



# Taft Elementary

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

Jana Brooks, Principal

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<https://www.stocktonusd.net/Taft>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Stockton Unified School District

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

#### District Governing Board

Cecilia Mendez

**Board Clerk, Area 1**

AngelAnn Flores

**Area 2**

Kathleen Garcia

**Board Vice President, Area 3**

Lange Luntao

**Board President, Area 4**

Maria Mendez

**Area 5**

Scot McBrian

**Area 6**

Candelaria Vargas

**Area 7**

#### District Administration

John E. Deasy, Ph.D.

**Superintendent**

Nik Howard

**Interim Assistant Superintendent  
of Human Resources**

MaryJo Cowan

**Assistant Superintendent of  
Educational Support Services**

Sonjhia Lowery

**Assistant Superintendent of  
Educational Services**

### 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.

### 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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

### 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.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	47
Grade 2	55
Grade 3	52
Grade 4	57
Grade 5	53
Grade 6	33
Grade 7	50
Grade 8	38
<b>Total Enrollment</b>	<b>472</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	1.3
Asian	7.2
Filipino	3.2
Hispanic or Latino	72.9
White	3
Two or More Races	2.8
Socioeconomically Disadvantaged	84.5
English Learners	28.8
Students with Disabilities	14.4
Foster Youth	0.2
Homeless	3.4

## 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

Teacher Credentials for Taft Elementary	17-18	18-19	19-20
With Full Credential	15	19	16
Without Full Credential	7	6	9
Teaching Outside Subject Area of Competence	0	2	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

### Teacher Misassignments and Vacant Teacher Positions at Taft Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	2	0	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 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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: 7/9/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	North west Boys R/R: front metal partition-paint, walls-paint, ceiling light cover missing-replace North west Girls R/R: entrance door & frame-paint, handicap stall walls -repair holes in wall & paint P-22: entrance door & frame-paint, dumtar-repair P-25: floor tiles-replace some, dumtar-repair P-27: entrance door & frame-paint, dumtar-repair, north baseboard-replace a section West Boys- R/R: sink-replace chalking, entrance door & frame-paint, ceiling peeling paint-repair & paint
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	North west Boys R/R: front metal partition-paint, walls-paint, ceiling light cover missing-replace
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	West Boys- R/R: sink-replace chalking, entrance door & frame-paint, ceiling peeling paint-repair & paint
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	North west Boys R/R: front metal partition-paint, walls-paint, ceiling light cover missing-replace North west Girls R/R: entrance door & frame-paint, handicap stall walls -repair holes in wall & paint P-18: ramp-repair, handrails-paint, dumtar north wll-repair, entrance door & frame-paint P-22: entrance door & frame-paint, dumtar-repair P-27: entrance door & frame-paint, dumtar-repair, north baseboard-replace a section West Boys- R/R: sink-replace chalking, entrance door & frame-paint, ceiling peeling paint-repair & paint West Girls- R/R: entrance door & frame-paint,
<b>Overall Rating</b>	<b>Fair</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	15	20	28	31	50	50
Math	12	15	21	21	38	39

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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	16.7	40.7
7	4.1	22.4	10.2

Note: 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.

## 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 2019-20)

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 throughout 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 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/video games 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.

**School Year 2018-19 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	280	277	98.93	20.22
Male	143	141	98.60	19.15
Female	137	136	99.27	21.32
Black or African American	23	23	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.00	18.18
Filipino	12	11	91.67	54.55
Hispanic or Latino	204	202	99.02	20.79
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	239	236	98.74	20.34
English Learners	134	132	98.51	15.91
Students with Disabilities	43	43	100.00	4.65
Students Receiving Migrant Education Services	--	--	--	--
Homeless	13	13	100.00	0.00

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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

**School Year 2018-19 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	280	278	99.29	15.47
Male	143	141	98.60	17.02
Female	137	137	100.00	13.87
Black or African American	23	23	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.00	9.09
Filipino	12	12	100.00	66.67
Hispanic or Latino	204	202	99.02	15.35
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	239	237	99.16	14.35
English Learners	134	132	98.51	15.15
Students with Disabilities	43	43	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	13	13	100.00	0.00

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.

**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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.2	7.3	4.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	472.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	4	8		18	5	3		16	6	2	
1	18	1			20	2	4		13	5	2	
2	24	2	6		18	3	4		19	1	4	
3	20	2	2		14	7	4		17	3	4	
4	23	2	4		17	3	4		17	3		2
5	9	1			18	2	2		17	5	2	2
6	22	3	6		15	5	4		9	3	1	
Other**	3	2							5	2		

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

\*\* "Other" category is for multi-grade level classes.



**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	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/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,991	\$1,925	\$6,066	\$55,184
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.3	-27.7
School Site/ State	-18.2	-37.6

Note: Cells with N/A values 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.