

# Stockard Coffee Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### 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 This School

### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Stockard Coffee Elementary
Street	3900 Northview Drive
City, State, Zip	Modesto, CA 95355
Phone Number	(209) 574-5500
Principal	Nicol Alvarado
Email Address	nalvarado@sylvan.k12.ca.us
Website	<a href="https://sites.google.com/sylvan.k12.ca.us/stockardcoffee/home">https://sites.google.com/sylvan.k12.ca.us/stockardcoffee/home</a>
County-District-School (CDS) Code	50-71290-6095517

Entity	Contact Information
<b>District Name</b>	Sylvan Union Elementary School District
<b>Phone Number</b>	(209) 574-5000
<b>Superintendent</b>	Mrs. Debra M. Hendricks
<b>Email Address</b>	dhendricks@sylvan.k12.ca.us
<b>Website</b>	www.sylvan.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

Stockard Coffee Elementary School opened its doors to educating children in grades Kindergarten through fifth grade in 1975. During the 2019-2020 school year, approximately 476 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 2018-19)

Grade Level	Number of Students
Kindergarten	80
Grade 1	58
Grade 2	92
Grade 3	69
Grade 4	71
Grade 5	96
Grade 6	1
<b>Total Enrollment</b>	<b>467</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	5.8
Filipino	2.6
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	1.5
White	37.5
Two or More Races	1.9
Socioeconomically Disadvantaged	52.2
English Learners	21.6
Students with Disabilities	12.2
Foster Youth	0.9
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	25	26	395
Without Full Credential	0	1	0	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: August 2018

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 September 10, 2019 the Sylvan District Board of Trustees adopted Resolution 2019/20 #05: Sufficiency of Instructional Materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (K-5) 2016	Yes	0
Mathematics	Eureka Math (K-6) 2014	Yes	0
Science	Macmillan Science (K-2) 2007 Houghton Mifflin Science (3-5) 2007	Yes	0
History-Social Science	Studies Weekly (K) 2019 Pearson (1-5) 2019	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:** Stockard Coffee Elementary School is in good repair and is being maintained to the standards of the Sylvan Union School District. Stockard Coffee has seen a lot of work this year. Vinyl flooring was replaced in the boys and girls restrooms in the 20's pod in January, asphalt in the back of the school was completely torn out and replaced this summer. Mow strips were installed and new sidewalks added in select locations. An exterior (outside the site fence) sidewalk was added in front of the school. The MPR roof was re-done, as well. In addition to all of this work, all 17 HVAC units serving the main building were replaced, and all of the air ducts site-wide were cleaned. Stockard Coffee Elementary School is in good repair and the site is ready for daily learning activity.

### 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

**Year and month of the most recent FIT report:** July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Major HVAC replacement performed on main building. Minor repairs to the HVAC system and routine maintenance have been performed throughout the year.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Year round pest control is provided.
<b>Electrical:</b> Electrical	Good	All electrical panels are being evaluated for hot spots.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Minor plumbing repairs have been made throughout the year.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	MPR roof resurfaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All rear asphalt replaced and drainage improved.
<b>Overall Rating</b>	<b>Good</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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	51	53	48	50	48
Mathematics (grades 3-8 and 11)	39	41	43	38	38	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.

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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	235	99.58	0.42	51.06
Male	125	124	99.20	0.8	44.35
Female	111	111	100.00	0	58.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	114	113	99.12	0.88	41.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	91	91	100.00	0	64.84

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	135	134	99.26	0.74	38.81
English Learners	62	61	98.39	1.61	26.23
Students with Disabilities	45	45	100.00	0	15.56
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	236	100	0	41.1
Male	125	125	100	0	42.4
Female	111	111	100	0	39.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--			--
Asian	12	12	100	0	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	114	114	100	0	34.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	91	91	100	0	47.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	135	135	100	0	30.37
English Learners	62	62	100	0	22.58
Students with Disabilities	45	45	100	0	15.56
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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)

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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	2.3	1.8	1.9	2.7	5.3	3.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 2018-2019 school year was formally approved by the school's School Site Council on 2/21/2019. The school staff suggested final changes and had input on new assignments at the 8/7/2018 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.

### 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	24		3		20	3			20	2	2	
1	20	3			23		4		19	3		
2	24		3		20	2	1		23		4	
3	19	3	2		18	1	3		18	1	3	
4	23		3		29		3		32		2	
5	20	2	3		23	1	3		26	1	3	
Other**												

\*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.

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

Title	Ratio
Academic Counselors*	0.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.076
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.50
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9738	3163	6575	71061
District	N/A	N/A	6690	\$75,429.00
Percent Difference - School Site and District	N/A	N/A	-1.7	-6.0
State	N/A	N/A	\$7,506.64	\$82,663.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A	-13.2	-15.1

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.

### Types of Services Funded (Fiscal Year 2018-19)

The Sylvan Union School District spent an average of \$10,445 to educate each student (based on 2018-2019 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.

- Title I, Low-Income and Neglected
- Title II, Teacher Quality/Principal Training/Technology Grants
- Title III, Immigrant Education Program/Limited English Proficiency Program
- Title IV, Student Support and Academic Enrichment
- Special Education
- Lottery: Instructional Materials
- After School Education and Safety
- MediCal Billing Option
- Ongoing and Major Maintenance Account

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$47,313	\$45,741
<b>Mid-Range Teacher Salary</b>	\$75,298	\$81,840
<b>Highest Teacher Salary</b>	\$100,424	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$111,468	\$129,221
<b>Average Principal Salary (Middle)</b>	\$117,254	\$132,874
<b>Average Principal Salary (High)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$183,784	\$224,581
<b>Percent of Budget for Teacher Salaries</b>	39%	36%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	50	70	95

District wide during the last three years (2017-2018, 2018-2019, 2019-2020) school years over 215 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, Google, Technopalooza
- AT&G/Gifted Student Instruction
- Academic Discourse
- Math and English Language Essential Standards
- Effective Teaching Strategies
- English Language Development Standards
- Marzano Instructional Strategies
- 21st Century Skills
- Social Emotional Skills
- Literacy Instruction
- Trauma Informed practice
- Co-Teaching