



EST. 1948

TAFT COMMUNITY
SCHOOL

Board Presentation

California School Dashboard



**Notable
achievement!**

2022-2023

**Additional Targeted Support and
Improvement (ATSI)**

Red Indicators

English Language Arts Overall and
Subgroups:

- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Suspension Overall and subgroup

- Students with Disabilities

2023-2024

Exited ATSI Status

Red Indicators

English Language Arts Overall and
subgroups

- English Learners
- Hispanic
- Socioeconomically Disadvantaged

Math Subgroup

- Students with Disabilities

LCAP GOAL #1

By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Yearly Comparision of Chronic Absenteeism

■ 2020-21

■ 2021-22

■ 2022-23

■ 2023-24

■ 2024-25
Dec 13th

24.4%

39.6%

31.1%

26.5%

2.8%

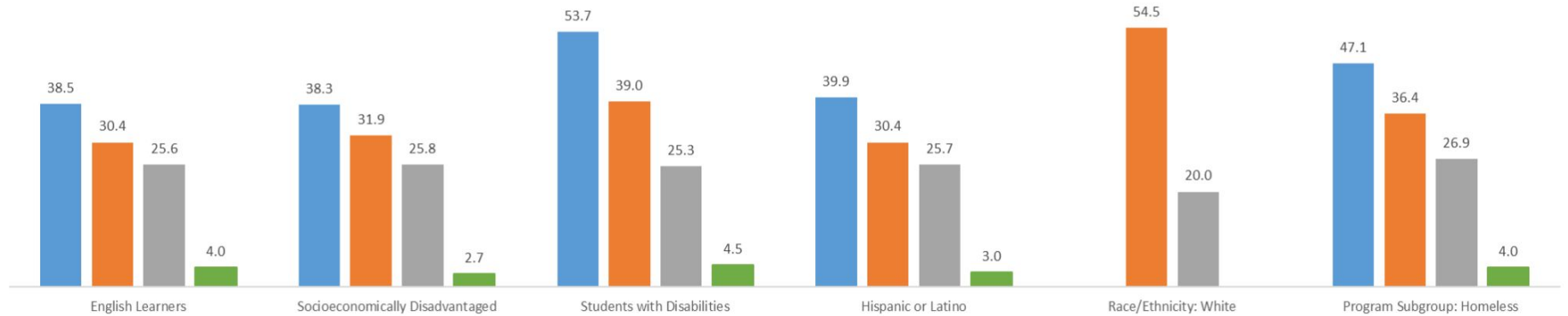
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Chronic Absence Rate by Student Group

■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25
Dec 13th



* Student groups of less than 10 are not presented

Strategies Being Implemented to Improve Attendance

School-Wide

- Recognize students with good attendance for Trimesters 1-2 during assemblies and in parent newsletter

Attendance

- Administration downloads detailed reports from PowerSchool and School Status Attend
- Used PowerSchool Messenger to communicate with 55 families identified as chronically absent via robocall, email and text at the end of the trimester
- Drop-in attendance/SESP meetings held on Nov 21 and Dec 4 (27 SESP's conducted)
- Tracking attendance internally on Taft spreadsheet and externally on School Status Attend
 - School Status Attend - Community School Specialist conducts conferences as indicated by system. As of December 10, 88% of our conferences have been closed/conducted.
- Proper monitoring of attendance by front office staff using Safe Arrival and notes added to all absences in PowerSchool.

Strategies Being Implemented to Improve Attendance

Home Visits & Parent Engagement

- Community School Specialist, Administration, TOSA have conducted at least two home visits
- Launched family engagement programs to build stronger school-home connections
 - Partnered with YMCA Project Cornerstone to conduct parent workshops in September, November, February and April
- Mental Health Support

Teacher Newsletters & Principal Newsletters

- All classroom newsletters have reminders regarding regular attendance
- Teachers are encouraged to reach out to families whose children are absent regularly via PowerSchool Messenger or app
- Taft Parent Newsletter has a section on regular attendance

Attendance comparison from December 2024 & December 2023 according to School Status Attend



Excellent

- 24-25 145
- 23-24 127

difference: 18

Satisfactory

- 24-25 134
- 23-24 127

difference: 7

Manageable

- 24-25 103
- 23-24 136

difference: 33

Chronic

- 24-25 53
- 23-24 79

difference: 26

Severe Chronic

- 24-25 17
- 23-24 20

difference: 3

Notable achievement!

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Chronic Absenteeism

All Students

State



Yellow

26.7% chronically absent

Declined 4.4% ☺

According to the CA School Dashboard, Taft has reduced Chronic Absenteeism by 4.4 percent from 22-23 to 23-24

Yearly Comparision of Suspension Rate

■ 2021-22

■ 2022-23

■ 2023-24

■ 2024-25
Dec 13th

1.4%

1.7%

0.8%

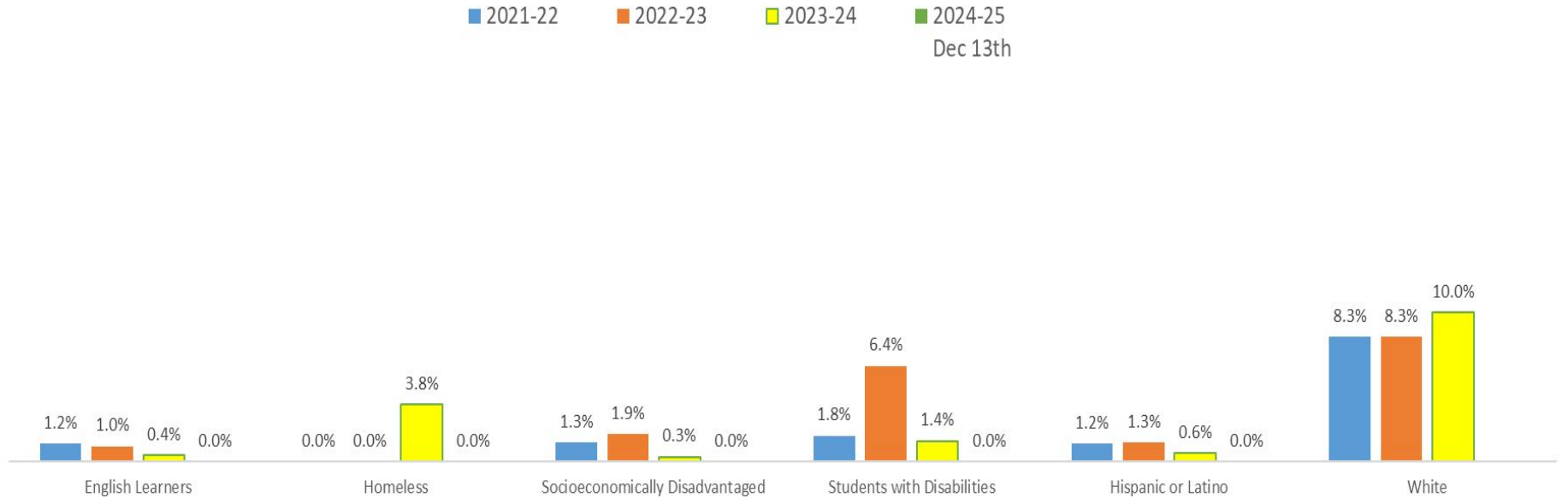
0.0%

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Yearly Comparison of Suspension Rate by Student Groups



* Student groups of less than 10 are not presented

Strategies Being Implemented to Reduce Suspensions

Dolphin Traits

- Respectful
- Responsible
- Be Safe
- Be a Problem Solver

School-Wide Positive Behavior Intervention System (PBIS)

- Taft is fully implementing PBIS
- PBIS posters posted around the school
- Weekly raffles to incentivize good behavior
- Monthly assemblies to recognize Student of the Month

Behavior Tracker

- Used daily to record behavior
- User friendly and readily accessible to all staff
- Tier I behavior interventions done by all staff
- Analysis of behavior data done regularly by the PBIS committee
 - Allows for patterns of behavior to be identified and addressed

Notable
achievements!

LEARN MORE Suspension Rate

All Students

State



Blue

0.5% suspended at least
one day

Declined 1.2% ⬇️



Blue

English Learners

Hispanic

Socioeconomically

Disadvantaged

School Climate and Culture

Strengths

- Culturally competent veteran teaching staff
 - Over 80% of teaching staff is balanced/fully bilingual in a second language
 - Over 80% of all staff are first generation or immigrated to United States
 - Ability to connect with parents and students
- Little to no turnover
- Multiple professional development workshops for staff conducted by Effective School Solutions (ESS) and consultants that focus on mental health and community building
- Multiple programs in SPED, (Pre-K, Two SLCs, TLC)
 - All SPED students are included in all events and are recognized for Student of the Month, trimester awards and weekly raffles
- Student Council
 - Hot Chocolate Sale
 - School Spirit Week

LCAP Goal #2

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

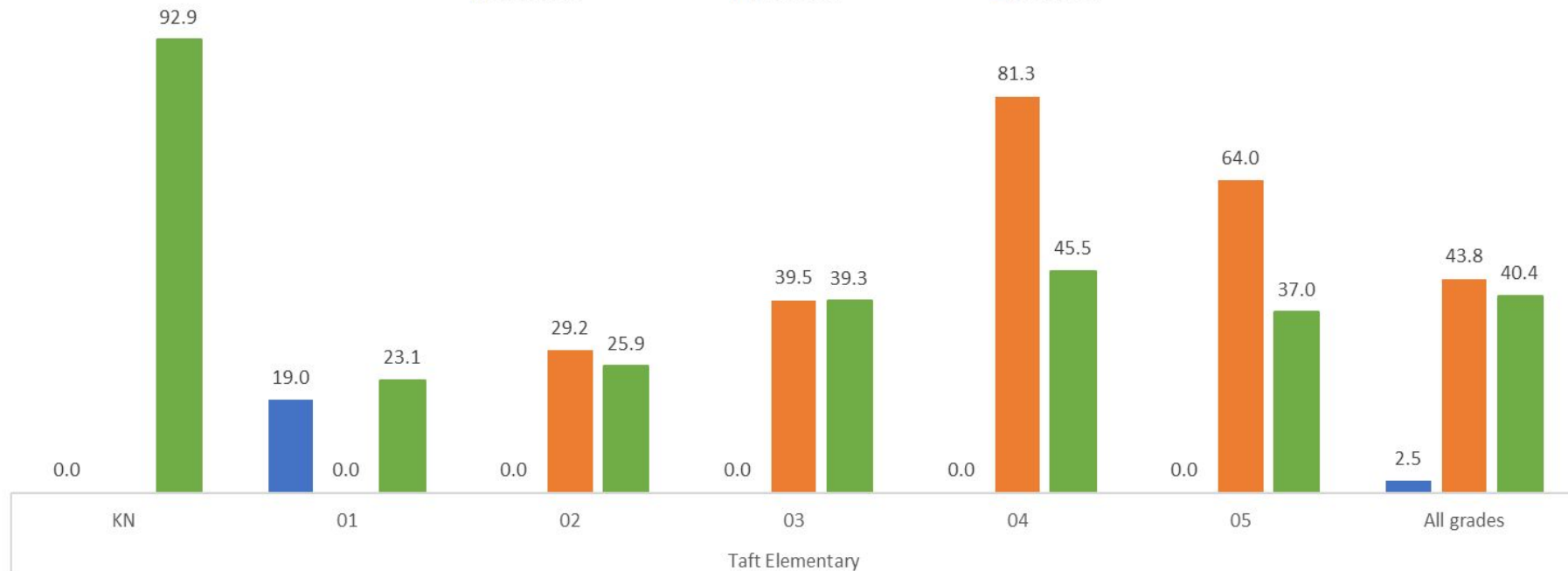
Decrease our Long Term English Learner to 10%

ELPAC level growth % of students increase at least 1 ELPAC level

■ 2021-2022

■ 2022-2023

■ 2023-2024



Strategies being implemented to improve English Language Learner progress

- Regular usage of the Language Power curriculum
- Guest Teachers supports grades 3-5 when not subbing and provides release time for teachers to plan
- Partner with Healthy Cities Tutoring (HCT) ELD Tutoring Program to improve reclassification rates
 - Curriculum includes ELPAC Test Prep
- Using ELPAC data to determine groups
 - Focusing on students who have an overall score of 3 on the ELPAC
 - Reading intervention
 - HCT's ELD Tutoring Program that includes ELPAC test prep
 - Air Reading in Boys and Girls Program (will continue in January)
 - College Advising Prep (CAP) starts in January and will focus on reading
- Site-funded Teacher Tutoring Program
 - January - April 2025
 - Focus on ELA, math, ELPAC, and CAASPP preparation

Notable achievement!

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English Learner
Progress

All Students State



Green

53.9% making progress

Increased 5.1% Ⓢ

Strategies being implemented to improve English Language Learner progress (continued)

- Regular data collection and analysis by all teachers to drive instruction
- Professional Learning Community (PLC) SMART goals and collaboration between teachers
- TCM Coaching Days, Sept 24, Nov 20, Jan 15, 16 & 21
- Newcomer Instructional Assistant
 - Daily pull out and push-in for identified Newcomers in grades 3-5 (14
 - Adding 2nd grade in January
- ELAC meetings with Ms. Chavez, AP & Jocelyne Arriaga, Community School Coordinator
 - Community building activities and tips and ideas for at home learning
- Library available to parents starting in January and frequent free book giveaways during weekly raffles
- Feedback from Cabinet Members during Educational Rounds has been important in guiding ELD and instructional practices

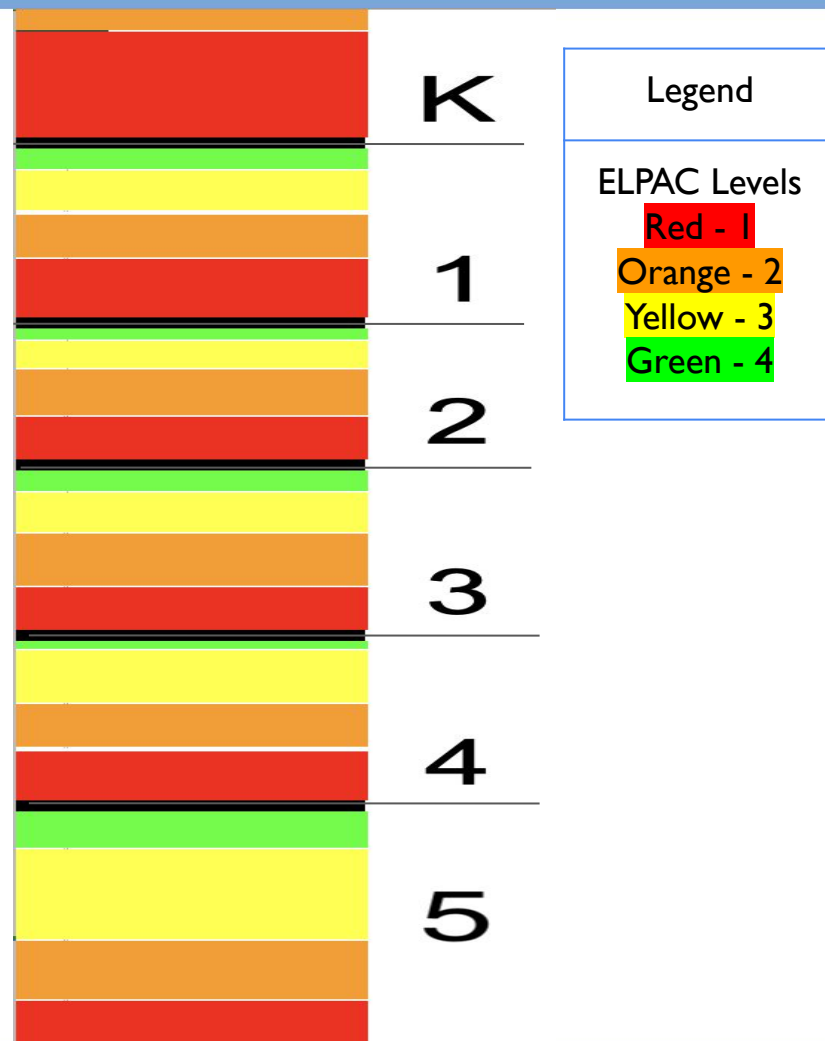
Progression of English Language Acquisition

English Language Learners who start at Taft in Kindergarten progress steadily through the years. Each year the number of students with Level 1 on ELPAC decreases or stays the same. The graph illustrates this trend.

Taft has 13 newcomer students who have enrolled since January 2024.

- 1st - 4
- 2nd - 3
- 3rd - 2
- 4th - 2
- 5th - 2

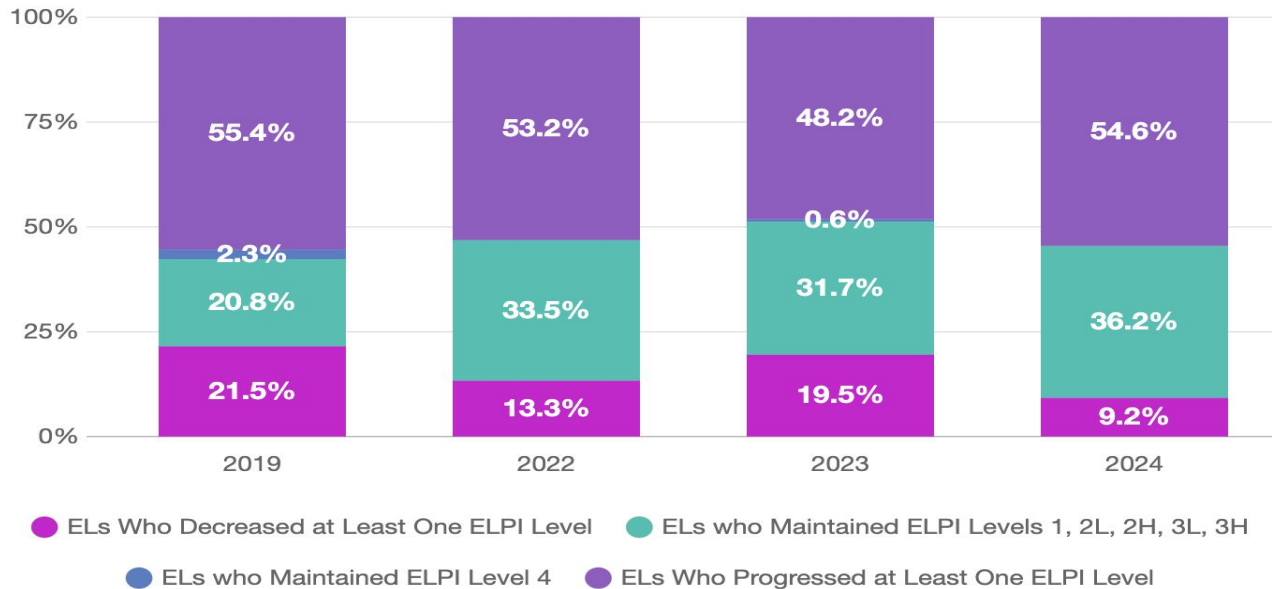
*Data analysis taken from Ellevation and PowerSchool. Entry dates of newcomers included in data analysis



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



LCAP Goal #3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Yearly Comparision of SBAC ELA Performance % Met or Exceeded

■ 2017

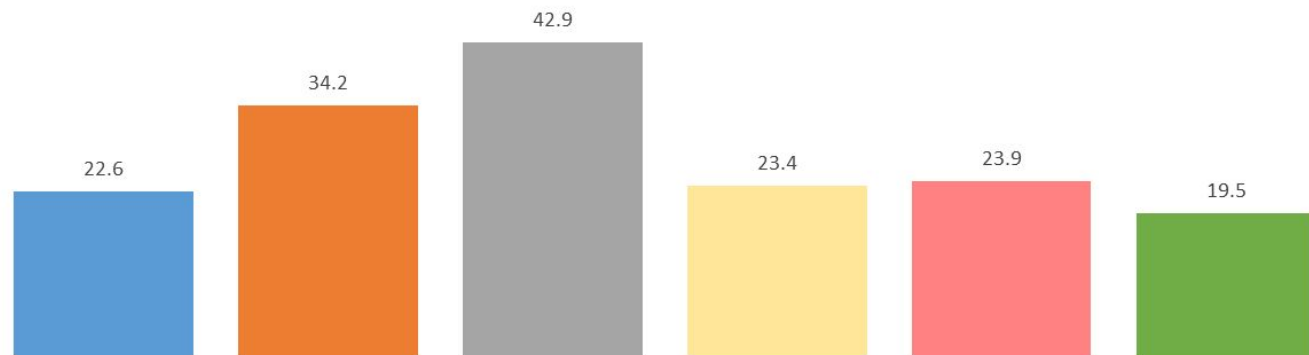
■ 2018

■ 2019

■ 2022

■ 2023

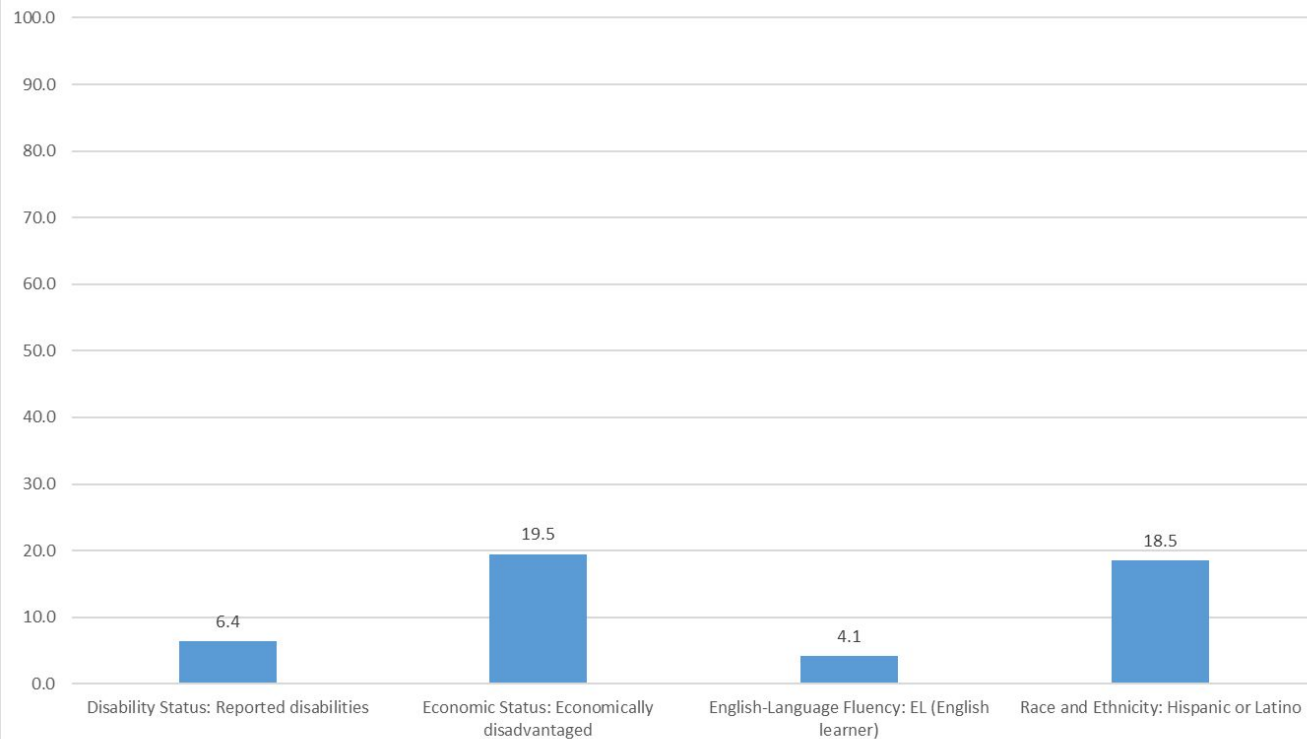
■ 2024



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2024 SBAC ELA Comparison by Student Groups % Met or Exceeded



* Student groups of less than 10 are not presented

SBAC ELA cohort comparison

% Met or Exceeded

■ 2022

■ 2023

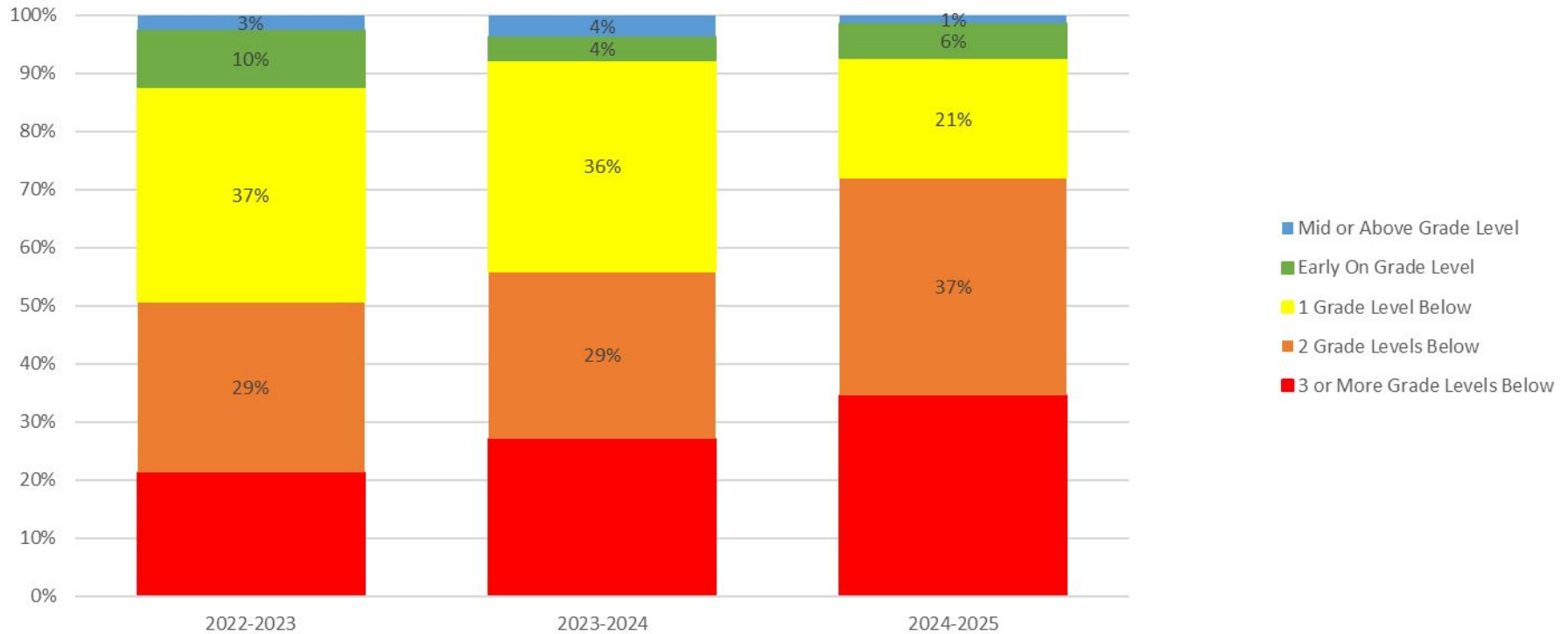
■ 2024

Current 4th grade
0.0

10.5
Current 5th grade
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15.1 27.9 33.3
Current 6th grade

I-Ready Reading - Fall Diagnostic Performance through the years



Yearly Comparision of SBAC Math Performance % Met or Exceeded

■ 2017

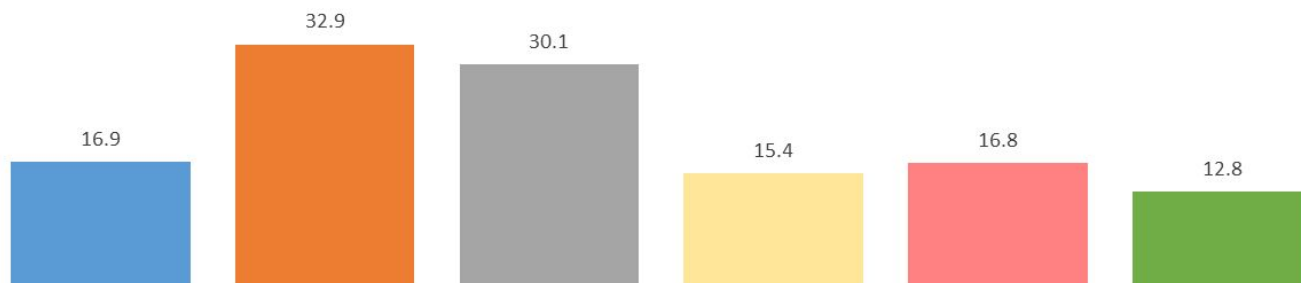
■ 2018

■ 2019

■ 2022

■ 2023

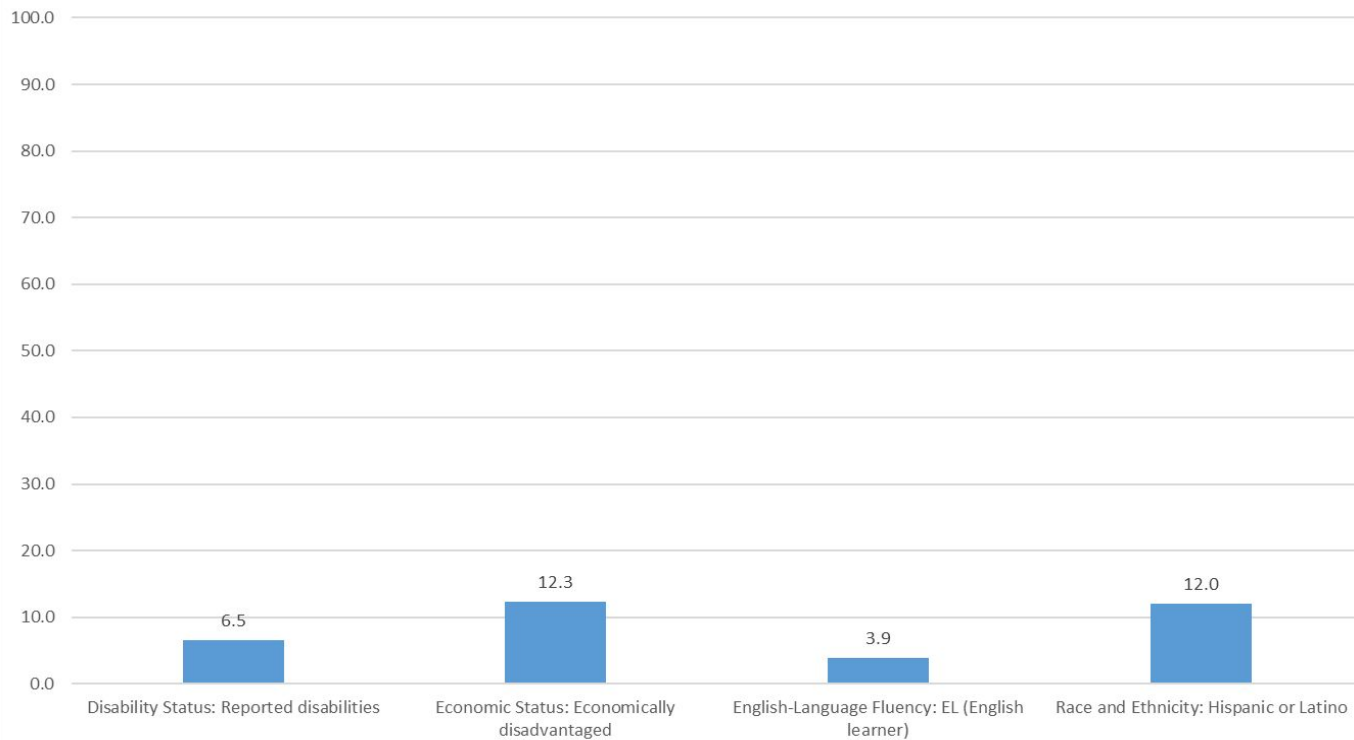
■ 2024



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2024 SBAC Math Comparision by Student Groups
% Met or Exceeded



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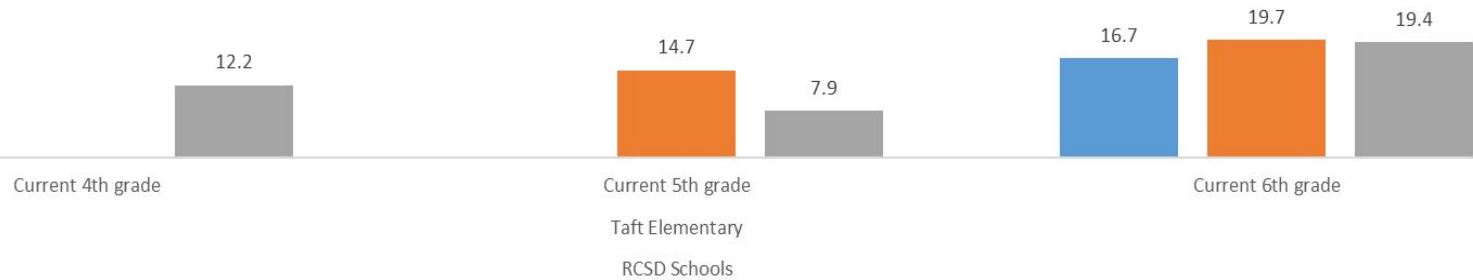
SBAC Math cohort comparison

% Met or Exceeded

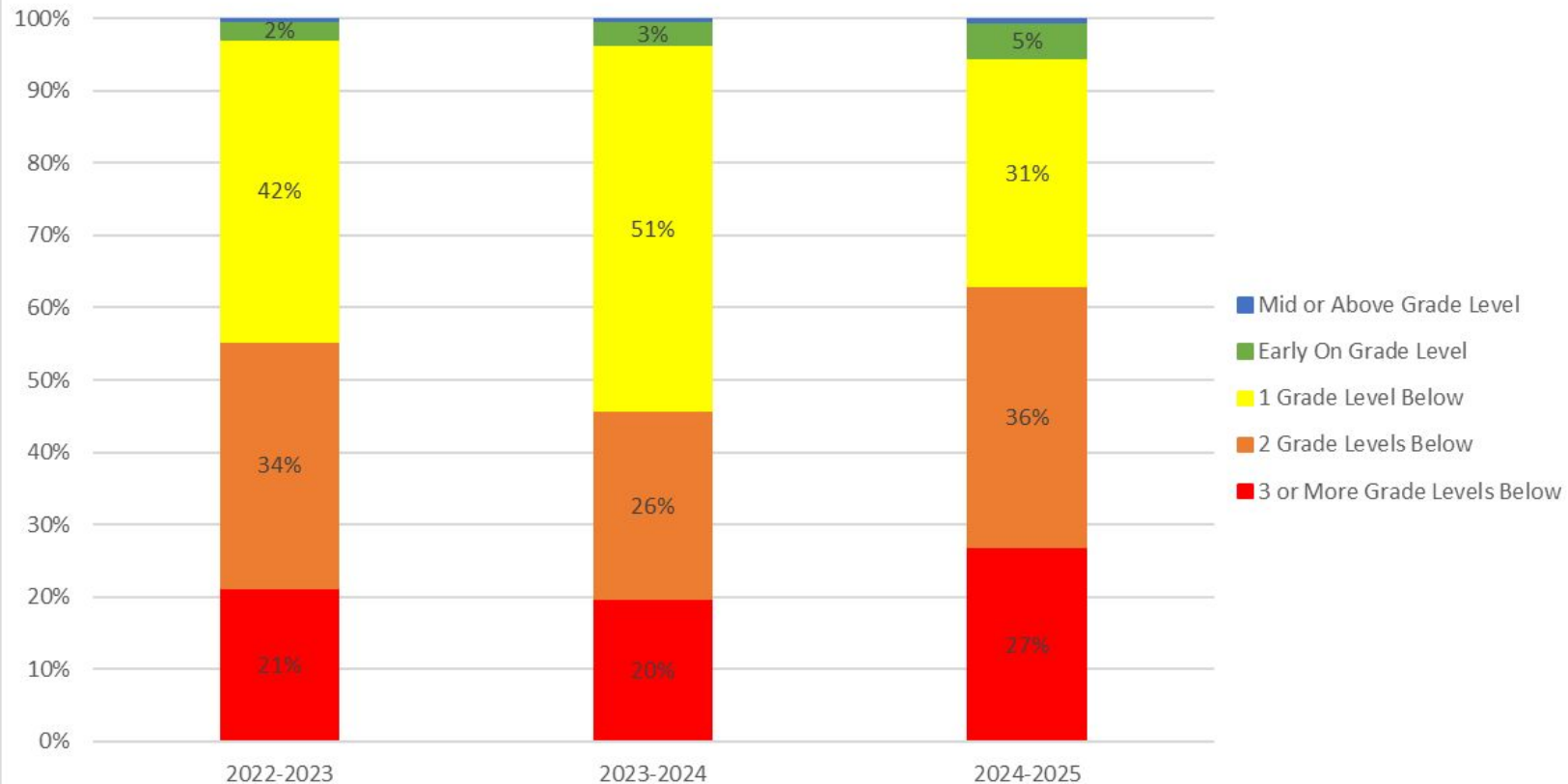
■ 2022

■ 2023

■ 2024



I-Ready Math - Fall Diagnostic Performance through the years



Strategies being implemented to improve ELA and Math progress

- Regular usage of all district-adopted curriculum
- Guest Teacher supports all grades when not subbing and provides release time for teachers to plan lessons, record data, and collaborate with colleagues
- Partnership with Healthy Cities Tutoring (HCT) ELD Tutoring Program is geared toward improving ELD and ELA
- Reading intervention in grades 1-5
 - Focusing on students who have an overall score of 3 on the ELPAC
 - Full-time reading intervention teacher is supporting English only students in grades 3-5
 - Part-time reading intervention teacher is supporting bilingual students in grades 1-3
- College Advising Prep (CAP) starts in January and will focus on reading and will have one math section
- Site-funded Teacher Tutoring Program
 - January - April 2025
 - Focus on ELA, math, ELPAC, and CAASPP preparation
- Staff Development coach working with third grade regularly

Strategies being implemented to improve ELA and Math progress (continued)

- Enhance Tier I instruction across all classrooms
 - Walkthrough Form is used to give teachers instant feedback
- Benchmark (ELA) has own interim assessments and 3rd through 5th are implementing the assessments. Assessing students and scaffolding for small groups and they meet as a grade level to go over results
- MTSS Committee meets monthly to review data, trends and feedback from stakeholders
- Direct teacher prep time to work on data entry, planning, and collaboration
- Regular analysis of progress monitoring tools such as ROAR, BPST, Aprendo, Literably, IWT
- Offer all evaluatees a workshop by Bureau of Education & Research or Council for Exceptional Children
- Constantly monitor teachers' daily schedules and data entry by receiving notifications via Gmail
- Feedback from Cabinet Members during Educational Rounds has been important in guiding instructional practices observed during math and ELA blocks

Questions? Thank you!



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