Union High School District uses several different test generating software systems. These include Diploma 6, McDougall Littell, Prentice Hall, Glencoe, Holt, and Houghton Mifflin. The district assures compliance to grade book reflection by requiring all teachers to utilize the Aeries Grade book to track student progress, assign grades, and reflect and monitor student progress and achievement. This grading program allows teachers, administration, parents, and students to monitor student homework, class work, quizzes, tests, and projects assigned in class. More specifically, teachers, administration, parents, and students can all view a student's grade book through the "MyCats" portal set up via an authorization and verification process, including online remote access, at any time of day. This grade book also assures consolidation of assessment results (and a student's grade book progress) with assessment data from standardized tests (i.e. CELDT, CAASPP (which replaced STAR/CST Testing), etc.) all of which are uploaded and up to date in the Aeries system) in one user-friendly platform.

The district's purchase of the aforementioned testing platforms has enabled teachers and administration to quickly assess, compile, analyze, and implement remediation/reteaching strategies. This also allows teachers to quickly score and compare results with other teachers in the same content areas. Having tests aligned to standards has also enabled staff and administration to pinpoint areas where students have fallen short with regards to a particular standard. Departments pinpoint groups and individuals needing intervention through data gathered from these testing platforms and collaborate within and among departments to target struggling students and monitor their growth and achievement in defined content and standards areas. Many teachers use these testing platforms in their daily lessons, including but not limited to, their regular quizzes, tests, and projects, etc. As departments continue to align themselves to CCSS, these testing platforms have been effective in enabling departments to continually assess content and standards achievement and alter curricula

accordingly; however, again, only future state-wide standardized test results will tell if this translates into effective classroom implementation of altered curricula based on each department's interpretation of standardized test results.

With regards to other support staff, when students arrive who require special support, such as sign language interpretation, and/or medical services, the District employs instructional aides on an as-needed basis. Currently there are fourteen instructional aides for Special Education, Health, and Bilingual support.

Taft High monitors the college readiness of students in English and Math when they are in the 11th grade. It does this through the administration of the Early Assessment Program (EAP). The English and Math Departments analyze the results and use them to make changes in their respective departments to re-mediate low-level students.

The English Department monitors and reflects student progress and achievement in reading, comprehension, fluency, and writing through the district-purchased Accelerated Reader (AR) Program and Milestone Essays. In the AR Program, students are required complete a certain amount of reading per quarter to elevate their reading skills. All English teachers have incorporated AR into their grade books. All student essays with the English department are graded in a department wide format scoring date using a rubric to determine expected level of proficiency on state assessments. Rubrics are developed with an eye towards Common Core State Standards (CCSS) of content and student work is assessed accordingly. The Read/Write (formerly Literacy Title 1) Program addresses reading standards for grades 9 through 12 and supports writing through consistent structured output.

For years, Taft Union High School has run a High School Prep Course (formerly called the Bridge Program) to target at-risk, incoming 9th graders. The students are identified through interface with the local junior high feeder schools based on test scores and grades. The program consists of teachers and counseling staff representing the core subject areas. This program is a requirement to re-mediate all failing 8th graders before they enter the high school setting.

With regards to professional development, Department Chairs support all teachers in their instructional area, acting as liaison between teachers and the administration. Department Chairs collaborate with teachers and support them in the classroom as well as developing and monitoring curriculum within each subject area. In addition there is an Internship Program

with a University Intern Coach and BTSA program with Support Providers. Furthermore, teachers in various departments and disciplines attend a wide variety of conferences to augment their respective content; this includes, but is not limited to: various Advanced Placement (AP) Conferences for AP teachers, various conferences for Oil Tech Academy teachers, Success 101 Conferences for a number of department members, curriculum development classes, content area classes and conferences, etc. to name a few.

The District increased staff development days with the teachers' bargaining unit by providing a staff-planning day every Thursday to have less interference with CAHSEE test dates, etc. Teachers use the one-hour a day for planning, department collaboration and curriculum council meetings, remediation and all staff meetings.

The TUHS District continues to require CLAD teacher certification. The District offers a stipend for BTSA support providers who will support new teachers in proven instructional methods and strategies. This mentoring of new teachers helps them become more proficient in assessing, accommodating, and furthering student progress.

The District provides and approves a plethora of professional development activities with regards to CCSS and standardized test administration. Teachers write proposals for paid summer curriculum development time. They are paid an hourly wage to work on approved projects aligned with standards-based instruction. Advanced Placement (AP) teachers apply for and attend conferences which train teachers in assessment types, data analysis, and assessment teaching. Since the last WASC visit, the district brought “DataWorks” and “Marzano Research Laboratory” to train all faculty in the implementation of Common Core, assessments, etc. on inservice days outside of instructional days. Also, departments receive content specific training in assessments at board-approved conferences. For example, since the last WASC report, the Social Science Department attended a Common Core-based Social Science conference in Los Angeles. Social Science department members were also trained in “Success 101” on the school site over two days.

With regards to online platforms, the TUHSD continues to utilize the “A+” platform for online credit recovery, but is looking into the implementation of other online platforms to increase rigor and better prepare students for standardized testing. “Apex” is the new online platform that has been looked at to help students in a way that A+ cannot. However, it has yet to be fully implemented.

D3. Evidence Analyzed and Examined:

- Sample gradebooks by department in Aeries
- Formal classroom assessment results in Aeries by department (CCSS-aligned)
- Special needs assessment result samples
- CAASPP results
- CAHSEE results
- CELDT Testing and results
- Milestone rubrics and results
- Report cards
- Oil/Tech Steering Committee minutes
- Independent Study assessment samples
- AR results
- Summer Bridge Program samples
- EAP results
- Board minutes
- Inservice Meetings Agendas
- DataWorks samples
- Marzano Research Laboratory samples
- Teacher credentialing documentation
- BTSA samples
- Professional development samples (Success 101 agenda, AP training samples, other professional development)

**Category D. Standards-Based Student Learning: Assessment and Accountability:
SUMMARY, STRENGTHS AND GROWTH NEEDS:**

Category D. Summary:

The TUHS District implements a plethora of assessment and progress monitoring tools to evaluate student achievement and readiness: by subject, based on college and career readiness, and according to state and CCSS standards. This includes the gamut of student group demographics. Furthermore, the TUHS District involves many stakeholders in the assessment and evaluation process (stakeholders include teachers and classified staff, counselors, administrators, parents, community members, and business representatives). Assessments results and stakeholder feedback are used to continually drive and reshape curricula by department.

The TUHS District needs to reestablish a CIA-type office for the following purposes to promote academic rigor and ensure better standardized assessment results: aid in program standardization in all departments in the aforementioned areas through extra eyes and accountability; analyze standardized assessment data, disaggregated it, meet with department heads and other administration and make parental contacts to ensure progress monitoring and necessary subsequent modification of instruction for remediation of target students (CLN 2.1).

In order to better prepare students for the new CAASPP assessment, the TUHS District needs to ensure that extensive professional development and collaboration time is provided for teachers addressing the preparation of students for, and the facilitation of, CAASPP online testing (CLN 2.5).

The TUHS District has begun to implement the *Success 101* Program in order to increase the amount of students who are college and career ready. *Success 101* involves students making plans for college and career based on their individual achievements and interests. In addition, students draft a ten-year plan in order to be able to work backwards and have a clear picture of what they need to accomplish in high school in order to be college, and ultimately, career ready. Furthermore, the TUHS District requires that all entering freshmen students take this

course so as to bolster and increase student-readiness in the future. To ensure students continue in this endeavor, the TUHS District has incorporated *Success 101* into curricula of a student's future social science class. There, students will review and edit their *Success 101* plan in order to continue on the path for their future plans (CLN 3.2).

Category D. Areas of Strength:

- Teachers from a variety of subject areas continually work with students to develop writing skill and ensure that all students are given appropriate feedback on their writing skills.
- The TUHS District adequately provides instructional aides to assist student in their education specific to their needs.
- All departments continue to edit, administer, collaborate and analyze for the purpose of instruction modification where content and standards are concerned.

Category D. Areas for Growth:

- Common methods of data collection and analysis could be streamlined throughout the school in an effort to bring continuity across department.
- Departments need to continue to adapt and edit assessments to better prepare TUHSD students for standardized tests and the State's recently implemented CAASPP Test.
- The TUHSD lacks an office of Curriculum, Instruction, and Assessment. As such, the TUHSD lacks an office to: aid in program standardization in all departments in the aforementioned areas through extra eyes and accountability; analyze standardized assessment data, disaggregate it, meet with department heads and other administration and make parental contacts to ensure progress monitoring and necessary subsequent modification of instruction for remediation of target students.

<i>Categories E1&2. School Culture and Support for Student and Personal Academic Growth: Parent and Community Engagement, School Environment</i>

Focus Group Leaders

Jarudd Prosser	Physical Education Teacher
Lilie Murillo	Guidance Counselor

Focus Group Members

Kim Fields	Campus Supervisor
Amanda Posey	Fine Arts Teacher
Mark Shoffner	School Psychologist
Brandy Trejo	Physical Education Teacher
Josh Salazar	Instructional Assistant
Veronica Mock	Instructional Assistant
Mandi Neudorf	Accounting Technician
Barry Jameson	Maintenance, Operations & Transportation Employee

E1. Parent and Community Engagement

Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

How effective is the school use of community resources such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations to support students?

E1. Summary of Findings:

Taft Union High School has implemented a variety of strategies and processes for the regular involvement of parents and the community. For example, our interactive website allows for teachers and parents to communicate through the “MyCats” link. Three-hundred-and-seventy-eight TUHS parents have created “MyCats” accounts, which enable them to monitor their child(ren)s electronic gradebook and to communicate with teachers. Parent involvement has increased since the last self-study via the use of this link. This involvement enriches the TUHS educational programs and has a positive effect on student achievement. The TUHS website provides a wealth of information such as the school calendar, mission statement, vision and purpose, course outlines, student handbook, athletic and academic programs, schedules, testing information, and much more. The student-produced school television station, K-Taft High News (KTHN) produces a daily bulletin for the morning video announcements that is viewed in most classes at the beginning of fourth period. TUHS also utilizes an attendance auto dialer system to inform parents of unexcused absences and tardies their students’ may receive on a daily basis.

Taft High fosters a strong relationship with the parents and community to ensure the understanding of student achievement of the academic standards and Cat Skills through the curricular/co-curricular program. Taft Union High School hosts freshman orientation each February for incoming 8th graders. Parents make scheduling appointments, and parents and students have the opportunity to meet faculty, administrators, counselors, and support staff. Each academic department, club, special program, and athletic team is present to welcome parents and students, give information, and encourage students to sign up for elective classes, clubs, and teams. Approximately 450 students/parents attend these orientations. This initial event is followed up with a counselors meeting and then reinforced at back to school night.

School Site Council provides an additional opportunity for parent input in decision-making. This committee meets 3-4 times yearly, and, in addition to approving the school safety plan and LCAP, plays a vital role in the school-parent partnership.

Parents are invited to attend and express ideas and concerns at monthly Board of Trustee meetings. These meetings are well-advertised and covered in the local newspapers, as well as being posted on the school web site.

School Psychologist, Mark Shoffner, reports that 100% of parents of students identified with special needs participate in the annual IEP for their child. Approximately 80% of the parents attend the IEP meeting with the school psychologist, case manager, counselor, and general education teachers. Other parents participate via telephone.

The TUHS Back-To-School-Night usually occurs within the first three weeks of the school year. Barbecued hot dogs are served while parents and staff mingle before the formal classroom visits begin. Attendance has declined in recent years, with only about 300 parents in 2014/15.

TUHS began offering Parents Involved in Quality Education (PIQE) classes in the fall of 2013. These academies are designed to teach parents how to support their child(ren) through the high school years and to prepare for post-secondary education, the armed forces, or the workforce. These sessions are well-attended, particularly by EL parents. Many parents have requested a second session which will be offered 2015/16.

The Parent Project was started at TUHS in 2014. This group of 6 trained facilitators works with parents of troubled youth to provide tips and suggestions for how parents can increase school attendance and academic performances in their children. The Parent Project follows a provided curriculum, and invites guest speakers, such as members of the local police department, to help educate parents on everything from what drugs look and smell like, to how parents can monitor grades.

Parents are kept abreast of their child's academic achievement through mid-quarterly and quarterly mailed progress reports as well as all state testing results. Between each mid-quarterly and quarterly report card, teachers make personal phone calls home to every parent whose student(s) is currently earning a "D" or "F." Qualified staff members are available to

make Spanish phone calls home whenever teachers make requests. Teachers need only complete a Spanish Language Phone Call Request form and turn it in to our Bi-lingual office assistant. If necessary, the placement committee and parent/teacher conferences are available for all parents, including parents whose language is one other than English. Student achievement is celebrated with: honor roll, public recognition, CSF Gold Seal (medallion), website, KTHN public announcements and local media outlets.

Parents of non-English speaking students are supported through district level English learners advisory committee (DELAC). DELAC serves as a liaison between school and parents by providing them with information essential to learning. In addition to DELAC, TUHS offers the Migrant after school program. This program focuses on supporting English Language Learners by providing academic support after school 5 days a week.

Taft High is fortunate to have many community partnerships that offer resources to enhance the learning process. The community sponsors range from some of the largest corporations in America to locally owned businesses and service clubs. The nationwide AVID program provides a support base for the Taft High AVID students as they endeavor to become the first of their family to attend college. AVID tutors, many of whom are former AVID students, support these students as needed through before and after school homework club. The Oil Technology Academy has partnered with local companies to enhance student learning and provide encouragement as well as financial support to those students who anticipate futures in petroleum related fields. The Regional Occupational Program (ROP) supplements the core curriculum by offering students classes leading directly to post-high school employment. Additionally, by partnering with the local feeder schools, both Taft High students and teachers help to make the transition to the educational programs successful and productive, not only in core areas such as math and science, but also in band and athletics. Service clubs such as Soroptomist, Rotary, Lions and Kiwanis, as well as the Westside Recreation Center, partner with campus organizations to provide services, facility usage, and learning opportunities for students.

TUHS has found success in using our active community organizations as a means to communicate the proactive approach TUHS is taking in supporting all our students. Starting in October of 2015, TUHS staff presented to the Soroptomist, Rotary, Lions, and Kiwanis clubs as well as to the Taft Chamber of Commerce and the Westside Ministerial Association on the programs that support the “whole child” during their high school years. This

presentation informed the community of programs that TUHS offers to address students' academic, social, and emotional needs in a variety of ways.

TUHS offers two year-round online learning environments. The A-Plus online program aligns students with graduation requirements through credit recovery. The second credit recovery program is Apex online. Apex courses focus on maintaining A-G eligibility in an online platform. Both online programs are initiated with a meeting. The meeting consists of student, parent/guardian and counselor. Teachers of the online programs keep parents notified of student progress periodically.

Student involvement is a key factor in the success of Taft High School. Students feel connected to the school, not only through the strong academic program but also through participation in the many extracurricular opportunities that are available. The Taft Union High School Associated Student Body offers a full range of clubs and activities in which students may participate. As of 2014 TUHS has 41 active clubs and organizations on campus. Students involved in the various clubs, organizations, and sports work with parents and local businesses to enhance school culture and community. Students have been involved in a number of activities including the Red Cross Blood Drive, canned food drive, Toys for Tots, Coats for Kids Drive, musical concerts, drama performances, holiday parades, etcetera. The administration sponsors assemblies, which bring motivational speakers to the student body. A large percentage of students attend athletic camps, become involved in school-sponsored clubs, and participate in academic-related activities that extend beyond the geographical lines of the school, such as the Science Fair. Student achievement is celebrated in many ways, such as the CIF Awards for sports teams, FFA Awards, Student of the Month recognition and the Honors Night, where seniors receive local scholarships in recognition for their excellence. The state of the art marquee on the southwest corner of the campus keeps everyone in the community aware of the many activities taking place at the high school.

E1. Evidence Analyzed and Examined:

- E-Colors
- Renaissance- Active up to 2014
- Band
- My Cats
- KTHN
- Emergency Auto Dialer
- Parent Project
- Parent Project in Spanish
- P.I.Q.E
- Spanish Interpreters
- DELAC
- Migrant Program- KCSOS
- Freshmen Orientation
- Back to School Night
- CAHSEE and CAASPP results
- Honor Roll
- Field Trips
- Community Partnerships
 - Soroptomist- S Club
 - Rotary- Interact Club
 - Kiwanis- Key Club
 - Lions Club
 - Campus Life Club
 - World Changers Club
- Dates and copy of Presentation to service groups regarding “Addressing the Whole Child in TUHSD”
- Professional Services
 - College Community Services (Mental Health)
 - Drug and Alcohol Services
 - Youth for Christ Services (Teen Parenting)
 - Optimal Hospice (Grief Counseling)
 - Armed Services
- AVID
- Oil Tech Academy- Lighthouse Accreditation
- Region Occupation Program
- Partnerships with local school districts

- Taft City District
- McKittrick District
- Maricopa District
- Midway District
- Elk Hills District
- Taft College District- Concurrent Enrollment Program, STEM Club
- Cal State Bakersfield- Cal Soap (Peer Support)
- Motivational Speakers
- Camps
- Honors Night Program
- Scholarships
- Marquee
- Positive Coaching Alliance
- School Site Counsel
- Before and After School Homework Club

E2. School Environment

Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

To what degree is there evidence of an atmosphere of trust, respect, and professionalism?

E2. Summary of Findings:

Since 1917, Taft Union High School has been providing a quality education for students living in Taft and the surrounding area. The utmost priorities of the district are to provide a clean, safe, and well-maintained learning environment for its students. Through the years, there have been improvements to classrooms, library, and to the athletic and physical education facilities. A couple of examples are new state of the art shade structures in the quad area and network project upgrade covering the entire campus. All employees, both certificated and classified, are committed to the on-going improvement of all aspects of our programs and facilities, such as school culture, activities, and all events involving students.

In a survey conducted during 2014/15 school year, 77% of stakeholders agreed or strongly agreed that TUHS is a safe and clean place to attend school.

On January 10th, 2013 TUHS fell victim to a growing trend in the United States when an armed student came onto campus. As a result of this incident many structural and procedural changes have occurred at TUHS. There have been gates installed at all entrances and access roads and a key is required to gain entry. All entrances to campus are monitored by staff before school and during lunch. The front of the school was equipped with an extra set of doors that allow visitors to be buzzed into campus after signing in. All campus visitors are required to wear a pass at all times. Campus escorts are available to any visitor requesting them. Additionally, 43 cameras were added for surveillance of all areas of campus. Along with intercoms on the exteriors of the gym so that PE could be informed of issues via the all call system. All staff members were issued an identification card that identifies them as a TUHS staff member and assures that the personnel on campus are authorized to be here. TUHS has also taken extra measures to ensure routine practice and feedback of security measures through drills and surveys. This fall, TUHS practiced an earthquake evacuation drill and a lockdown drill. All staff members were trained on the procedures and the community was notified of the event weeks prior. After the lockdown drill all staff members were asked to provide feedback via a survey so that practices and procedures could be revisited. TUHS has also instituted the “Wildcat Tipline.” This dedicated line is available on and off campus and allows any student, parent or staff member to report a situation or incident that requires administrative attention and follow-up. By taking these measures it has been TUHS’s goal to provide as secure and safe campus to all students and staff and ensure that precautionary measures are taken and consistently evaluated. TUHS prides itself on the successful completion of state mandated disaster and fire drills. In-service training has been provided to all staff regarding “lock-down” and “shelter-in-place” procedures in the event of a campus intruder.

TUHS has a Safe School Plan. District safe schools meetings are held on campus at least 2-4 times per year. At the start of the 2015/16 school year all staff was invited to join district safety committee. The committee contains 24 staff members (certificated and classified), the school resource officer, and a board member. These meetings are held to address safety concerns, discuss updates on laws and receive training on safety response. Our comprehensive disaster preparedness plan is revised annually and addresses natural disasters

and threats of violence. Students practice regular onsite evacuation drills and all procedures for disaster drills are communicated to staff members annually.

Taft Union High School is a safe and secure campus. The open-campus is surrounded by an exterior fence, which is locked at all times except during lunch when students are allowed to leave campus for lunch break. In addition, a Digital IP Video Surveillance System consisting of 43 security cameras have been installed in common areas, such as the cafeteria, hallways, and at entryways to several structures on the grounds in an effort to monitor campus activity. An alarm system is activated in the evenings each day and on weekends. In addition, a hired security guard monitors the school grounds after hours. TUHS employs two full-time campus supervisors who work in conjunction with our school administrators to ensure the safety of all students and staff. Furthermore, TUHS contracts with the Taft Police Department to employ a full-time law enforcement officer to work in conjunction with administration.

All students are issued photo identification cards. Campus visitors are required to sign in at the switchboard and granted access via an automated door. Visitors are required to display a visitor's pass and a personal escort may be assigned if needed. Hall passes are required for any student out of class with staff permission.

On-going staff development is accomplished through the annual completion of SISC module training provided by the Kern County Superintendent of Schools office on a variety of topics including Sexual Harassment, Child Abuse Reporting, Heat Illness Prevention, Ergonomics, Foundation Ergonomics, Computer Use, Staff and Student Relationships, Fire Extinguishers and Prevention, Blood-borne Pathogens, and Hazard Communication.

The Taft Union High School District is committed to ensuring the health and welfare of its students. A full-time registered nurse performs health and vision screenings, develops student health plans, provides daily care for medically fragile students, and is on-call for emergencies. A full-time school psychologist maintains an open-door policy for students, consults regularly with teachers regarding specific students, and coordinates outside counseling services provided on campus for students. Outside counseling services include drug and alcohol counseling, grief counseling, support for teen parents, and mental health counseling. Many counselors, all coaches, some teachers, and several classified staff are CPR and First-Aid trained. When problems such as vandalism, theft, or student altercations occur,

the administration and security staff responds quickly and appropriately while doing their best to preserve the identity of students who provide information needed to resolve these issues.

Maintaining a clean and orderly environment for our students is a priority of the Taft Union High School District. Some examples of this are: campus supervisors directing students to classes and special events, such as rallies or assemblies, as well as before school, after school, and during the lunch period. All employees, certificated and classified, encourage students to keep their campus clean and safe by modeling and encouraging appropriate behavior.

Taft Union High School has taken extreme measures to demonstrate care, concern, and communicate high expectations for students in an environment that honors individual differences while being conducive to learning. School employees located at both entrances to the school 45 minutes before the start of school to personally greet each student onto campus. Appropriate student behavior is communicated in many ways. For instance, the school hosts an annual freshman orientation, facilitates freshman school tours, issues student handbooks and student informational packets that are distributed during registration. Throughout the year the associated student body strategically posts motivational posters throughout the campus; all of which are reinforced by teachers on a daily basis. Additionally, an anonymous Wildcat tip line allows students and staff to report any concerns to school officials.

Teachers clearly communicate their expectations to students and parents through course outlines and regularly contact parents throughout the school year regarding student academic progress. An intervention screen is available on Aeries where teachers can communicate intervention strategies and attempts at corrected behavior with colleagues, counselors and administration. This fosters a dialogue regarding student behavior.

Discipline is conducted in a positive learning environment through the Alternatives to Suspension program (ATS). Students who commit behavioral infractions that would have resulted in suspension in the past, are now afforded the opportunity to examine, through ATS, their behavioral choices, gain insight into the impact it had on others, and make amends with those who were affected. This program has allowed TUHS to comply with CA Education Code 48900.5, the “other means of correction,” in a systematic and consistent manner. By offering this decision making course with restorative practices built in, TUHS is

not only addressing student behavior, but taking a step beyond just consequences and examining the future and what decisions students should make, and, therefore, yield a different consequence. This proactive approach requires parents and TUHS to work together to meet the needs of their student. Fortunately, gangs have not been an issue at Taft Union High School. When problems such as vandalism, theft, or student altercations occur, the administration and security staff responds quickly and appropriately while doing their best to preserve the identity of students who provide information in order to resolve these issues. Appropriate student behavior is communicated in many ways.

TUHS teachers are noted for their caring and helpful interactions with students. Evidence of this is the large number of nominations for the Leadership program's Student and Teacher of the Month Awards. Many teachers can be seen interacting with students throughout the day: before school, during passing periods, during lunchtime, at the end of the day, and at the many extracurricular activities that involve students.

The Taft Union High School District provides incoming freshmen students a "High School Prep" summer school class for those students who would benefit from academic skills reinforcement to better prepare them for the rigors of the high school curriculum. These students gain additional English and math skills, the opportunity to make new friends and gain experience to the opportunities provided on our campus. High expectations are communicated to students through this program in order to keep them motivated to be a successful high school student.

Teachers promote trust with students and parents through an open-door policy with ongoing communication in person, by phone, through traditional mail, and email. Many members of the faculty assist students through one-on-one conferencing and tutoring sessions before and after school, and often give up their lunch period to be available to offer assistance. Cultural differences are recognized, respected, and appreciated both in and out of the classroom. In an effort to prepare students for post-secondary educational goals, the TUHS staff model professional behavior. Furthermore, the district provides opportunities for students to prepare for their future career and employment choices. Beginning in the 2014/15 school year, incoming freshmen were required to take Success 101 as a diploma requirement. This course focuses on providing new high school students with the skills necessary to be successful during their secondary and post-secondary educational career while using technology to facilitate instruction and learning. Emphasis is placed on the acquisition of

study skills, development of techniques for note taking, procedures for reviews, and learning modalities unique to individual students. In addition, students will analyze the importance of post-secondary education by exploring everyday living expenses through real-life applications.

TUHS requires every student and staff member to receive training on the acceptable use policy; the use of technology to prepare and present information, conduct research, develop media skills, and apply problem-solving strategies in the academic disciplines are included. Students are also able to gain specific job skills through the Regional Occupational Program by providing them training and work experience in a variety of fields.

Classrooms and buildings reflect the students' and staffs' pride in the school facilities. Custodial and maintenance staff provides high-quality maintenance and daily cleaning on both the school grounds and in the classrooms. Visitors on TUHS campus often comment on the cleanliness of the school and commend the staff on the upkeep of the facility. Routine maintenance is completed on a seasonal schedule. TUHS has designed a well-planned deferred maintenance program to ensure that all buildings are kept in good repair. TUHS has met all of the standards for good repair, established by the Office of Public School Construction for the past 5 years.

E2. Evidence Analyzed and Examined:

- Security Cameras
- Alarm System
- Campus Security
- Full Time Taft City Police Officer on campus
- Nurse
- School Psychologist
- CPR/1st Aide
- Clean Campus
- SISC
- Lock Down Procedure
- Shelter in Place Procedure
- Freshmen Orientation
- Student Handbook
- Registration
- Course Outline

- Parent Contact
- Student of the Month
- Wildcat Tip Line
- Internet Acceptable Use Policy

<i>Category E3. School Culture and Support for Student and Personal Academic Growth: Personal and Academic Support</i>

Focus Group Leaders

Brian Durkan	Physical Education Department Chair/Teacher
Russell Emberson	Health Education Teacher

Focus Group Members

April Ashmore	Science Teacher
Sigi Criz	Mathematics Teacher
Stella Braboy	Vocational/Career Education Teacher
Bill Wolfe	English Teacher
Mary Miller	Campus Supervisor
Brandi Naff	Maintenance, Operations & Transportation Employee
Jacob White	Information Technology Employee

E3. Personal and Academic Support

Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

Evaluate the ways that there are direct connections between academic standards, college- and career-readiness standards, and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.

Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?

Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

E3. Summary of Findings:

Taft Union High School prides itself on providing support to all students in a variety of ways intended to respond to each student's individual needs. All students are encouraged to take advantage of the many programs, organizations, and activities offered at TUHS. All students develop and modify their individual education plan with their respective guidance counselor at least twice a year. The educational plan begins at the first meeting with the counselor during Freshman Orientation and continues during the course of the student's high school career. Taft Union High School has 3 full time Guidance Counselors with an average ratio of 330 students to 1 counselor. Each counselor also serves a special population of students in AVID, ELD, and the Oil-Technology Academy. The school site has a full time nurse on staff and is accessible at all times. A full time School Psychologist is employed at TUHS to provide services to all students, from working with special education students to counseling those in need, through individual and group counseling sessions. The School Psychologist also serves as the leading member of the Special Education and 504 Programs. Two full time Campus Security personnel are available to help staff monitor students and assist with the safety of the campus. A full time Taft City Police officer is available during the school day to enforce applicable laws and protect campus safety. An Athletic Trainer position is filled by two part-time employees to help with injuries to athletes and regular students. Concussion protocols are handled through the Athletic Trainer. TUHS also provides Homeless and Foster Care support through the Guidance Center. In addition, the Guidance Center has links to Mental Health, Drug, and Alcohol services in the community. All Physical Education classes test students in Physical Fitness tests, and the Freshman scores are reported to the State as part of the Physical Fitness requirement.

Students who take advantage of the online instruction options at TUHS, also have equal access to the services mentioned above. At this time, online instruction is available thru the A+ Learning System for make-ups of graduation requirements and APEX. APEX is utilized for students who want to realign their UC A-G requirement status. Both systems are structured with a highly qualified teacher of record and have a dedicated support staff member who regularly reports to the administrators, teachers and counselors on student progress.

In addition to the direct connections listed above, there are additional connections between academic standards, college and career readiness standards, and schoolwide learner outcomes thru district funded and sponsored committees such as the school site council, various specific district committees, the TUHS/TC Dual Enrollment committee, various articulation meetings with feeder districts and processes in place for outside referral services. The Parent Institute for Quality Education was created to help parents and students to prepare for academic success and college preparation. The PSAT and PLAN tests are given to students who want to go to college to identify individual strengths and weaknesses. The fees for these tests are paid by the District.

The Administration implements a planning day schedule on Thursdays where the students have a late start time. Most of these planning days are used for Department Collaboration when teachers can work within the department or with other departments to develop rigorous standards based curriculum. These days can also be used for Student Remediation where students can get extra assistance from their teachers. One Planning Day a month is reserved for Department meetings to go over the curriculum issues and sequencing of lessons. Students have an individual A-G plan, and they are monitored on their grades and course completion. Struggling students can receive tutoring from Board approved AVID tutors. The RSP program at TUHS is a Collaborative model. A RSP teacher is assigned with a regular core teacher so that RSP students can receive extra assistance in a less restrictive environment. The West Side Regional Occupation Program partners with TUHS to provide students with programs based on career interests. However, beginning in the fall of 2016, Taft Union High School will be taking over the programs from the WSROP and creating our own series of Career Pathways. In addition, incoming freshmen are given placement exams along with other multiple measures to help appropriately place students. These exams are proctored at the Feeder Schools.

Taft Union High School holds an Incoming Freshman Orientation night the third Monday each February for incoming 8th grade students. Incoming students and their parents can visit booths from the various departments, programs, and clubs at TUHS. The same night, parents schedule a time to meet with a counselor for an individualized meeting that takes place during after school hours during a three week period after the Orientation night to set up classes for the fall. Notifications are sent to parents/students at least eight times during the school year to indicate student progress. In addition teachers regularly e-mail, make phone calls, or send deficiency notices throughout the school year. Parents and students with

MyCats accounts receive up to date grade information by having access to the teacher's gradebook. There is also a direct link in the MyCats program to e-mail teachers with questions.

A new Alternative to Suspension program has been implemented at TUHS in the 2015-2016 school year that allow students, who otherwise would have been removed from the classroom setting, to attend a self-contained classroom with a credentialed ATS teacher. Students that are assigned to the ATS program receive class work from their regularly assigned teachers so that the students do not fall behind. Tutorial classes are offered at TUHS for students who feel they need extra time to complete their assignments. Also, an Intervention class/program is in place to assist in some cases, for underperforming students. Students will be assigned an Intervention class if their grades dictate that the student is struggling and needs assistance. Both the Tutorial and Intervention classes are taught by credentialed teachers. TUHS has a Student Attendance Review Board that is comprised of Administrators and Law Enforcement that actively reviews students with attendance problems and attempts to provide ways to rectify such problems. A Student Assistance Team committee is comprised of Teachers and Administrators to devise individualized plans, and/or different placement of underperforming students. Buena Vista Continuation High School, Independent Study, and Home Study are Alternative Education plans for students that have special circumstances.

All students have equal access to computers and the use of the internet in the Learning Resource Center which is located in the Library. The LRC has 39 computers and is available to students from 7:00 AM to 4:00 PM Monday through Friday during the regular school year. Teachers may also reserve the LRC for their respective classes for special projects. Students in alternative programs also have access to the Library and the LRC. The Library is staffed by a fully credential Librarian and is assisted by a full time support employee. In addition, there is another computer lab available in the science building and IRC lecture hall upon request. Although there are three labs on campus, there are often not enough computers available for student use, making it difficult to meet the technological needs of all students. Moreover, due to the fact that our infrastructure has been unable to withstand the technological demands placed upon it, a number of additional challenges are evident such as slow connectivity or inability to use the technology at all. Virtually all classrooms have at least one computer for student use. TUHS is currently in the process of improving the infrastructure so that the school can go to 1:1 devices in the future. That said, The District

has a fully staffed IT department with a full time IT manager but does not currently employ a technology expert to assist with instructional support.

A 7-week Summer School session is offered to students for remediation or acceleration of classes. One week of Summer School is dedicated for students taking Driver's Education. Two 3-week sessions are reserved for regular classes. Students also have the option of realigning their A-G status through some of the Summer School course offerings. The Summer School program also utilizes the A+ Learning System, Apex, and seat-based classroom models for delivering instruction. The Summer School program is over seen by a full time Summer School Principal. The Summer School Principal gives a "Summer School Report" to the Board of Trustees at the beginning of the next regular school year. A "0" period class is offered in Driver's Education during the regular school year.

Over the past several years, TUHS has created several small learning communities, such as the Taft Oil-Technology Academy and AVID, which provide additional support to students within the larger curriculum and school community. The Oil-Technology Academy is a college prep/school to career/California Partnership Academy that offers its 160 students the opportunity to gain knowledge of and experience in the Petroleum Industry, as well as soft skills and skills that relate to any occupation. The TUHS Oil-Technology Academy meets the needs of both the college-bound student and those who plan on entering the workforce right out of high school. The Academy has a vast list of business partners on board, provides guest speakers, field trip opportunities, job shadowing, summer job opportunities, scholarships, mentoring, etc. This three-year sequential program, enrolls students in four Academy classes each day (English, History, Science, and Oil-Technology class). The academy encourages a great feeling of community and family within the program. The AVID program comprises 130 students over all four grade levels. AVID students are instructed in the study skills and habits of the mind that promote academic success in high school. The AVID program promotes a college-going culture and exposes students to the higher education opportunities available to them. The FFA/Agriculture Program consists of academic courses in Agriculture Science, Agriculture Welding, Agriculture Student Leadership Program, and a supervised Agriculture Experience Program. Students in the program are offered opportunities, both in and out of the classroom, aimed at helping students define and develop career/college goals. The TUHS Band is an increasingly popular program that promotes high standards through performances throughout the year. The Choir

and Drama programs have community performances throughout the school year. Students have the opportunity to get involved in student government/leadership through the ASB.

Government classes and many clubs provide community service opportunities for students to be an active member of our community. TUHS Athletic Teams are a source of pride for our community and provide our students with an outlet to learn about team work and socialization. There are a large number of clubs on the TUHS campus that include: CSF, Interact, Key Club, S-Club, Campus Life, Fellowship of Christian Athletes, Video Game Club, Gay-Straight Alliance, and Science Bowl. *The Derrick* is our yearbook produced by the Yearbook class. TUHS has a TV-Production class that produces a show based on the Daily Bulletin that is broadcast 4th period to the student body. Students at TUHS have the opportunity to experience field trip events through AVID, Oil-Tech, FFA, WSROP, and various club sponsored trips.

E3. Evidence Analyzed and Examined:

- 504 plans: number of students involved
- Accelerated Reader program (including STAR test to determine reading level)
- Alternative Education plans for special circumstances
- ASVAB
- Athletic trainer (two full-time positions)
- Attendance monitoring/SARB (Student Attendance Review Board)
- AVID: Each student has an individual A-G plan and monitoring of grades and course completion, mandatory tutoring for struggling students
- CAHSEE Remediation roll sheets, work samples
- Career Guidance: True Colors personality assessment, E-Colors
- Clubs
- Collaborative classes
- College campus tours (AVID)
- College Night at Bakersfield Convention Center
- Community Service (required in government classes, AVID, and Oil Technology Academy)
- Computers (number of computers, student:computer ratio)
- DELAC and Migrant Club
- Department collaboration
- Discipline contracts

- Driver's Education
- Dual Enrollment classes at Taft College
- Educational plan for every student
- Elective course offerings
- ELL program: list of students, phone contact logs (incl. bilingual requests), recertification process/decisions
- FAFSA workshops on campus (free)
- FFA
- Field trips
- Freshman Orientation (each February)
- Homeless and foster care support
- Homework Club (tutoring in the library before and after school): sign-in sheets
- Individualized counseling
- Learning Center
- Library services
- Links to mental health, drug, and alcohol services in the community)
- Lions Club free eyeglass program
- Local Scholarship Program (info/application packets, spreadsheet on amount awarded)
- LRC Media Center (computer lab in library)
- MyCats (parent and student access to grades)
- Nurse (full-time)
- Oil Academy internships, mentoring, summer jobs, college scholarships
- Physical fitness assessment (freshmen each April)
- PIQE (Parent Institute for Quality Education)
- Placement Committee (forms, data, lists)
- Placement correction in English, math, foreign language: emails, course changes)
- Pre-Assessment for each student for appropriate placement
- Progress Reports (5th week of each quarter)
- PSAT and PLAN practice college placement exams (to identify individual strengths and weaknesses): student lists, results/scores, flyers, district pays for student exams
- ROP: Individualized learning program based on career interests
- SAT (Student Assistance Team)
- SAT prep course (on campus, free to students)
- Schedule Change request form
- School Psychologist (full-time)
- School Resource Officer (truancy): Taft Police Dept. Officer Mark Miller
- Special Education program: individual plans for each student, IEPs, internal monitoring plan to show compliance)

- Summer School
- Taft College placement exam
- Tutorials
- TV-Video Production class

Category E. School Culture and Support for Student Personal and Academic Growth: SUMMARY, STRENGTHS AND GROWTH NEEDS:

Category E. Summary:

Taft Union High School offers a variety of services to support students' health, future careers, personal counseling and academics. The counseling services support both academic and social/emotional needs of the students. The school leadership and staff make use of all of these services to address the whole child, and have a direct effect on student learning, both in and out of the classroom. The school boasts a number of clubs that help students develop areas of strength not necessarily found in the classroom.

Category E. Areas of Strength:

- Consistent revising of students Individual Education Plan
- Variety of on-campus counseling programs
- Dedication of TUHS counseling staff
- The TUHS Freshman Orientation Night introduces incoming freshman to the many opportunities available to them in high school
- ATS provides students with the opportunity to correct behavior, instead of sending students home for minor infractions
- The small learning communities at TUHS (AVID, Oil Technology Academy, FFA, band) provide students with a focused course offering that encourages them to succeed
- There are numerous campus clubs that encourage students to be involved, give back and broaden their horizons

Category E. Areas for Growth:

- The technological infrastructure at TUHS needs to be able to support classroom devices, as computer use is limited to only a few areas on campus
- Systems that are currently in place for small learning communities need to continue to be supported

- More pathways should be developed, as evidenced by the success of the current small learning communities
- More dual enrollment courses may be added to support student achievement
- Stricter adherence to student athlete contracts or agreements in order to promote character building in extra or co-curricular activities

CHAPTER 5: Schoolwide Action Plan

- *Critical learner needs, student learner outcomes and revision of the schoolwide action plan*
- *Overall follow-up process for ongoing improvement process*
- *Schoolwide alignment of action plan to the district LCAP*

Critical Learner Needs, Student Learner Outcomes, and Revision of the Schoolwide Action Plan

Critical Learner Need #1: Ensure all students are college and/or career ready when they graduate by providing academically rigorous and appropriate programs.

CAT SKILLS: Skilled Communicators

Critical Thinker and Problem Solver

Independent and Collaborative Workers

Technologically Skilled

Involved Community Members

1.1 Ensure all students receive CCSS-aligned instruction and CAASPP preparation from qualified teachers.

CAT SKILLS: Skilled Communicators

Critical Thinker and Problem Solver

Independent and Collaborative Workers

Technologically Skilled

Involved Community Members

1.2 Ensure students have access to technology that is brought up to 21st century standards.

CAT SKILLS: Skilled Communicators

Critical Thinker and Problem Solver

Independent and Collaborative Workers

Technologically Skilled

Involved Community Members

1.3 Re-establish a working, self-contained college and career center

CAT SKILLS: Skilled Communicators

Critical Thinker and Problem Solver

Independent and Collaborative Workers

Technologically Skilled

Involved Community Members

Critical Learner Need #2: Ensure **all students are college and/or career ready** when they graduate by implementing **schoolwide support systems** with fidelity.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.1 Re-establish school-wide practices for student performance assessment.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.2 Appropriately place incoming students in courses that meet both their individual academic needs while maintaining the high standard of rigor in TUHS courses.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.3 Master schedule created for each academic year with fidelity and firmly in place by the spring of the preceding academic year to ensure students are educated by the most highly qualified teachers.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

2.4 Re-establish and implement an effective method of communication to disseminate information from all school committee and subcommittee meetings to the entire faculty and staff so relevant information can be communicated to students.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver

Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

Critical Learner Need #3: Increase the number of students who are **college and/or career ready** when they graduate by increasing the academic and career pathway opportunities offered at TUHS.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

3.1 Provide increased academic support and opportunities for students to complete UC A-G required courses.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

3.2 Create multiple, clearly defined career pathways to offer to TUHS students.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Technologically Skilled
Involved Community Members

3.3 Review and fortify systems that maintain high academic and character standards that support personal growth and ensure student accountability and academic success.

CAT SKILLS: Skilled Communicators
Critical Thinker and Problem Solver
Independent and Collaborative Workers
Involved Community Members

Critical Learner Need #1: Ensure all students are college and/or career ready when they graduate by providing academically rigorous and appropriate programs.

Rationale: Self-Study findings indicate a need to ensure all students are college and career ready when they graduate by providing academically rigorous and appropriate programs. More students need to be provided with increased opportunities to be successful in college and in a career environment.

Link to ESLRs: Skilled Communicators, Critical Thinker and Problem-Solver, Independent and Collaborative Worker, Technologically Skilled, Involved Community Member

Measurable Growth Targets (2016-2021):

- *Increase student performance on CAASPP by 5% annually with regard to meeting or exceeding standards.
- *By 2017, the Taft Union High School technological infrastructure will be updated to be able to withstand the demands of 1:1 devices schoolwide
- *By 2017, 100% of students have access to usable technological tools.
- *By 2018, 100% of students will be utilizing technological tools in the classroom.
- *By 2017, 100% of students will have access to a working career center staffed by a career center employee.

1.1 Ensure all students receive CCSS aligned instruction and CAASPP preparation from qualified teachers.

Task	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Provide hands-on professional development focused on proven instructional strategies and assessments (i.e., CAASPP) that are CCSS aligned to improve student academic success	Formal meeting among departments/programs to concretely decipher which specific professional development topics need to be addressed. Release time for department/program members to collaborate	Content or program-specific workshops Professionals in content or program-related areas Professional and/or teacher-led	Agendas, memos from the Principal, in-service and training agendas	Principal Administrator with curriculum duties Curriculum, Instruction, Assessment Leader (CIA leader)	Spring, 2016 and ongoing on an annual basis	Agendas and memos from the Principal Agendas and meeting minutes from department meetings
	Provide training for CAASPP and interim assessments for staff	CAASPP online instructional materials, qualified training personnel	Agendas, notes, emails, sign-in sheets, security affidavits, established timeline	Principal, Testing Coordinator, CIA leader	January 2016 and ongoing	Agendas, notes, emails, sign-in sheets, security affidavits, established timeline
	Continue to prioritize common prep time for core departments	Master schedule	Master schedule	Principal, Department Chairs, Information Technology Department, Program Coordinators	Spring of each prior academic year	Master schedule, Back-To-School letter for staff
	Recommend the district rehire a curriculum, instruction and assessment leader (CIA Leader), and clerical support staff for this person	Job description, salary, benefits	Board minutes Organizational chart	The District Administration and the Board of Trustees, Principal, Human Resources Manager	As soon as possible in an expedited fashion	Job postings, board agendas, organizational chart

Provide updated CCSS-aligned instructional materials for all subject areas including textbooks, materials and technology according to a timeline not dependent upon the technological infrastructure, but, instead, upon the needs of the students.	Departments without current textbooks collaborate and agree upon research-based, CCSS-aligned textbooks and materials	Catalogs, research, conferences, technology	Purchase orders, board agendas	Principal, Curriculum, Instruction and Assessment Leader, Department Chairs, Department Members	Spring, 2016 and ongoing on an annual basis	Principal agendas and notes, Curriculum, Instruction and Assessment Leader agenda and notes, department meeting notes
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1.2 Ensure students have access to technology that is brought up to 21st century standards.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Update the infrastructure to withstand the demands of 1:1 devices schoolwide.	1:1 devices shall be chosen by Program Directors to meet the needs of their specific programs including, but not limited to, Oil-Technology Academy, Accelerated Reader and AVID.	Technology trainings, conferences, Information Technology Department, Industry input	Board minutes, Infrastructure and Technology update reports, CIA Leader reports, Technology Committee meeting minutes,	Principal, Business Manager, IT Manager, CIA Leader, Program Directors, Technology Committee	As soon as possible	Board minutes, Infrastructure and technology update reports, Technology Committee meeting minutes, faculty and staff meetings, department meetings
	All staff will have access to training, as needed, for these devices before these devices are implemented in classroom instruction.	Technology trainings, conferences, Information Technology Department	Board minutes, Infrastructure and Technology update reports, CIA Leader reports, Technology Committee meeting minutes, technology survey data	Principal, Business Manager, IT Manager, CIA Leader, Program Directors, Technology Committee	As soon as possible	Board minutes, Infrastructure and technology update reports, Technology Committee meeting minutes, faculty and staff meetings, department meetings
Students will be trained in computer literacy, skills, and productivity in the Success 101 class their Freshman year	Ensure that all students enrolled in Success 101 are receiving instruction in the use of technology for academic settings	The Success 101 curriculum, trainings and workshops, the Success 101 course description	Classroom observations, course proficiency assessments	Principal, Success 101 teacher, Social Studies department teachers who teach Success 101 follow-up modules	As soon as possible	Student report cards, cross-curricular demonstrations by students

1.3 Re-establish a working, self-contained college/career center

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Hire a qualified full time college/career center employee	Hire a qualified, full-time employee under the direction of the CIA Leader	Job description (which includes a minimum standard of education and work experience), salary, benefits	Board agenda, board minutes, job posting, job description, organizational chart	The District Administration and the Board of Trustees, Principal, CIA Leader, Human Resources Manager	Prior the beginning of the 2016-2017 school year	Board agenda, board minutes, job posting, job description, organizational chart
	Employee will provide college and career readiness instruction, information, lessons and support to all students in seeking employment and/or scholarship opportunities, and all other aspects of student's post-secondary needs.	Principal, Success 101 teacher and support staff, guidance counselors, CIA Leader, college and career fairs, professional conferences, post-secondary personnel, financial aid workshops, website resources, working college and career center containing appropriate technology and materials	Board agendas, board minutes, faculty meetings, CIA Leader reports, relevant subcommittee reports, CBEDS, CALPADS, Success 101 student portfolios, AVID Senior Data Collection report, AVID Secondary Data Collection report, college and career meeting sign-in sheets, agendas, meeting notes	Principal, CIA Leader, college and career center employee	Fall of 2017-2018 school year, due to remodeling	Board agendas, board minutes, faculty meetings, CIA Leader reports, relevant subcommittee reports, CBEDS, CALPADS, Success 101 student portfolios, AVID Senior Data Collection report, AVID Secondary Data Collection report, college and career meeting sign-in sheets, agendas, meeting notes

Critical Learner Need #2: Ensure all students are college and/or career ready when they graduate by implementing schoolwide support systems with fidelity.

Rationale: Self-Study findings indicate a need to ensure all students are college and/or career ready when they graduate by implementing schoolwide systems of support.

Link to ESLRs: Skilled Communicators, Critical Thinker and Problem-Solver, Independent and Collaborative Worker, Technologically Skilled, Involved Community Member

Measurable Growth Targets (2016-2021):

- *By 2017 and every year thereafter, 100% of core teachers will have department assessments aligned to common core state standards
- *By 2017 and every year thereafter, 100% of core teachers will be utilizing Aeries Analytical or other appropriate platform as a data analysis tool.
- *By 2017, 100% of incoming students will be placed in appropriate classes
- *By May 1 of 2017 and every year thereafter, a tentative master schedule is in place.
- *Prior to, and after each committee and subcommittee meeting, 100% of meeting agendas and notes will be disseminated via email and made available to students.

2.1 Re-establish school-wide practices for student performance assessment.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Use Aeries Analytics or appropriate platform chosen by departments as a data analysis tool.	Departments collaborate, research, and choose an appropriate platform to utilize as an effective data analysis tool.	Online professional data analysis tools, county workshops, conferences and resources, information technology department personnel	County workshop materials, web-based data analysis tools, department agendas and meeting notes	Principal, CIA Leader, department chairs, department members, information technology personnel	June, 2016	Faculty meetings, department chair meetings and notes, department agendas and meeting notes
	Provide staff training in chosen data analysis tool as needed	AERIES/or other vendor technical support and training, department chairs, department members, information technology personnel	Documented agendas for trainings, summer, fall and spring in-service training agendas, department meeting agendas, curriculum reports, departmental data analysis reports	Principal, CIA Leader, vendor training personnel, department chairs, department members, information technology personnel	Summer training 2016 and 2017 with fall 2016 preliminary implementation	Documented agendas for trainings, summer, fall and spring in-service training agendas, department meeting agendas, curriculum reports, departmental data analysis reports
	Align assessments to meet the common core state standards	Common prep periods, 21 st century infrastructure and technology, summer curriculum and assessment development work hours, Thursday morning collaborative planning time, release time for teachers as needed	Board agendas and minutes, curriculum development proposals, CCSS-aligned assessments, pacing and/or teaching guides specific to each department, department meeting agendas and notes	Principal, CIA Leader, department chairs, department members	On-going throughout the 2016-2017 school year, with full implementation in the Fall of 2017	Board agendas and minutes, curriculum development proposals, CCSS-aligned assessments, pacing and/or teaching guides specific to each department, department meeting agendas and notes

	Department members will analyze assessment results, and alter instruction accordingly	Common core state standards, data analysis tools, assessment results, common prep periods, Thursday morning collaborative planning time, release time, summer curriculum development hours	Common core state standards, assessments, assessment results, data analysis tools, revised instructional plans and/or teaching/pacing guides, curriculum team meeting minutes	Principal, CIA Leader, department chairs, department members	On-going throughout the 2016-2017 school year, with full implementation in the Fall of 2017	Assessments, assessment results, revised instructional plans and/or teaching/pacing guides. Curriculum binders by department in the CIA Leader's office
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2.2 Appropriately place incoming students in courses that meet both their individual academic needs while maintaining the high standard of rigor in TUHS courses.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Re-establish systems, communication, and timelines with feeder schools to facilitate formal placement testing, analyze test results and place students in appropriate classes accordingly.	Principal re-establishes communication with feeder schools to facilitate the creation of a formal feeder school timeline	Feeder school administrative personnel contact information	Evidence of communication via emails, phone contact, memos, etc., with feeder schools	Principal (supervisor of guidance), guidance center support personnel	Fall 2016	Faculty meetings, department chair meetings, evidence of communication via emails, phone contact, memos, etc.
	Create a timeline for planning, administering, analyzing and reporting placement assessments and results	Written timeline that is communicated to the guidance counselors, Math Department Chair, English Department Chair, and the Literary teachers	Feeder School Timeline	Principal (supervisor of guidance), guidance center support personnel	Fall 2016 and ongoing as changes in timeline are made	Faculty meetings, English and Math department chair meet with counselors
	Communicate and follow the feeder school timeline with fidelity to ensure students are placed in the most appropriate classes	Feeder School Timeline	Faculty meetings and notes, department chair meetings and notes, feeder school timeline, incoming student assessment results, incoming student guidance counselor meetings and notes	Principal (supervisor of guidance), guidance center support personnel, guidance counselors	Fall 2016 and ongoing as changes in timeline are made	Faculty meetings and notes, department chair meetings and notes, feeder school timeline, incoming student assessment results, incoming student guidance counselor meetings and notes

2.3 Master schedule created for each academic year with fidelity and firmly in place by the spring of the preceding academic year to ensure students are educated by the most highly qualified teachers.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Tentative master schedule in place by May 1 of each academic year for the following school year.	Hire highly qualified teachers	Job fairs, job postings, EdJoin, board approval to list position and hire, job descriptions	Job fairs, job postings, EdJoin, board approval to list position and hire, job descriptions, board agendas, CBEDS, website	Administration, HR manager, Department chairs, Board of Trustees, CIA leader	Spring 2016, and on-going as need arises	Job fairs, job postings, EdJoin, board approval to list position and hire, job descriptions, board agendas, CBEDS, website
	Readjust the master schedule in a timely manner as soon as relevant data is available	Preferencing data, scheduling conflict reports, summer school enrollment, summer school report cards	AERIES reports, preferencing data, scheduling conflict reports, summer school enrollment, summer school report cards	Principal, Information Technology department, counselors, summer school principal, department chairs, Administrative Cabinet, CIA leader	Preferencing sheets in mid-January 2016, student preferencing meeting February-March, department chair meetings in April, master schedule tentatively in place by May 1, 2016, follow-up adjustment made by counselors as needed as summer reports and data become available	AERIES reports, preferencing data, scheduling conflict reports, summer school enrollment, summer school report cards

2.4 Re-establish and implement an effective method of communication to disseminate information from all school committee and subcommittee meetings to the entire faculty and staff so relevant information can be communicated to students.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Disseminate agendas, meeting notes and minutes from every school committee and subcommittee meeting to the entire faculty and staff	Ensure that committee and subcommittee meeting agendas and minutes are disseminated via email to all faculty and staff at TUHS, and made available to students, prior to, and at the conclusion of, all committee and subcommittee meetings.	Calendar of meetings, agenda emails, meeting notes emails.	Calendar of meetings, agenda emails, meeting notes emails.	Administration, staff members assigned by administration to create agendas, take notes, and disseminate information via email to faculty and staff	Agendas distributed before meetings, notes distributed after meetings	Calendar of meetings, agenda emails, meeting notes emails.

Critical Learner Need #3: Increase the number of students who are **college and/or career ready** when they graduate by enhancing the academic/career pathways and personal growth/awareness opportunities offered at TUHS.

Rationale: Self-Study findings indicate a need to increase the number of students who are college and/or career ready.

Link to ESLRs: Skilled Communicators, Critical Thinker and Problem-Solver, Independent and Collaborative Worker, Technologically Skilled, Involved Community Member

Measurable Growth Targets (2016-2021):

- * Increase student enrollment in UC a-g courses by 2% annually for the next six years
- * Increase student enrollment in current programs such as Oil-Technology, AVID, FFA, and honors/AP/dual enrollment/concurrent courses by 2% annually for the next six years
- * Increase student enrollment in career pathways by 2% annually for the next six years
- *By the fall of 2017, 100% of the TUHS Student Athletic Code of Conduct Handbook will be revised and distributed to 100% of coaches
- *By the spring of 2017, all head coaches will have supplemented the TUHS Student Athletic Code of Conduct Handbook with a sport-specific rules and expectations document and reviewed with 100% of their athletes

3.1 Provide increased academic support and opportunities for students to complete UC A-G required courses.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Ensure the continuation and support of current programs that prepare students for UC A-G course completion	Support and fund the continuation of current programs such as the Oil Technology Academy, the AVID program, the Agriculture/FFA program, and the honors/AP courses/dual/concurrent enrollment courses	Required trainings for participating faculty , TUHSD budget	SARC, CALPADS, board agendas and minutes, approved UC A-G course list, 5 AVID certification and data collection reports, Oil-Technology Lighthouse Academy Certification Report, conference request forms, FFA certification documentation, master schedule, dual/concurrent enrollment courses, Aeries queries, budget	Board of Trustees, administration, program coordinators, program participants, faculty	Spring 2016 and on-going	SARC, CALPADS, board agendas and minutes, approved UC A-G course list, 5 AVID certification and data collection reports, Oil-Technology Lighthouse Academy Certification Report, conference request forms, FFA certification documentation, master schedule, dual/concurrent enrollment courses, Aeries queries, budget
	Ensure UC A-G approval of all APEX and dual enrollment course offerings in order to meet all required timelines	Training and conferences relating to UC A-G and dual enrollment, UC A-G approval timeline	Board agenda and minutes, curriculum council agendas and minutes	Principal, CIA Leader	Spring 2016 and on-going	Board agenda and minutes, curriculum council agendas and minutes

Provide expanded opportunities for students to complete UC A-G eligible course work	Explore options for new and innovative programs and course offerings to prepare students for UC A-G	Professional workshops, conferences, trainings, networking,	Board agenda and minutes, curriculum council agendas and minutes	Board of Trustees, administration, faculty, Principal, CIA Leader	Spring 2016 and ongoing	Board agenda and minutes, curriculum council agendas and minutes
	Increase dual/concurrent and AP enrollment options	Required training for participating faculty, master schedule	SARC, CALPADS, Board agendas and minutes, approved UC A-G course list	Board of Trustees, administration, Dual Enrollment Coordinator	Spring 2016 and on-going	SARC, CALPADS, board agendas and minutes, approved UC A-G course list
	Ensure UC A-G approval of all APEX and dual enrollment course offerings to meet all required timelines	Training and conferences relating to UC A-G and dual enrollment, UC A-G approval timeline	Board agenda and minutes, curriculum council agendas and minutes	Principal, CIA leader	Spring 2016 and on-going	Board agenda and minutes, curriculum council agendas and minutes

3.2 Create multiple, clearly defined career pathways to offer to TUHS students.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Review consultant's report to the Board of Trustees for Career/Pathway Recommendations	Distribute report to faculty and review this report at a faculty meeting and deliberately solicit opinions and recommendations	The National Center for College and Career transitions (NC3T) report, faculty meeting and feedback form	Faculty feedback forms, faculty meeting agenda and minutes	Principal, CTE committee members	Faculty meeting in Spring of 2016	Faculty feedback forms, faculty meeting agenda and minutes
	Principal solicits requests for proposals of CTE courses for development and inclusion in pathways Principal submits proposed courses to the Curriculum Council for review and recommendation to the board for approval	CTE meeting, faculty knowledge/expertise, time to develop course proposals, Principal's review Curriculum council review	CTE committee meeting agenda and minutes, faculty feedback form, written proposals, agenda and minutes from curriculum council meeting	Principal, proposing teachers, curriculum council members, CTE committee members, Board of Trustees	Spring of 2016- November 2016 to allow time for approval process	CTE committee meeting agenda and minutes, faculty feedback form, written proposals, agenda and minutes from curriculum council meeting

3.3 Review and fortify systems that maintain high academic and character standards that support personal growth and ensure student accountability and academic success.

Tasks	Action Steps	Professional Development/Resources	Progress Monitoring Tools	Responsible Person(s)	Timeline	Reporting
Comprehensive review of previous, effective systems	Establish a committee of on-staff coaches to revisit the TUHS Student Athletic Code of Conduct Handbook	TUHSD staff members who coach, TUHS Student Athletic Code of Conduct Handbook, Committee of on-staff coaches roster, scheduled time for committee work	Emails inviting on-staff coaches to meetings, Committee meeting sign-in sheets and notes	Principal, Administration, Committee of on-staff coaches, One board representative,	Spring 2016	Emails inviting on-staff coaches to meetings, Committee meeting sign-in sheets and notes
	Committee will review applicable Positive Coaching Alliance methodologies	Positive Coaching Alliance Handbook, scheduled time for committee work	Committee meeting sign-in sheets and notes, Revised list of applicable Positive Coaching Alliance Methodologies	Principal, Administration, Committee of on-staff coaches roster, one board representative,	Spring/Summer 2016	Committee meeting sign-in sheets and notes, Revised list of applicable Positive Coaching Alliance Methodologies
	Committee will synthesize the TUHS Student Athletic Code of Conduct Handbook policies with applicable Positive Coaching Alliance methodologies	TUHS Student Athletic Code of Conduct Handbook, Positive Coaching Alliance Handbook, scheduled time for committee work	Committee meeting sign-in sheets and notes, Revised TUHS Student Athletic Code of Conduct Handbook	Principal, Administration, Committee of on-staff coaches roster, one board representative,	Spring/Summer 2016	Committee meeting sign-in sheets and notes, Revised TUHS Student Athletic Code of Conduct Handbook
	Administration meet with coaches prior to each season to ensure the TUHS Student Athletic Code of Conduct Handbook is fully understood and will be implemented with athletic teams with fidelity.	Revised TUHS Student Athletic Code of Conduct Handbook, scheduled time for meeting	Emails inviting coaches to meetings, meeting, sign-in sheets, agendas and notes	Administration, coaches	Fall 2016 and ongoing prior to each sports season	Emails inviting coaches to meetings, meeting sign-in sheets, agendas and notes

	Head coaches of individual programs will meet with coaches to create a supplemental document addressing sport-specific rules and expectations to couple with the revised TUHS Student Athletic Code of Conduct	Supplemental document addressing sport-specific rules and expectations, scheduled time for meetings	Emails inviting coaches to meetings, meeting, sign-in sheets, agendas and notes, sport-specific rules and expectations documentation	Administration, head coaches, coaches	Fall 2016 and ongoing prior to each sports season	Emails inviting coaches to meetings, meeting, sign-in sheets, agendas and notes, sport-specific rules and expectations documentation
	Develop TUHS Student Leadership Code of Conduct.	Samples of student leadership code of conduct documents from other schools, scheduled time for meetings	Emails inviting Administration, Activities Director and class advisors to meetings, sign-in sheets, agendas and notes, newly-developed TUHS Student Leadership Code of Conduct	Administration, Activities Director, class advisors	Spring 2016 and ongoing	Emails inviting Administration, Activities Director and class advisors to meetings, sign-in sheets, agendas and notes, newly-developed TUHS Student Leadership Code of Conduct
Create a school culture that promotes positivity and kindness, and dissuades bullying and intolerance	Develop and implement a Human Element course	Meeting time with the existing Human Element team on the TUHS campus,	Board agenda and minutes, Master schedule,	Human Element team members, Principal, Assistant Principal, Board of Trustees	Spring 2016	Board agenda and minutes, Master schedule, fall teaching assignment letters, conference request forms,
	Select a teacher for the course who has energy, a positive rapport with students and is willing to develop the course	Meeting time with the existing Human Element team on the TUHS campus, meeting time with the Human Element advisor from Fresno Unified, CADA conference	Fall teaching assignment letters, meeting agenda and minutes, conference request forms	Human Element team members, Principal, Assistant Principal, Board of Trustees, Human Element teacher	Spring 2016	Board agenda and minutes, Master schedule, fall teaching assignment letters, conference request forms,

	Establish criteria for students who are involved in the Human Element Class and select students	Meeting time with the existing Human Element team on the TUHS campus, meeting time with the Human Element advisor from Fresno Unified, CADA conference	Preferencing, Student selection process	Human Element teacher, Human Element Team, Principal, and Assistant Principal	Spring/Summer 2016	Preferencing sheet, student selection criteria
	Human Element Class (teacher and students) and Advisory Committee (Human Element Team) identify areas of need on TUHS campus and address areas of need through multiple avenues	Class time and out of class meeting time, trainings with Human Element Advisor from Fresno Unified, CADA Summer Student Conference	Meeting agendas and minutes, student/staff/parent surveys on campus culture, conference request forms	Human Element Class, Advisory Committee, Principal and Assistant Principal	Fall 2016	Student/staff/parent survey results, meeting agendas and minutes, conference request forms

Schoolwide Action Plan Alignment to District LCAP

Critical Learner Need #1: Ensure all students are college and/or career ready when they graduate by providing academically rigorous and appropriate programs.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.5)

Goal 2 (2.1, 2.2, 2.3, 2.4, 2.5)

Goal 3 (3.3)

Goal 4 (4.1)

1.1 Ensure all students receive CCSS-aligned instruction and CAASPP preparation from qualified teachers.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.5)

Goal 2 (2.1, 2.2, 2.3, 2.4)

1.2 Ensure students have access to technology that is brought up to 21st century standards.

LCAP: Goal 1 (1.1, 1.5)

Goal 2 (2.1, 2.2, 2.3, 2.4, 2.5)

1.3 Re-establish a working, self-contained college and career center

LCAP: Goal 2 (2.4, 2.5)

Goal 3 (3.3)

Goal 4 (4.1)

Critical Learner Need #2: Ensure all students are college and/or career ready when they graduate by implementing schoolwide support systems with fidelity.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.4, 1.5)

Goal 2 (2.1, 2.2, 2.3, 2.4, 2.5)

Goal 3 (3.1, 3.2, 3.3)

Goal 4 (4.1)

2.1 Re-establish school-wide practices for student performance assessment.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.4, 1.5)

Goal 2 (2.1, 2.2)

Goal 3 (3.3)

2.2 Appropriately place incoming students in courses that meet both their individual academic needs while maintaining the high standard of rigor in TUHS courses.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.4, 1.5)

Goal 2 (2.1, 2.2, 2.3, 2.4, 2.5)

Goal 3 (3.1, 3.2, 3.3)

Goal 4 (4.1)

2.3 Master schedule created for each academic year with fidelity and firmly in place by the spring of the preceding academic year to ensure students are educated by the most highly qualified teachers.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.5)

Goal 2 (2.1, 2.2, 2.3, 2.4, 2.5)

Goal 3 (3.1, 3.2, 3.3)

2.4 Re-establish and implement an effective method of communication to disseminate information from all school committee and subcommittee meetings to the entire faculty and staff so relevant information can be communicated to students.

LCAP: Goal 2 (2.1, 2.2, 2.3)

Goal 3 (3.1, 3.2)

Goal 4 (4.1)

Critical Learner Need #3: Increase the number of students who are **college and/or career ready** when they graduate by increasing the academic and career pathway opportunities offered at TUHS.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.4, 1.5)

Goal 2 (2.1)

Goal 3 (3.1, 3.2, 3.3)

Goal 4 (4.1)

3.1 Provide increased academic support and opportunities for students to complete UC A-G required courses.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.4, 1.5)

Goal 2 (2.1)

Goal 3 (3.1, 3.3)

Goal 4 (4.1)

3.2 Create multiple, clearly defined career pathways to offer to TUHS students.

LCAP: Goal 1 (1.1, 1.2, 1.3, 1.4, 1.5)

Goal 2 (2.1, 2.2, 2.3, 2.4, 2.5)

Goal 3 (3.1, 3.3)

Goal 4 (4.1)

3.3 Review and fortify systems that maintain high academic and character standards that support personal growth and ensure student accountability and academic success.

LCAP: Goal 2 (2.1)

Goal 3 (3.1, 3.2, 3.3)

Goal 4 (4.1)