

# Sam Vaughn Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <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 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 This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Sam Vaughn Elementary School
<b>Street</b>	3618 Helen Perry Rd.
<b>City, State, Zip</b>	Ceres, CA 95307-0307
<b>Phone Number</b>	209-556-1690
<b>Principal</b>	Jesse Campbell
<b>E-mail Address</b>	Jcampbell@ceres.k12.ca.us
<b>Web Site</b>	ceressv.sharpschool.net/
<b>CDS Code</b>	50-71043-6112338

<b>District Contact Information</b>	
<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Scott Siegel, Ed. D.
<b>E-mail Address</b>	jbeltran@ceres.k12.ca.us
<b>Web Site</b>	www.ceres.k12.ca.us

### **School Description and Mission Statement (School Year 2017-18)**

The Sam Vaughn staff is committed to the philosophy that every child is regarded as gifted, because every child is a gift. Our district vision statement, Committed to Excellence, Responsive to Every Student, is what we strive to do on a daily basis. Our district mission statement reflects the staff's commitment to our profession.

Sam Vaughn Elementary School is located in the heart of California's San Joaquin Valley and is surrounded by the suburban community of Ceres. The school opened in September 1994 and is a place of pride for the staff, students and community. The school includes 29 classrooms, a cafeteria with a stage, a library, an administration building, and an amphitheater. The campus is located on the east side of Ceres and most students walk to and from school.

Sam Vaughn is a Kindergarten through sixth grade school of approximately 640 students. School staff includes: a Principal, an Assistant Principal, an Administrative Assistant, twenty-four certificated teachers, one resource specialist, eleven paraprofessionals, one library/media clerk, a 60% nurse, a 70% school psychologist, a health clerk, a speech teacher, an office manager, secretary II, a 50% clerk II, 2 full time custodians and 1 50%, a community liaison and an Itinerant music and P.E. teachers provide services 1- 2 days per week.

The school year consists of 180 instructional days with ten minimum days for parent conferencing and staff development. The students in grades 1-6 are in school for 320 instructional minutes per day. K and TK students attend school for 310 minutes per day. The school has a Parent Teacher Club that supports extra-curricular programs, classroom budgets, and special events for our school and families.

The student population is diverse at Sam Vaughn. Of the approximately 640 students, 77% of the students receive free or reduced cost breakfast and lunch, Approximately 70% come from homes where the primary language is other than English, and 39% are English Learners (EL.) The ethnic make-up includes 69% Hispanic, 15% White, 1% African American, 11% Asian, 1 % Filipino 1% Pacific Islander. 2% of our students are migrant students. Approximately 2% of the intermediate students are identified as GATE students.

Speech and language development services, adaptive PE, visually impaired services, 2 severely handicapped student classrooms, and resource programs are provided as part of the Special Education Services. Supplemental programs include the following: After School Academic Intervention Program (AIP), after school English Language Development classes (ELD), After School Education and Safety program (ASES), Social Skills groups and a Student Support Specialist for students identified with needs, Migrant Education, and Indian Education. Differentiated Instructional Time (DIT) is incorporated into the regular school day. English Language Learners are provided English Language Development. Extra-curricular activities include: chorus, music, beginning/advanced band, Safety Patrol, a computer coding club and serving on the Student Council. Furthermore, there is a Free Breakfast for All program offered before school for each student. The staff is supported in their educational efforts by both the School Site Council (SSC) and the Parent Teacher Club, made up of staff and family members of the students.

Sam Vaughn receives supplementary funding from two sources: Title I and LCAP. Sam Vaughn's program is designated as a School-Wide Program which allows the total population to be eligible for services. The staff is supported in their educational efforts by the School Site Council (SSC), ELAC, and Family Engagement Team. Family gatherings for technology, school wide information, and Kindergarten parent support are held annually.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	89
Grade 1	95
Grade 2	72
Grade 3	100
Grade 4	86
Grade 5	98
Grade 6	107
<b>Total Enrollment</b>	<b>647</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	11.4
Filipino	0.5
Hispanic or Latino	69.4
Native Hawaiian or Pacific Islander	1.1
White	14.5
Two or More Races	1.5
Socioeconomically Disadvantaged	79.3
English Learners	38.8
Students with Disabilities	9.6
Foster Youth	0.2

## 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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	27	23	553
Without Full Credential	1	0	0	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-6 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades K-6 Houghton Mifflin California Science (2007)	Yes	0%
History-Social Science	Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006)	Yes	0%

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

The campus is well maintained and the staff takes pride in their clean and safe campus. All staff are trained and instructed to report all safety hazards immediately. The facility is evaluated on a regular basis by both site administration and District personnel. Repairs that cannot be fixed by site staff are reported through an online work order process. District personnel manages and coordinates repair and maintenance needs. In addition, an internal work order process is used by teachers to report facility needs to the site custodians. The site principal monitors these facility needs through informal walk through visits and custodian meetings. At least twice a year, District personnel conduct a formal facility inspection. The site principal and head custodian meet with the evaluating team to review findings and to devise any necessary plans for improvements. In addition to parent and student surveys, all staff complete an annual facility satisfaction survey. Results are computed and a report is given to the site by District personnel. All results are used to assess ongoing needs and concerns in order to provide a learning environment that is clean, safe, and functional.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Classroom 19: There are stuffed animals that have not been fire treated. There are chemicals out or under the sink area. Classroom 23: There are chemicals out or under the sink area. Classroom 24: There are chemicals out or under the sink area. Classroom 28: There are chemicals out or under the sink area. Classroom 3: There is a beanbag chair that has not been fire treated. There are chemicals out or under the sink area. Classroom 8: There are chemicals out or under the sink area. Classroom K-1: The fabric over the table has not been fire treated.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds: There are cracks on the cement in the blacktop area by the Basketball courts. Playground: There are large cracks on the cement area by the Kinder Playground.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/13/2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	45	39	39	38	48	48
Mathematics (grades 3-8 and 11)	29	27	20	21	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	392	99.24	38.52
Male	205	204	99.51	30.88
Female	190	188	98.95	46.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	46	95.83	43.48
Filipino	--	--	--	--
Hispanic or Latino	270	270	100	34.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	54.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	334	99.11	34.43
English Learners	214	212	99.07	36.32
Students with Disabilities	51	50	98.04	8
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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	390	98.73	27.18
Male	205	203	99.02	26.6
Female	190	187	98.42	27.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	48	46	95.83	43.48
Filipino	--	--	--	--
Hispanic or Latino	270	268	99.26	22.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	35.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	332	98.52	26.2
English Learners	214	210	98.13	28.1
Students with Disabilities	51	49	96.08	8.16
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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	51	50	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	23.4	20.2

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 State priority: Parental Involvement (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 (School Year 2017-18)

Parents and families, along with other members of the community, are encouraged to be actively involved in the school. Opportunities include:

- Regular parent communication via Parent Communication Folders, Remind 101, Weekly Informers, Parent Newsletters, Parent/Student Handbook, School Marquee, Classroom Newsletters, School Bells Articles, Progress Reports, School Website, and Connect Ed telephone calls.
- Participation in our Family Engagement events, PTC, Principal Coffee, Watch D.O.G.S., Kindergarten Parent Orientation, Rotary Read-In, Back To School Night, Book Fairs, Parent Conferences, School Performances, Spring Festival, School Site Council (SSC), English Learner Advisory Committee (ELAC), Valentine Family Dance and other school activities.
- Become a classroom volunteer or room parent.
- Attend classroom events such as poetry readings, plays, field trips, etc.
- Visit classroom to see instruction in action. Parent Tours to see classroom instruction in action.

### 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.5	3.0	2.6	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1



## School Safety Plan (School Year 2017-18)

Safety is a top priority with the students and staff at Sam Vaughn School. The Safety Plan is rewritten each year by staff and approved by School Site Council and Student Council. Each building and classroom has a current evacuation plan in case of an emergency. Fire Drills are practiced on a monthly basis. Lock down drills are practiced three times a year and earthquake drills are practiced once a year. Teachers provide age-appropriate instruction for every class, stressing walking to and from school safely, saying no to drugs and alcohol, and not talking with strangers. We have added traffic signs with flashing lights to improve the student safety coming to and from school in the crosswalks. The campus is well maintained and the custodial staff takes pride in their clean and safe campus. All staff are trained and instructed to report all safety hazards immediately. The facility is maintained in a manner that assures that it is clean, safe, and functional and is evaluated by District and site administration on a regular basis. Input from staff, student, and parent surveys, as well as other data and information were used to guide the revising of the current plan.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	21		3		24		4		22	1	3	
1	19	4			24		3		24		4	
2	24		3		22		4		24		3	
3	23		4		24		3		24		4	
4	26	1	3		26	1	3		22	1	3	
5	31		3		32		3		32		3	
6	26	1	3		27	1	3		28	1	3	

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 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1.2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.7	N/A
Social Worker	0	N/A
Nurse	0.60	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	2	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,924.19	\$2,014.26	\$5,909.93	\$85,448.90
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	-8.4	11.5
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-10.1	9.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

Sam Vaughn received monies for Title I, English Learners, and Socio-Economic Impact for the 2015-2016 school year. These monies were utilized to fund a portion of the salaries for an administrative assistant, a library media clerk and a part-time paraprofessionals. Money was also used for print shop, instructional supplies, supplementary materials, staff development, and technology.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	6%	5%

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)

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The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Mondays after school are dedicated to staff and grade level meeting times, for teachers to participate in staff development, collaboration, learning strategies, and developing action plans to meet identified student needs.

The district provides a formal induction training program with the mission of providing Ceres students with teachers who use research-based instructional design and delivery norms, who actively collaborate and reflect on their practice, and who use formative assessment data to continually grow in their professional practice. In addition, the district fully supports classroom teachers with a cadre of full time instructional coaches who can assist with the implementation of curriculum and strategies. Many teachers choose to become certified in delivering Direct Instruction.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, technology development, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.

Specifically, this year 14 Sam Vaughn teachers attended a Professional Learning Community (PLC) conference in September and June.