

# Taft Elementary

419 Downing Ave. • Stockton, CA 95206 • (209) 933-7285 • Grades K-8

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<http://wtes-susd-ca.schoolloop.com/>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### **District Governing Board**

Gloria Allen  
Andrea Burrise  
Kathleen Garcia  
Colleen Keenan  
Maria Mendez  
Angela Phillips  
Steve Smith

#### **District Administration**

Ms. Julie Penn  
**Superintendent**  
Ms. Julie Penn  
**Interim Superintendent**  
Dr. Mark Hagemann  
**Interim Deputy Superintendent**

### **Taft Montessori Vision**

Our vision is to prepare and maintain a safe school environment where all students, parents, and staff are able to develop and nurture the curiosity, motivation, flexibility, and enthusiasm needed to engage and actively participate in our professional learning community, so every child will successfully reach their highest academic potential.

### **Taft Montessori Mission Statement**

Taft Montessori serves culturally diverse students in a Pre-K through 8th public Montessori program, where all students and staff are respected and honored. We educate the "whole child" through individualized and differentiated instruction that embraces the Common Core State Standards and the Montessori Method of teaching. We educate all students to reach full academic potential in preparation to become active and responsible citizens.

## About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (209) 933-7285 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	56
Grade 2	54
Grade 3	62
Grade 4	42
Grade 5	43
Grade 6	43
Grade 7	50
Grade 8	36
<b>Total Enrollment</b>	<b>471</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.5
American Indian or Alaska Native	1.3
Asian	7.4
Filipino	1.9
Hispanic or Latino	65.6
Native Hawaiian or Pacific Islander	0.2
White	3.6
Two or More Races	1.5
Socioeconomically Disadvantaged	83.9
English Learners	34.4
Students with Disabilities	9.3
Foster Youth	1.1

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Taft Elementary	13-14	14-15	15-16
<b>With Full Credential</b>	15	17	19
<b>Without Full Credential</b>	4	3	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Stockton Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	1437
<b>Without Full Credential</b>	♦	♦	133
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Taft Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	3

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	90.3	9.7
Districtwide		
<b>All Schools</b>	95.8	4.2
<b>High-Poverty Schools</b>	95.8	4.2
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable classrooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR) where implemented.

This school has 32 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1954.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Taft Montessori School received a new paint job during the summer, 2013! A new security system was installed in 2014, as well as a new alarm system.

#### Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/26/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	boys & girls restrooms: dispenser damage needs to be replaced. Multipurpose/kitchen: floor tile damage. P-15: internet out needs to be secured to wall.rips on walls. P-24: rips on walls.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		P-15: internet out needs to be secured to wall.rips on walls. rm 10: internet out needs to be secured to wall.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		overall: playbox missing section of wood, asphalt by P-19 lot of cracks.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	14	23	44
Math	7	17	33

\* 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.

**SOURCE: California Department of Education**

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	25	31	26	32	31	29	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.00	26.20	16.70

\* 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.

SOURCE: California Department of Education

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	29
All Student at the School	26
Male	25
Female	28
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	31
White	--
Socioeconomically Disadvantaged	--
English Learners	8
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

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

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	58	58	100.0	83	16	2	0
	4	39	39	100.0	69	26	5	0
	5	43	43	100.0	63	19	16	2
	6	38	38	100.0	45	42	13	0
	7	46	46	100.0	54	17	24	4
	8	33	33	100.0	24	55	18	3
Male	3	58	27	46.6	85	15	0	0
	4	39	16	41.0	75	19	6	0
	5	43	18	41.9	56	28	17	0
	6	38	19	50.0	63	21	16	0
	7	46	27	58.7	52	15	26	7
	8	33	19	57.6	26	58	11	5
Female	3	58	31	53.4	81	16	3	0
	4	39	23	59.0	65	30	4	0
	5	43	25	58.1	68	12	16	4
	6	38	19	50.0	26	63	11	0
	7	46	19	41.3	58	21	21	0
	8	33	14	42.4	21	50	29	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Black or African American</b>	3	58	10	17.2	--	--	--	--
	4	39	4	10.3	--	--	--	--
	5	43	8	18.6	--	--	--	--
	6	38	7	18.4	--	--	--	--
	7	46	6	13.0	--	--	--	--
	8	33	6	18.2	--	--	--	--
<b>American Indian or Alaska Native</b>	3	58	1	1.7	--	--	--	--
	4	39	2	5.1	--	--	--	--
<b>Asian</b>	3	58	2	3.4	--	--	--	--
	4	39	3	7.7	--	--	--	--
	5	43	2	4.7	--	--	--	--
	6	38	3	7.9	--	--	--	--
	7	46	3	6.5	--	--	--	--
	8	33	3	9.1	--	--	--	--
<b>Filipino</b>	3	58	1	1.7	--	--	--	--
	4	39	1	2.6	--	--	--	--
	5	43	2	4.7	--	--	--	--
	7	46	1	2.2	--	--	--	--
<b>Hispanic or Latino</b>	3	58	41	70.7	85	12	2	0
	4	39	27	69.2	70	22	7	0
	5	43	28	65.1	68	18	11	4
	6	38	28	73.7	46	43	11	0
	7	46	34	73.9	47	18	29	6
	8	33	23	69.7	13	65	22	0
<b>Native Hawaiian or Pacific Islander</b>	3	58	1	1.7	--	--	--	--
<b>White</b>	3	58	2	3.4	--	--	--	--
	4	39	2	5.1	--	--	--	--
	5	43	3	7.0	--	--	--	--
	7	46	1	2.2	--	--	--	--
	8	33	1	3.0	--	--	--	--
<b>Two or More Races</b>	7	46	1	2.2	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	58	54	93.1	81	17	2	0
	4	39	38	97.4	68	26	5	0
	5	43	35	81.4	66	20	11	3
	6	38	34	89.5	50	38	12	0
	7	46	43	93.5	56	16	26	2
	8	33	29	87.9	24	59	17	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3	58	6	10.3	--	--	--	--
	4	39	6	15.4	--	--	--	--
	5	43	6	14.0	--	--	--	--
	6	38	7	18.4	--	--	--	--
	7	46	7	15.2	--	--	--	--
Students Receiving Migrant Education Services	3	58	2	3.4	--	--	--	--
	5	43	3	7.0	--	--	--	--
	8	33	1	3.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**SOURCE: California Department of Education**

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	58	58	100.0	81	14	5	0
	4	39	39	100.0	72	23	5	0
	5	43	43	100.0	60	35	0	5
	6	38	38	100.0	61	29	8	3
	7	46	46	100.0	59	35	4	2
	8	33	33	100.0	67	24	6	3
Male	3	58	27	46.6	81	11	7	0
	4	39	16	41.0	75	13	13	0
	5	43	18	41.9	67	28	0	6
	6	38	19	50.0	68	21	5	5
	7	46	27	58.7	63	26	7	4
	8	33	19	57.6	79	11	5	5

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	58	31	53.4	81	16	3	0
	4	39	23	59.0	70	30	0	0
	5	43	25	58.1	56	40	0	4
	6	38	19	50.0	53	37	11	0
	7	46	19	41.3	53	47	0	0
	8	33	14	42.4	50	43	7	0
Black or African American	3	58	10	17.2	--	--	--	--
	4	39	4	10.3	--	--	--	--
	5	43	8	18.6	--	--	--	--
	6	38	7	18.4	--	--	--	--
	7	46	6	13.0	--	--	--	--
	8	33	6	18.2	--	--	--	--
American Indian or Alaska Native	3	58	1	1.7	--	--	--	--
	4	39	2	5.1	--	--	--	--
Asian	3	58	2	3.4	--	--	--	--
	4	39	3	7.7	--	--	--	--
	5	43	2	4.7	--	--	--	--
	6	38	3	7.9	--	--	--	--
	7	46	3	6.5	--	--	--	--
	8	33	3	9.1	--	--	--	--
Filipino	3	58	1	1.7	--	--	--	--
	4	39	1	2.6	--	--	--	--
	5	43	2	4.7	--	--	--	--
	7	46	1	2.2	--	--	--	--
Hispanic or Latino	3	58	41	70.7	76	17	7	0
	4	39	27	69.2	78	22	0	0
	5	43	28	65.1	71	21	0	7
	6	38	28	73.7	61	25	11	4
	7	46	34	73.9	50	41	6	3
	8	33	23	69.7	61	30	9	0
Native Hawaiian or Pacific Islander	3	58	1	1.7	--	--	--	--
White	3	58	2	3.4	--	--	--	--
	4	39	2	5.1	--	--	--	--
	5	43	3	7.0	--	--	--	--
	7	46	1	2.2	--	--	--	--
	8	33	1	3.0	--	--	--	--
Two or More Races	7	46	1	2.2	--	--	--	--



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	58	54	93.1	81	15	4	0
	<b>4</b>	39	38	97.4	71	24	5	0
	<b>5</b>	43	35	81.4	63	34	0	3
	<b>6</b>	38	34	89.5	68	24	6	3
	<b>7</b>	46	43	93.5	60	35	2	2
	<b>8</b>	33	29	87.9	69	24	7	0
<b>Students with Disabilities</b>	<b>3</b>	58	6	10.3	--	--	--	--
	<b>4</b>	39	6	15.4	--	--	--	--
	<b>5</b>	43	6	14.0	--	--	--	--
	<b>6</b>	38	7	18.4	--	--	--	--
	<b>7</b>	46	7	15.2	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>	58	2	3.4	--	--	--	--
	<b>5</b>	43	3	7.0	--	--	--	--
	<b>8</b>	33	1	3.0	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--	--	--	--
	<b>4</b>	--	--	--	--	--	--	--
	<b>5</b>	--	--	--	--	--	--	--
	<b>6</b>	--	--	--	--	--	--	--
	<b>7</b>	--	--	--	--	--	--	--
	<b>8</b>	--	--	--	--	--	--	--

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**SOURCE: California Department of Education**

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement

Taft Montessori School recognizes the importance of parent involvement in their child's education, and has taken steps to encourage parents to become active participants in their children's education. Taft Montessori welcomes all parent volunteers and is committed to reaching out to parents and other stake-holders to increase parent involvement through-out the school at all grade levels. Taft holds regular monthly Parent Coffees designed to provide a forum for the provision of information and communication between school and parents. Taft also provides workshops for parents, providing them with additional skills to positively impact their child's learning.

Taft has an active School Site Council (SSC). Parents are encouraged to have an active participatory role in school governance and to participate at the district level as well.

The English Language Advisory Council (ELAC) is composed of a group of the parents of our English Language Learners. ELAC members are encouraged to attend meetings regularly and become informed and participative parents. Input from the ELAC parent group is elicited and parent involvement at site and district level is strongly encouraged. Every other year, a vote is taken to merge ELAC with SSC, which is the case for 2015-2016.

Taft School has invested in the "Love and Logic" program to provide guidance to parents in raising self-confident, motivated children who are ready for the real world.

Taft School is developing a mutually beneficial relationship with the surrounding community. Taft Community Center is located next to the school, and has been invited to become a link to collaborate toward positive student success while performing community service activities throughout the year. We have businesses in the area that provide donations to fulfill various needs of our student population. Parents and guardians are invited to support their child(ren)'s learning environment by:

- Monitoring school attendance
- Monitoring homework completion
- Participating in extracurricular activities
- Monitoring and regulating television viewing
- Planning and participating in activities at home that are supportive of classroom activities
- Volunteering at school
- Participating in decision making processes at school by attending the School Site Council meetings.

Parents who wish to participate in Taft School's leadership teams, school committees, school activities, or become volunteers may contact Dee Johnson, Principal, at (209) 933-7285.

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial staff ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended break. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) was collected in December 2009.

A comprehensive School Safety Plan, which was most recently reviewed in March, 2015 by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus. Visitors must display their passes at all times.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	9.16	10.51	9.91
<b>Expulsions Rate</b>	0.00	0.39	0.18
<b>District</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	10.96	10.09	9.39
<b>Expulsions Rate</b>	0.02	0.08	0.08
<b>State</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	5.07	4.36	3.80
<b>Expulsions Rate</b>	0.13	0.10	0.09

**SOURCE: California Department of Education**

## D. Other SARC Information

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

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	18	14	16	4	8	5			2			
1	31	17			1		1	1				
2	21	16	21	1	3	2	1	1	3			
3	30	23	23		2	2	1	2	2			
4	29	8	21		3	1	1					1
5	28	28	22			1	2	2	1			
6	21	17	17	1	3	4	2	2	2			
Other	14	9	8	1	1	3						

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	4	15		1	1	6					
Math	17			4			2					
Science	20			2			1			1		
SS	28						1			1		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.16
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.6
Other	1
Average Number of Students per Staff Member	
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.

**SOURCE:** This information is provided by the school district.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**SOURCE:** California Department of Education

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

### Professional Development provided for Teachers

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6808.76	1827.96	4980.8	54772.77
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-0.1	-10.5
Percent Difference: School Site/ State			6.2	-22.5

\* Cells with ◆ do not require data.

**SOURCE:** Information is provided by the school district and California Department of Education.  
◆ no data required.