Taft Elementary

419 Downing Ave. • Stockton, CA 95206 • (209) 933-7285 • Grades K-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Stockton Unified School District
701 North Madison St.
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District Governing Board

Cecilia Mendez

AngelAnn Flores

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District Administration

John E. Deasy, Ph.D.
Superintendent

Dr. Reyes Gauna
Assistant Superintendent of Educational Support Services

Craig Wells
Assistant Superintendent of Human Resources

Sonjhia Lowery
Assistant Superintendent of Educational Services

School Description

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 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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	92
Grade 1	52
Grade 2	55
Grade 3	73
Grade 4	57
Grade 5	36
Grade 6	55
Grade 7	39
Grade 8	39
Total Enrollment	498

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	10.4
American Indian or Alaska Native	1.2
Asian	7.2
Filipino	3.0
Hispanic or Latino	71.7
Native Hawaiian or Pacific Islander	0.2
White	2.8
Socioeconomically Disadvantaged	89.0
English Learners	37.1
Students with Disabilities	12.2
Foster Youth	1.0

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

Teacher Credentials			
Taft Elementary	**16-17**	**17-18**	**18-19**
With Full Credential	18	15	19
Without Full Credential	4	7	6
Teaching Outside Subject Area of Competence	0	0	2
Stockton Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Taft Elementary	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	1	2	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-5 California Studies Weekly Adopted in 2017 6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	North Boys R/R: front cover barrier-paint, interior walls and ceiling-paint, entrance door and frame-paint, ceiling light cover missing-replace, handicap stall metal toilet seat liner dispenser damage-replace North Girls R/R: entrance door and frame-paint, handicap stall hole in wall-repair and paint, linoleum floor-repair, RM-1: entrance door and frame-paint, student restroom west wall holes in tiles-repair,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	South Boys R/R: entrance door and frame-paint, south wall -need cleaning, toilet paper dispensers rusted-replace
Electrical: Electrical	Good	North Boys R/R: front cover barrier-paint, interior walls and ceiling-paint, entrance door and frame-paint, ceiling light cover missing-replace, handicap stall metal toilet seat liner dispenser damage-replace
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Multipurpose / Kitchen: stage floor -sand and re-varnish, kitchen restroom east wall hole-patch and paint,
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	North Boys R/R: front cover barrier-paint, interior walls and ceiling-paint, entrance door and frame-paint, ceiling light cover missing-replace, handicap stall metal toilet seat liner dispenser damage-replace North Girls R/R: entrance door and frame-paint, handicap stall hole in wall-repair and paint, linoleum floor-repair, P-21: ramp and handrails-paint RM-1: entrance door and frame-paint, student restroom west wall holes in tiles-repair, RM-8: entrance door and frame-paint, South Boys R/R: entrance door and frame-paint, south wall -need cleaning, toilet paper dispensers rusted-replace
Overall Rating	**Fair**	

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, which 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); and

- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	13.0	15.0	26.0	28.0	48.0	50.0
Math	9.0	12.0	20.0	21.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.0	22.6	35.5
7	24.3	16.2	16.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	306	295	96.41	14.92
Male	156	149	95.51	12.08
Female	150	146	97.33	17.81
Black or African American	37	37	100.00	16.22
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	9.52
Filipino	--	--	--	--
Hispanic or Latino	220	210	95.45	13.81
White	11	11	100.00	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	281	270	96.09	13.70
English Learners	142	132	92.96	12.88
Students with Disabilities	53	52	98.11	3.85
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	306	303	99.02	12.21
Male	156	153	98.08	12.42
Female	150	150	100	12
Black or African American	37	37	100	5.41
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	18.18
Filipino	--	--	--	--
Hispanic or Latino	220	217	98.64	11.52
White	11	11	100	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	281	278	98.93	10.07
English Learners	142	140	98.59	12.14
Students with Disabilities	53	52	98.11	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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 Parent Involvement Committee (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.

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, Friday Folders, and assessments
Participating in extracurricular activities
Monitoring and regulating television viewing and social media accounts

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 and ELAC
PTA
Parent/Family Nights (Literacy, AVID, Math, Science)
Book Fair

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

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.

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.

A comprehensive School Safety Plan, which was most recently reviewed in 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, Campus Safety Assistant, 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.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	8.2	7.3
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.5
Social Worker	.12
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.6
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	0

*   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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	20	19	18	4	4	5	8	8	3			
1		18	20		1	2			4			
2	21	24	18	3	2	3	6	6	4			
3	15	20	14	4	2	7	2	2	4			
4	20	23	17	2	2	3	4	4	4			
5	31	9	18		1	2	2		2			
6	20	22	15	4	3	5	4	6	4			
Other	9	3		2	2							

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 and the related CAASPP state assessment implemented.

Professional development was provided with an emphasis on Common Core State Standards for all new teachers and those who needed additional support with instruction. Addition areas of focus for professional development are AVID, blueprints for CAASPP preparation for grades 3-8, and continuing with the PLC process through collaboration meetings. The administrator attended the CABE conference as well as received professional development in Response to Intervention.

On-going teacher support is provided through site-based instructional coach, staff PLC collaboration meetings, leadership meetings and AVID professional development. Teachers continue to receive Montessori Training as needed.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,720	$47,903
Mid-Range Teacher Salary	$72,597	$74,481
Highest Teacher Salary	$91,456	$98,269
Average Principal Salary (ES)	$126,294	$123,495
Average Principal Salary (MS)	$0	$129,482
Average Principal Salary (HS)	$135,899	$142,414
Superintendent Salary	$275,808	$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8541.31	2604.54	5936.78	82897.11
District	♦	♦	6203.28	$72,903
State	♦	♦	$7,125	$80,764
Percent Difference: School Site/District			-4.4	18.5
Percent Difference: School Site/ State			-10.2	4.5

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Teacher Induction Program

Extended Day Programs

English Language Acquisition Program (ELAP)

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).

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.