

Stockard Coffee Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 principal or the district office.

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Stockard Coffee Elementary School
Street	3900 Northview Drive
City, State, Zip	Modesto, CA 95355
Phone Number	(209) 574-5500
Principal	Laurie Hulin
E-mail Address	lhulin@sylvan.k12.ca.us
Web Site	www.sylvan.k12.ca.us/stockardcoffee
Grades Served	K-5
CDS Code	50-71290-6095517

District Contact Information	
District Name	Sylvan Union Elementary School District
Phone Number	(209) 574-5000
Superintendent	Mrs. Debra M. Hendricks
E-mail Address	dhendricks@sylvan.k12.ca.us
Web Site	www.sylvan.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Stockard Coffee Elementary School opened its doors to educating children in grades Kindergarten through fifth grade in 1975. During the 2014-2015 school year, approximately 515 students were enrolled in kindergarten through fifth grade. We believe that a child's education is fostered by the school and families working together to provide a learning experience where the students will excel. Our mission is to teach students how to learn, to help them gain knowledge, and to promote a positive self-image and growth in a culture of safety and respect. Utilizing district-adopted curriculum the staff employs the most effective teaching strategies along with grade level collaboration time to ensure the students are receiving quality instruction in all academic areas. Assemblies are a time when the entire school comes together to celebrate each other and accomplishments. Through the analysis of data and communication between staff members, students are provided with an educational experience that incorporates strong academic goals, physical education, comprehensive music and art programs, and the development of life-long character skills which will help develop our students into successful adults.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	69
Grade 1	83
Grade 2	86
Grade 3	89
Grade 4	101
Grade 5	95
Total Enrollment	523

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	6.1
Filipino	1.7
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	1.3
White	46.1
Two or More Races	1.3
Socioeconomically Disadvantaged	47.8
English Learners	20.7
Students with Disabilities	12.2
Foster Youth	0.6

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	22	20	334
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.3	0.7
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	98.3	1.7

Note: 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.

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

Year and month in which data were collected: August 25, 2015

Sylvan Union School District provides each student in grades K-8 sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework. On August 24, 2014 the Sylvan District Board of Trustees adopted Resolution 2014/2015 #01: Sufficiency of Instructional Materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Happily Ever After (TK) 2013 Houghton Mifflin Science (3-5) 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Math Their Way (TK) 2013 Foresman EnVision Math (K) 2008 Macmillan Math (1-5) 2008 Engage New York (K-6) 2014	Yes	0
Science	Macmillan Science (K-2) 2007 Houghton Mifflin Science (3-5) 2007	Yes	0
History-Social Science	Harcourt Reflections (K-5) 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cleaning Process: Stockard Coffee Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

Maintenance and Repair: The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Four full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order. The results of our inspections are the result of a continuous inspection thorough the year. This site is in good repair, CT Brayton installed a wrought iron fence across the front of the school for security purposes. The maintenance department will continue forward with preventative maintenance and routine repair and maintenance throughout the year.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Minor HVAC repairs throughout the year.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Year round pest prevention.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: November 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	39	42	44
Mathematics	23	31	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

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	85	85	100.0	33	29	16	21
	4	97	96	99.0	41	21	17	20
	5	93	92	98.9	30	27	27	15
Male	3	85	45	52.9	47	33	9	11
	4	97	50	51.5	48	16	14	20
	5	93	46	49.5	35	26	26	13
Female	3	85	40	47.1	18	25	25	33
	4	97	46	47.4	33	26	20	20
	5	93	46	49.5	26	28	28	17
Black or African American	3	85	1	1.2	--	--	--	--
	4	97	2	2.1	--	--	--	--
	5	93	1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3	85	1	1.2	--	--	--	--
	4	97	2	2.1	--	--	--	--
Asian	3	85	6	7.1	--	--	--	--
	4	97	6	6.2	--	--	--	--
	5	93	5	5.4	--	--	--	--
Filipino	3	85	1	1.2	--	--	--	--
	4	97	3	3.1	--	--	--	--
	5	93	3	3.2	--	--	--	--
Hispanic or Latino	3	85	31	36.5	39	26	16	19
	4	97	48	49.5	46	17	15	19
	5	93	32	34.4	34	34	25	6
Native Hawaiian or Pacific Islander	3	85	2	2.4	--	--	--	--
	4	97	1	1.0	--	--	--	--
	5	93	2	2.2	--	--	--	--
White	3	85	39	45.9	36	28	13	23
	4	97	30	30.9	30	23	23	23
	5	93	45	48.4	29	27	29	16
Two or More Races	4	97	1	1.0	--	--	--	--
	5	93	3	3.2	--	--	--	--
Socioeconomically Disadvantaged	3	85	40	47.1	38	30	23	10
	4	97	52	53.6	54	21	15	8
	5	93	45	48.4	40	29	20	11
Students with Disabilities	3	85	11	12.9	82	18	0	0
	4	97	18	18.6	83	6	0	6
	5	93	18	19.4	72	17	11	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 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.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	85	85	100.0	41	31	21	7
	4	97	95	97.9	39	39	16	6
	5	93	92	98.9	52	29	11	8
Male	3	85	45	52.9	47	36	16	2
	4	97	50	51.5	44	30	18	8
	5	93	46	49.5	50	33	11	7
Female	3	85	40	47.1	35	25	28	13
	4	97	45	46.4	33	49	13	4
	5	93	46	49.5	54	26	11	9
Black or African American	3	85	1	1.2	--	--	--	--
	4	97	2	2.1	--	--	--	--
	5	93	1	1.1	--	--	--	--
American Indian or Alaska Native	3	85	1	1.2	--	--	--	--
	4	97	2	2.1	--	--	--	--
Asian	3	85	6	7.1	--	--	--	--
	4	97	6	6.2	--	--	--	--
	5	93	5	5.4	--	--	--	--
Filipino	3	85	1	1.2	--	--	--	--
	4	97	3	3.1	--	--	--	--
	5	93	3	3.2	--	--	--	--
Hispanic or Latino	3	85	31	36.5	52	29	13	6
	4	97	47	48.5	45	43	11	2
	5	93	32	34.4	66	25	6	3
Native Hawaiian or Pacific Islander	3	85	2	2.4	--	--	--	--
	4	97	1	1.0	--	--	--	--
	5	93	2	2.2	--	--	--	--
White	3	85	39	45.9	38	31	23	8
	4	97	30	30.9	30	30	27	13
	5	93	45	48.4	51	29	11	9
Two or More Races	4	97	1	1.0	--	--	--	--
	5	93	3	3.2	--	--	--	--
Socioeconomically Disadvantaged	3	85	40	47.1	48	33	18	3
	4	97	51	52.6	49	41	10	0
	5	93	45	48.4	67	22	9	2
Students with Disabilities	3	85	11	12.9	73	18	9	0
	4	97	17	17.5	94	6	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	5	93	18	19.4	83	17	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 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.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	70	71	50	74	75	73	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	73
All Student at the School	50
Male	50
Female	50
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	--
White	57
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	8
Students with Disabilities	28
Foster Youth	--

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.50	29.30	2.20

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.

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 (Most Recent Year)

Stockard Coffee Elementary parents and community members are actively involved in both district and site level committees, and in the classrooms. Our School Site Council (SSC) and Parent Teacher Association (PTA) are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Stockard Coffee Elementary is fortunate to have a large number of family volunteers who provide assistance in the classroom as well as during field trips and school events. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website, newsletters, and information sent home in the weekly Communication Folder. Parents who wish to volunteer at Stockard Coffee Elementary School may contact the school's office at (209) 574-5500.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.78	0.36	1.40	2.55	2.47	2.74	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.01	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Stockard Coffee Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2014-2015 school year was formally approved by the school's School Site Council on 2/18/2015. The school staff suggested final changes and had input on new assignments at the 8/1/2014 staff meeting. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	53.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32		2		26		3		23		3	
1	25		2		25		2		21	1	3	
2	30		3		26		3		27		3	
3	22	1	3		25	1	3		24	1	3	
4	33		1	1	26		3		30		3	
5	24	1	2		25	1	3		27	1	3	
Other	23		1		24		1					

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.08	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6677	2267	4410	66682
District	N/A	N/A	4847	\$67,655
Percent Difference: School Site and District	N/A	N/A	-9.0	-2.9
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-51.7	-5.8

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

Types of Services Funded (Fiscal Year 2014-15)

The Sylvan Union School District spent an average of \$7,555 to educate each student (based on 2013-14 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per enrollment, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- NCLB: Title I, Low-Income and Neglected
- NCLB: Title II, Teacher Quality/Principal Training/Technology Grants
- NCLB: Title III, Immigrant Education Program/Limited English Proficiency Program
- Special Education
- Lottery: Instructional Materials
- After School Education and Safety
- Common Core State Standards
- MediCal Billing Option
- Ongoing and Major Maintenance Account

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,976	\$43,091
Mid-Range Teacher Salary	\$65,213	\$70,247
Highest Teacher Salary	\$86,970	\$89,152
Average Principal Salary (Elementary)	\$92,945	\$112,492
Average Principal Salary (Middle)	\$100,198	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$165,000	\$192,072
Percent of Budget for Teacher Salaries	45%	41%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

District wide during the last three years (2012-2013, 2013-2014, 2014-2015) school years over 300 days were dedicated to professional development in the areas of:

- Professional Learning Communities
- Common Formative Assessments
- Pyramid Response to Intervention
- Technology, including - District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Effective Teaching Strategies
- Common Core – Unpacking and aligning
- 6 Traits of Writing
- iObservation
- Common Core Standards - Math and English Language Arts
- English Language Development Standards
- Marzano Instructional Strategies