

Stockard Coffee Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

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	
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 2013-2014 school year, approximately 520 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 2013-14)

Grade Level	Number of Students
Kindergarten	79
Grade 1	72
Grade 2	84
Grade 3	94
Grade 4	87
Grade 5	90
Total Enrollment	506

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.6
Asian	6.1
Filipino	2.2
Hispanic or Latino	39.7
Native Hawaiian or Pacific Islander	1.6
White	44.1
Two or More Races	1.6
Socioeconomically Disadvantaged	48.6
English Learners	21.9
Students with Disabilities	16.6

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19	22	22	336
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

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 2014-15)

Year and month in which data were collected: August 13, 2014

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
Mathematics	Math Their Way (TK) 2013 Foresman EnVision Math (K) 2008 Macmillan Math (1-5) 2008 Engage New York (K-6) 2014	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 a results of continuous inspection through the year. This site is in good repair and the only improvement will be minor maintenance as items come up to be repaired.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2014				
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]	[]	[]	Minor repairs to the restroom facilities throughout the year.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	75	71	71	76	74	75	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Student at the School	71
Male	73
Female	70
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	
White	78
Two or More Races	
Socioeconomically Disadvantaged	61
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60	67	60	62	64	61	54	56	55
Mathematics	64	67	63	64	65	63	49	50	50
History-Social Science				55	58	58	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	5	5	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	23	10	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	29	-2
Native Hawaiian/Pacific Islander			
White	17	-8	14
Two or More Races			
Socioeconomically Disadvantaged	38	22	14
English Learners	34	34	3
Students with Disabilities	31	-8	10

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.8	13.2	4.4

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), English Learner Advisory Committee (ELAC) 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.2	0.8	0.4	2.4	2.5	2.5	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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 2013-2014 school year was formally approved by the school's School Site Council on 8/19/13. The school staff suggested final changes and had input on new assignments at the 2/19/14 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	7
Percent of Schools Currently in Program Improvement	---	53.8

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	31	0	2	0	22	1	2		20	1	3	
1	29.5	0	4	0	15	2	3		24		3	
2	21.8	1	3	0	23	1	3		21	1	3	
3	24	0	3	0	20	1	3		24	1	3	
4	30.5	0	2	0	25	1	1	1	22	1	3	
5	27.3	1	1	1	21	1	2		23	1	3	

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	---
Library Media Teacher (Librarian)	0.1	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6749	2286	4463	66682
District	---	---	4878	68655
Percent Difference: School Site and District	---	---	-8.5	-2.9
State	---	---	\$4,690	\$70,788
Percent Difference: School Site and State	---	---	-4.8	-5.8

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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
- Tobacco-Use Prevention Education
- After School Education and Safety
- Common Core State Standards
- MediCal Billing Option
- Ongoing and Major Maintenance Account

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,976	\$41,507
Mid-Range Teacher Salary	\$65,213	\$67,890
Highest Teacher Salary	\$86,970	\$86,174
Average Principal Salary (Elementary)	\$92,945	\$109,131
Average Principal Salary (Middle)	\$100,198	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$165,786	\$185,462
Percent of Budget for Teacher Salaries	46	42
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

District wide during the last three years (2011-2012, 2012-2013, 2013-2014) 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 - EETT Grant Training, District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Math and English Language Arts Curriculum Training, SB472
- Effective Teaching Strategies
- Common Core – Unpacking and aligning
- 6 Traits of Writing
- iObservation
- Common Core State Standards
- English Language Development Standards