

Taft Union High School District

Summary of Local Control and Accountability Plan and Annual Update 2017

Goals	Data	Actions and Services 2017-18
<p>#1 – To provide rigorous and relevant instruction that prepares students to be career, college and future ready.</p>	<p>96% of teachers are fully credentialed and 100% are appropriately assigned.</p> <p>100% was maintained based on access to CCSS curriculum-aligned textbooks and materials.</p> <p>Overall rating of facilities as “exemplary” maintained</p> <p>90% of teachers receive CCSS professional development</p> <p>37% of students met or exceeded the ELA standard, 62% did not meet or nearly met standard</p> <p>16% of students met or exceeded the Math standard, 84% did not meet or nearly met the</p>	<p>Maintain an appropriately assigned and credentialed teaching staff.</p> <p>Continue to implement standards-aligned instructional materials in English Language Arts, Math and Social Science. Purchase standards-aligned instructional materials as they become available for Science, and provide professional development for teaching staff. Purchase additional instructional/enrichment materials and provide professional development that specifically meet the needs of English Learners, Special Education students, and socio-economically disadvantaged students.</p> <p>Maintain facilities in good repair.</p> <p>Implement state standards in core subject areas and ELD and provide professional development.</p> <p>Implement IlluminateEd to enable teachers and departments to analyze student achievement data and to assist in developing classroom instructional strategies, benchmarks, and formative assessments.</p> <p>Continue to provide intervention, tutorial courses, school tutoring and other instructional supports (AVID tutoring, etc.) during and beyond the school day.</p> <p>Continue to delineate career pathways and CTE courses, implement Success 101 course for freshmen and Career Choices curriculum for grades 10-12. Visits to colleges and/or businesses will continue.</p>

	<p>standard</p> <p>Subgroups:</p> <p>English Learners - 0% of met or exceeded the ELA standard, 0% met or exceeded the math standard. 29% of students met annual growth target in CELDT testing. 26.4% were Redesignated Fluent English Proficient (FEP).</p> <p>Socioeconomically Disadvantaged students - 36% met or exceeded the ELA standard, 13% met or exceeded the math standard</p> <p>Hispanic students - 33% met or exceeded the ELA standard, 11% met or exceeded the math standard</p> <p>Students with Disabilities - 0% met or exceeded the ELA standard, 0% met or exceeded the standard</p> <p>25% met UC a-g requirements</p>	<p>Continue with career center and increase opportunities to provide employment and career-related workshops, and continue to develop internship/work-experience opportunities.</p> <p>Continue to provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff. Including electronic help resources.</p>
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<p>#2 – To assist students and staff in developing personal awareness skills so they may contribute to a positive and collaborative learning/work environment.</p>	<p>Attendance declined 1% to 92%</p> <p>Chronic absenteeism decreased to 12%</p> <p>Dropout rate increased to 2.5%</p> <p>High school graduation rate declined to 93.7%</p> <p>Pupil suspension rate increased to 11.3% in 2014-15</p> <p>Pupil expulsion rate decreased by 1% in 2014-15</p> <p>Survey of students feeling “safe at school” : student response declined from 90% to 78%, parent/community responding positively increased from 83% to 84%, staff responding positively increased from 81% to 82%.</p> <p>Survey of students feeling “connected to school”: Students responding positively 74%; Parents/Community 90%; Staff responding positively 76%.</p>	<p>Continue to provide training to staff and students on personal awareness (E-Colors) and implement strategies in classes.</p> <p>Provide curriculum development and planning time for PBIS teams to prepare for introduction of PBIS philosophy and 2017-18 planning process to district faculty/staff/students and parents. Provide professional development to staff on Positive Behavior Intervention and Support (PBIS) programs and implementation planning.</p> <p>Revise and train teacher to continue with the implementation of the Alternative to Suspension (ATS) Program and begin implementation Alternative Learning Center (ALC).</p> <p>Continue to implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness) and begin implementation of Link Crew program (high school transition program for freshmen).</p>
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<p>#3 – To increase parent and community participation that supports the preparation of students to be career, college and future ready</p>	<p>Maintained 6 or more parents at school site council</p> <p>Declined participation at DELAC to 157 parents</p> <p>Reintroduce Parent Institute for Quality Education and Parent Project</p> <p>Parents logging on to MyCats decreased to 20%</p> <p>Increased parent participation in the IEP process to 72%</p> <p>39 parents enrolled in literacy, ESL, Citizenship, GED preparation and work skills courses through WKAEN.</p>	<p>Maintain meetings of School Site Council (SSC), DELAC teams, and District Strategic Planning Committee. Teams will revisit and revise the goals for the district.</p> <p>Reintroduce parent education opportunities through Parent Institute for Quality Education and Parent Project.</p> <p>Provide increased opportunities for parents to learn to use technology, including the use of MyCats to monitor student progress, attendance, etc.</p> <p>Offer increased opportunities for meeting with parents to participate in the IEP, including opportunities for parents to learn how to participate virtually using their student’s laptop device.</p> <p>Continue to provide parent education opportunities for GED completion and ESL, Citizenship, Literacy courses in conjunction with West Kern Adult Education Network</p>
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