Taft Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

2023-24 School Contact Information

School Name	Taft Elementary School
Street	959 Mission Grove Pkwy. North
City, State, Zip	Riverside, CA 92506-6226
Phone Number	(951) 776-3018
Principal	Lindsey Rosa
Email Address	lrosa@riversideunified.org
School Website	http://taft.riversideunified.org/
County-District-School (CDS) Code	33-67215-6107957

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Taft Elementary School, established in September 1988 and named in honor of the twenty-seventh President of the United States, William Howard Taft, is a nurturing educational haven. We take pride in our commitment to "believe in all and teach all." With an enrollment of approximately 600 students spanning Transitional Kindergarten (TK) through sixth Grade, including four Special Day Classes (SDC) - Mild/Moderate, we dedicate ourselves to shaping the future success of our students.

Taft Elementary distinguishes itself with a myriad of unique programs and services:
* AVID Implementation Across All Grade Levels (TK-6): We focus on instilling valuable organizational and note-taking skills in students.
* Literacy Comprehension Focus (TK-6): We prioritize the implementation of the Close Reading Strategy, citing textual evidence and text annotation to nurture well-rounded readers.
* Math Specialist: Our Math Specialist collaborates with teachers to enhance their teaching strategies and ensure the delivery of quality math instruction.
* Student Engagement: Our pedagogical approach balances teacher-centered and student-centered learning to keep students involved in their education.
* Daily Designated & Integrated English Language Development: We are committed to fostering language proficiency in our diverse student body.
* Cross-Grade Level Enrichment and Intervention Rotations: These are tailored to meet the specific academic needs of our students.
* Band Instruction (4th-6th Grade): We offer students an opportunity to explore and develop their musical talents.
* 100 Mile Club Program: Every Thursday morning, students can participate in a fitness program promoting a healthy and active lifestyle.

2023-24 School Description and Mission Statement

* Partnership with UCR AmeriCorps College-Age Tutors: This collaboration assists our at-risk students by providing additional support.
* Arts Integration (K-6): The arts are integrated into our curriculum, and this is celebrated during the Open House Art Gallery Walk in the Spring.
* K-2 Institute (Gateway) Curriculum: We employ this approach for reading intervention, focusing on foundational reading skills.
* Counseling Groups: Led by our MTSS Counselor, these groups target social skills and coping strategies. Our Student Assistance Program (SAP) Counselor also provides individual counseling.
* 1:1 Chromebook Devices: Every TK-6th grade student can access a personal Chromebook device, enhancing instruction and learning across all subjects.
* Positive Behaviors Systems (PBS): Our schoolwide PBS model, supported by all staff members, promotes positive behaviors. Schoolwide incentives are provided for students demonstrating Taft Tiger Social Skills.
* Instructional Intervention: Our Interventionist works with students from 1st through 6th Grade, focusing on phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

Taft Mission Statement:
Our mission statement serves as a guiding beacon for every staff member's daily interactions with students. It centers around the core belief that every student can learn and apply grade-level or above instruction.

Our mission is clear:
At Taft Elementary School, our mission is to ensure that all students receive, learn, and apply grade-level instruction. Teachers will facilitate this learning with best first instruction and targeted interventions to support each student's progress toward attainment of grade level or above proficiency. Taft students will demonstrate their learning and application of essential skills and knowledge on formative and summative school, district, and state assessments, and teachers will utilize student achievement data to guide instructional decisions and planning.

Our goal is for every staff member, student, and parent to experience and embody our school's mission daily. Together, we work towards the attainment of educational excellence and the fulfillment of each student's potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	85
Grade 2	89
Grade 3	69
Grade 4	85
Grade 5	73
Grade 6	83
Total Enrollment	592

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8%
Male	54.2%
American Indian or Alaska Native	0.2%
Asian	1.7%
Black or African American	6.1%
Hispanic or Latino	65.7%
Native Hawaiian or Pacific Islander	1.9%
Two or More Races	4.1%
White	19.3%
English Learners	20.4%
Foster Youth	0.7%
Homeless	2.2%
Socioeconomically Disadvantaged	70.8%
Students with Disabilities	17.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	96.02	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	0.90	3.98	151.80	8.83	18854.30	6.86
Total Teaching Positions	23.10	100.00	1720.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.20	87.63	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.12	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	2.00	8.25	127.00	7.37	15831.90	5.67
Total Teaching Positions	24.20	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected	10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Lot Size: 10 Acres
Year Constructed: 1989
26 Permanent Classrooms
7 Portable Classrooms
Library
Multi-Purpose Room
Indoor and Outdoor Cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Taft has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Year and month of the most recent FIT report	10/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		23 Class: Loose flooring transition. Girls Restroom: Missing wall tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			31 Class: Electrical cord without protector.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom: Faucet off and missing button. Boys Restroom: Two faucets missing buttons.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	36	46	44	47	46
Mathematics (grades 3-8 and 11)	32	31	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	320	319	99.69	0.31	36.05
Female	152	151	99.34	0.66	39.74
Male	168	168	100.00	0.00	32.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	216	215	99.54	0.46	32.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	67	67	100.00	0.00	44.78
English Learners	67	67	100.00	0.00	10.45
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	231	99.57	0.43	29.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	68	100.00	0.00	5.88

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	320	319	99.69	0.31	31.03
Female	152	151	99.34	0.66	29.14
Male	168	168	100.00	0.00	32.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	216	215	99.54	0.46	26.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45
White	67	67	100.00	0.00	41.79
English Learners	67	67	100.00	0.00	8.96
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	231	99.57	0.43	26.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	68	100.00	0.00	7.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.63	29.33	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100.00	0.00	29.33
Female	34	34	100.00	0.00	26.47
Male	41	41	100.00	0.00	31.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	52	52	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	38.89
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00	0.00	25.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play a vital role within the Taft Elementary School community, and they have numerous opportunities to engage with their children's education.
These opportunities include:
* Kinder Orientation (held before the school year begins)
* Family Math Night
* Family Engineering Night
* Parent Teacher Conferences
* PTA Sponsored Events (such as movie nights, the fall festival, game night, the winter festival, and the talent show)
* Volunteering in the classroom
* Back-to-School Night and Open House

Furthermore, information is provided in English and Spanish to encourage all parents to participate in parent meetings, workshops, and classroom volunteering. Recognizing the unique residential boundaries encompassing students living approximately 4 miles from the school, we also offer bus transportation for school-wide events and meetings.

Taft Elementary School parents are actively engaged in the PTA, the English Learner Advisory Committee (ELAC), and the School Site Council (SSC). We extend support by covering transportation costs for parents residing in our Eastside Community, encouraging participation in school-wide events. Spanish interpretation and American Sign Language interpretation are consistently available for our parents.

We promote active involvement in your child's education through nightly homework, regular progress reports, and ongoing communication with the school. Taft Elementary School families also have access to the RUSD Family Resource Center for parent workshops and classes.
For more details on parent involvement and how to get involved at Taft Elementary School, please contact Mrs. Albertina Bretado at (951) 776-3018, extension 45146. You can find the Family Resource Center at 6735 Magnolia Avenue B6, Riverside, CA 92506, with a phone number of (951) 328-4003 and a webpage at www.RUSDLink.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	656	637	163	25.6
Female	299	292	73	25.0
Male	357	345	90	26.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	1	0	0.0
Asian	10	10	2	20.0
Black or African American	37	37	10	27.0
Filipino	0	0	0	0.0
Hispanic or Latino	435	421	119	28.3
Native Hawaiian or Pacific Islander	11	11	3	27.3
Two or More Races	25	25	4	16.0
White	128	125	23	18.4
English Learners	145	140	42	30.0
Foster Youth	6	6	2	33.3
Homeless	32	28	12	42.9
Socioeconomically Disadvantaged	474	460	145	31.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	137	47	34.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.45	3.66	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.66	0
Female	2.01	0
Male	5.04	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.41	0
Filipino	0	0
Hispanic or Latino	4.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4	0
White	1.56	0
English Learners	2.07	0
Foster Youth	0	0
Homeless	3.13	0
Socioeconomically Disadvantaged	4.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.63	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	15	2	
1	10	4	2	
2	12	4	2	
3	11	5	2	
4	7	7	1	
5	14	3	2	
6	12	4	3	
Other	10	4	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	25		3	
2	30		2	
3	25		3	
4	32		1	
5	31		2	
6	33			
Other	14	3	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	3	0
1	25	0	3	0
2	29	0	3	0
3	21	0	3	0
4	32	0	2	0
5	32	0	1	0
6	22	1	2	0
Other	19	3	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	592

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,150.05	2,660.12	6,489.93	100,136.70
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	-6.4	3.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	9.6	15.9

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,701	$55,550
Mid-Range Teacher Salary	$92,477	$80,703
Highest Teacher Salary	$120,945	$109,418
Average Principal Salary (Elementary)	$141,865	$137,703
Average Principal Salary (Middle)	$149,298	$143,760
Average Principal Salary (High)	$161,115	$159,021
Superintendent Salary	$332,800	$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

2021-2022 School Year
Staff Development will be provided on Taft Elementary School's Non-Negotiables:
- Literacy Comprehension (Close Reading Strategy, Annotation of Text, Citing of Textual Evidence)
- AVID Implementation (Note-taking skills, Organization, Student Engagement)
- ELD Instruction (Integrated and Designated)
- Student Engagement (Productive Partnering, Academic Discussions, Student-centered learning)
- 4 Reads Math Strategy
- Small Group Instruction (ELA: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension)

ALL Taft Elementary School staff members will also discuss components from the book, Shattering Inequities during both certificated and classified staff meetings.

We will review, refine, and strengthen the Taft Elementary School MTSS Plan as the Taft Leadership Team experiences RUSD's PD on MTSS.

We will also focus on our staff development address Social and Emotional Learning (SEL). We will increase and strengthen our implementation of "Community Circles" in the classroom. We will also increase and strengthen our implementation of "Tiger Skills" and HERO software as the foundations of the site Positive Behavior Interventions System (PBIS).

Professional development was also provided to teachers on how to use FastBridge and analyze and understand student data.

2022 - 2023 School Year
Professional Development will continue to be provided on Taft Elementary School's Non-Negotiables as there are many new and/or fairly new teachers at Taft.
- Literacy Comprehension (Close Reading Strategy, Annotation of Text, Citing of Textual Evidence)
- AVID Implementation (Note-taking skills, Organization, Student Engagement)
- ELD Instruction (Integrated and Designated)
- Student Engagement (Productive Partnering, Academic Discussions, Student-centered learning)
- 4 Reads Math Strategy
- Small Group Instruction (ELA: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension)

Professional development will also be provided on the Superintendent Hill's "Big 4"
- Depth of Knowledge Levels of Thinking
- Grade Level Standards Based Instruction
- On the Spot Intervention
- Independently-produced student outcomes

Professional development will also be provided on the work with Taft's partnership- National Center of Urban Schools Transformation (NCUST)
- Effectively and frequently checking for understanding
- Increasing and maintaining student engagement

Release time for all grade levels will be provided in order to analyze student achievement data and inform their instructional planning. This release time will be facilitated by team leaders, MTSS Liaison, and Administrator.

2023-2024 School Year
Taft Elementary School is committed to offering ongoing professional development to support our educators, particularly those new to our school. This development will continue to focus on our "Non-Negotiables" and RUSD's "Big 4" as well as "PBS" to enhance teaching practices and student outcomes. The areas of professional development include:
Non-Negotiables:
1. Literacy Comprehension: This will cover strategies such as close reading, text annotation, and citing textual evidence to strengthen students' reading comprehension skills.
2. AVID Implementation: We will explore note-taking skills, organization, and strategies for enhancing student engagement and fostering a conducive learning environment.
3. ELD Instruction: The focus here is on integrated and designated English Language Development instruction to support our learners.
4. Student Engagement: We'll explore techniques for productive partnering, academic discussions, and student-centered

Professional Development

learning to keep students actively engaged.
5. 4 Reads Math Strategy: This approach will be introduced to help improve math comprehension.
6. Small Group Instruction (ELA): We will provide strategies for improving phonemic awareness, phonics, fluency, vocabulary, and reading comprehension through small group instruction.

In addition to the Non-Negotiables, professional development will also address RUSD's "Big 4," which are:
1. Depth of Knowledge Levels of Thinking: This will help educators better understand the cognitive demands of various tasks and how to elevate students' thinking.
2. Grade-Level Standards-Based Instruction: We will align instruction with grade-level standards to ensure students meet the necessary learning objectives.
3. On-the-Spot Intervention: Techniques and strategies for providing timely support and interventions to students who may need extra assistance.
4. Independently-produced student outcomes: Empowering students to take ownership of their learning and produce positive academic results independently.

Positive Behavior and Supports (PBS):
1. Introduction to PBS: Introduction to Positive Behavior Support's core principles and concepts. This includes understanding the importance of preventing challenging behaviors, promoting positive alternatives, and creating supportive environments.
2. Positive Reinforcement and Reward Systems: Create and implement systems for positive reinforcement and rewards to motivate and reinforce positive behaviors.

Team leaders will skillfully facilitate release time sessions along with the MTSS (Multi-Tiered System of Supports) Liaison and Administrators. This collaborative effort will ensure that educators receive guidance and support as they delve into the data and collaborate on instructional strategies. By involving individuals with expertise and leadership in the educational process, we aim to make these sessions as productive and beneficial as possible.

The specific objectives of these release time sessions include:
* Data Analysis: Educators will assess student achievement data, identifying trends, areas of strength, and areas that may require intervention.
* Instructional Planning: Using the insights from data analysis, educators will collaboratively plan instructional strategies tailored to meet the unique needs of their students.
* Alignment with MTSS: The MTSS Liaison will help ensure that the strategies developed align with the principles and practices of the Multi-Tiered System of Support, thereby providing comprehensive and differentiated support to all students.
* Professional Development: These sessions will serve as opportunities for ongoing professional development, enabling educators to refine their skills and knowledge.
*Continuous Improvement: By regularly analyzing data and adjusting instructional plans accordingly, educators will contribute to continuously improving our teaching and learning processes.

The provision of release time for data analysis and instructional planning underscores our commitment to evidence-based education and the individualized needs of our students. It empowers educators to make data-informed decisions, fostering a culture of collaboration and growth within our educational community. Our dedication to professional development ensures that our teachers are well-equipped to provide quality education and support to our students.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12