

Vaughn Next Century Learning Center

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.



Anita Zepeda, Executive Director

Principal, Vaughn Next Century Learning Center

About Our School

Greetings,

Vaughn is a large, urban, full-service, public charter school that provides maximum learning opportunities to students (Preschool- Grade 12) so they will be successful academically, physically, and socially; specifically, Vaughn will:

- Prepare students to master grade level standards, think critically, and be ready for post secondary learning
- Reduce social stressors that negatively impact child and family development, including poverty.
- Create a professional and caring community among staff, families, and community.
- Become a model for school reform locally, nationally and globally. Vaughn is guided by 6 learning principles:

Vaughn recognizes that to be an Educated Person in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in the 21st Century global environment. Vaughn adopted a Graduate Profile.

All Vaughn's graduates will be:

1. **Academically prepared** to successfully engage in post-secondary coursework and/or career.
2. **Literate and prepared for the 21st Century with mastery of skills** essential to communication and learning both in English and in one or more languages other than English.
3. **Proficient thinkers and problem solvers** with a capacity for mathematical analysis, scientific processing, and logical reasoning.
4. **Aware of global dynamics** with the ability to become fully enfranchised and participatory global citizens.
5. **Collaborative team members**, receptive to the views of others.
6. **Effective users of technology** with the ability to use a multitude of digital tools for communication, presentation, and data analysis

Our students will possess proficient literacy skills, English fluency and technological competence. They will demonstrate knowledge and application of the arts, cultures, literature, History and social science, health, mathematics, communication, science, problem solving, and work ethic. They will value friendship, responsibility, cultural diversity, quality of life and respect for the democratic processes. They will become well informed of our interconnected world, pursue higher education and seek a professional career.

All teachers are continual learners, collaborators, and innovators who implement quality instruction and classroom management to achieve well-defined outcomes. They seek to maintain the highest professional and ethical standards and effective instructional techniques. They recognize and value the importance of each student's uniqueness and strengths. They are visionaries who are sensitive to the cultures, values and other needs of their students.

Our school is a community learning center which focuses on the active participation of families and community as a resource that supports student achievement. We foster student and family education and well-being and we recognize that strong community and family life is positively linked to educational excellence.

We welcome you to visit us at www.myvaughncharter.com.

Principal's Comment

Vaughn's original school site, which is now one of 5 campuses.

Contact

*Vaughn Next Century Learning Center
13330 Vaughn St.
San Fernando, CA 91340-2216*

*Phone: 818-896-7461
E-mail: azepeda@myvaughncharter.com*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Vaughn Next Century Learning Center
Street	13330 Vaughn St.
City, State, Zip	San Fernando, Ca, 91340-2216
Phone Number	818-896-7461
Principal	Anita Zepeda, Executive Director
E-mail Address	azepeda@myvaughncharter.com
Web Site	http://myvaughncharter.com
County-District-School (CDS) Code	19647336019715

Last updated: 1/9/2018

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

Mission

Vaughn is a large, urban, full-service, public charter school that provides maximum learning opportunities to students (Preschool- Grade 12) so they will be successful academically, physically, and socially; specifically, Vaughn will:

Prepare students to master grade level standards, think critically, and be ready for post-secondary learning
 Reduce social stressors that negatively impact child and family development, including poverty.
 Create a professional and caring community among staff, families, and community.
 Become a model for school reform locally, nationally and globally.

Vision

Our students will possess proficient literacy skills, English fluency and technological competence. They will demonstrate knowledge and application of the arts, cultures, literature, history and social science, health, mathematics, communication, science, problem solving, and work ethic. They will value friendship, responsibility, cultural diversity, quality of life and respect for the democratic processes. They will become well informed of our interconnected world, pursue higher education and seek a professional career.

All teachers are continual learners, collaborators, and innovators who implement quality instruction and classroom management to achieve well-defined outcomes. They seek to maintain the highest professional and ethical standards and effective instructional techniques. They recognize and value the importance of each student's uniqueness and strengths. They are visionaries who are sensitive to the cultures, values and other needs of their students.

Our school is a community learning center which focuses on the active participation of families and community as a resource that supports student achievement. We foster student and family education and well-being and we recognize that strong community and family life is positively linked to educational excellence.

Meaning of An Educated Person in the 21st Century

Vaughn recognizes that to be an Educated Person in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in the 21st Century global environment. Vaughn implements and fully supports a Graduate Profile that includes the following:

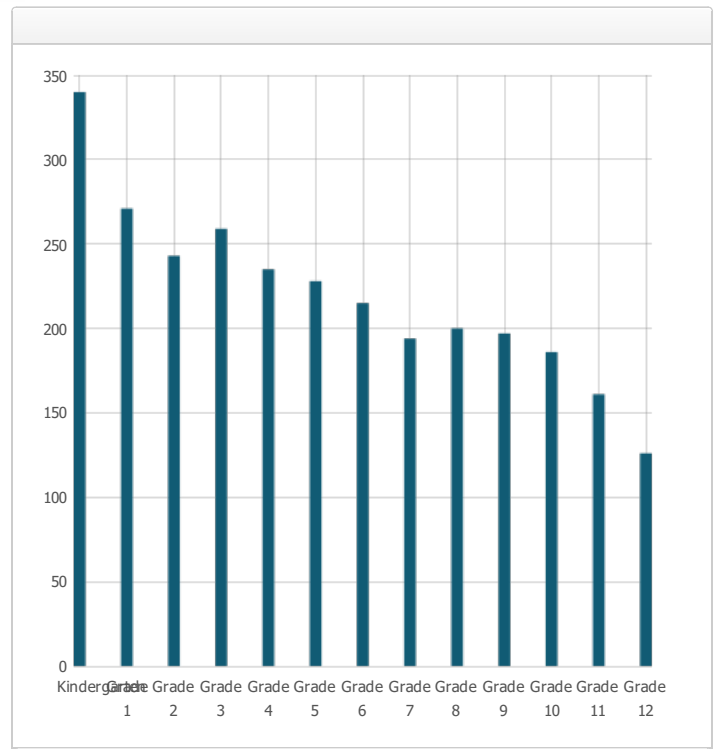
All Vaughn's graduates will be:

- Academically prepared to successfully engage in post-secondary coursework and/or career.
- Literate and prepared for the 21st Century with mastery of skills essential to communication and learning both in English and in one or more languages other than English.
- Proficient thinkers and problem solvers with a capacity for mathematical analysis, scientific processing, and logical reasoning.
- Aware of global dynamics with the ability to become fully enfranchised and participatory global citizens.
- Collaborative team members, receptive to the views of others.
- Effective users of technology with the ability to use a multitude of digital tools for communication, presentation, and data analysis.

Last updated: 1/12/2018

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

Grade Level	Number of Students
Kindergarten	340
Grade 1	271
Grade 2	243
Grade 3	259
Grade 4	235
Grade 5	228
Grade 6	215
Grade 7	194
Grade 8	200
Grade 9	197
Grade 10	186
Grade 11	161
Grade 12	126
Total Enrollment	2855



Last updated: 1/12/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.1 %
Hispanic or Latino	98.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.4 %
Two or More Races	0.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.7 %
English Learners	28.3 %
Students with Disabilities	6.5 %
Foster Youth	0.2 %

Last updated: 1/9/2018

A. Conditions of Learning

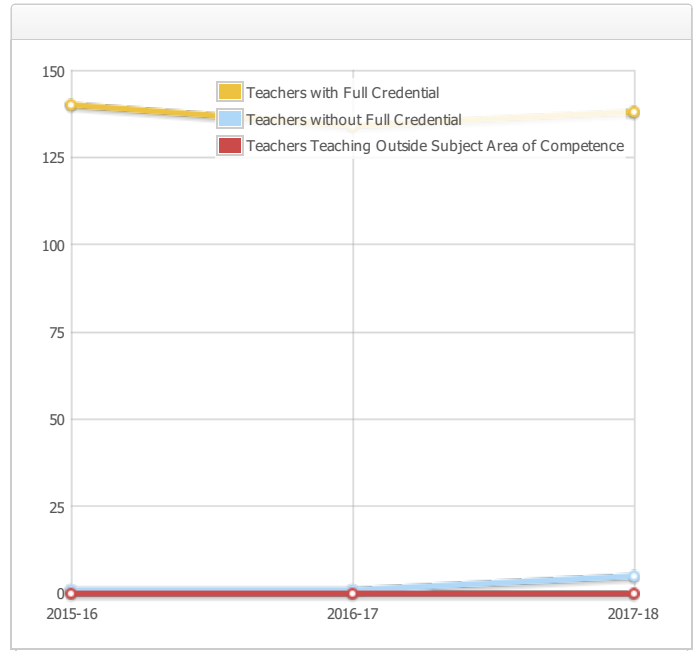
State Priority: Basic

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

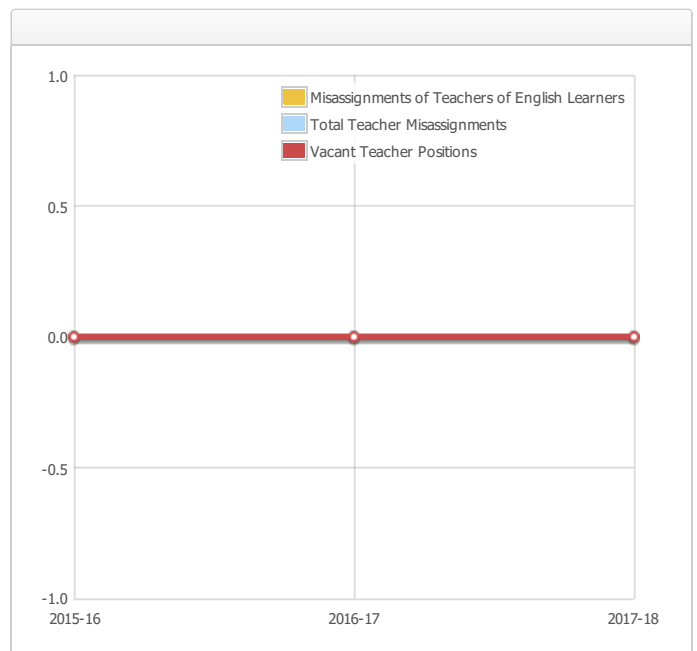
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	140	134	138	
Without Full Credential	1	1	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/10/2018

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.

Last updated: 1/10/2018

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

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	In 2015 Vaughn adopted California State approved ELA- common core Materials from Program 2 ELA/ELD . Elementary adopted McGraw-Hill - Reading Wonders, Middle School Adopted Study Sync (MC Graw Hill) English 3D (Houghton Mifflin Harcourt) and High school adopted Literature and Composition/ Bedford St. Martins, The St. Martins Guide to Writing/ Bedfor St. Martins ,Literature: Timeless Voices, Timeless Themes/ Prentice Hall, Literature: The American Experience/ Prentice Hall ,Literature: World Masterpieces/ Prentice Hall, and Literature: Writing and Grammar/ Prentice Hal	Yes	0.0 %
Mathematics	Vaughn elementary has fully been implementing CCSS for Math . A math school wide test book adoption occurred in 2015 to insure all textbooks were aligned to CCSS for all students. Elementary uses the Go Math ! series by Houghton Mifflin-Harcourt, In the transition to the CA Common Core State Standards in Mathematics, Vaughn opted to phase out the traditional math course continuum at the secondary levels (6-12) and instead have used the following pathways for our secondary students. Vaughn's middle school(grades 6-8) began to replace its traditional course offerings, such as Algebra I and General Mathematics, with the new common core aligned course material within courses titled Math 6, Math 7, and Math 8. All students at Vaughn's middle school were enrolled in the aforementioned courses (Math 6-8), and use the newly adopted CA CCSS approved Carnegie Learning curriculum. At the high school, all incoming 9th grade students were enrolled in Integrated Math I, which is the initial course in a continuum of integrated coursework for the new CCSS aligned pathway. The flowing is a list of textbooks used at our secondary levels; Carnegie Learning (6th-8th), Financial Algebra: Carnegie Learning, Integrated Math: 1, 2, 3 (9th-12th) Text book, Skills, and practice books by Carnegie learning (Adopted in 2014) and Pre calculus by Addison Wesley.	Yes	0.0 %
Science	All grade levels have began using the new Next Generation Science standards as a core instructinal standards. A new textbook adoption has not ocured as we are awaiting for the State approved instructional materials adoption list to purchase texts.	Yes	0.0 %
History-Social Science	The new History-Social Science standards were recently adopted by the State Board fo Education on July 14, 2016. A new textbook adoption has not ocured as we are awaiting for the State approved instructional materials adoption list for these new texts.	Yes	0.0 %
Foreign Language	Foreign languages are taught at our secondaary school. Middle school uses, Realidades by Pearson and our High school text are Sendas Literarias by Pearson, Imagina by Vista Higher Learning, Triangulo Aprobado by Wayside Publishing, Temas/ AP Spanish by Vista Higher Learning and Chinese Link Part 1 and 2 by Pearson	Yes	0.0 %
Health	Biology is taken by all students at our secondary site, text used is Biology by Pearson publishing. Health is covered through the Bilogy section and is further explored through Human Anatomy and Physiology text published by Pearson.	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2018

School Facility Conditions and Planned Improvements

Our last facilities report provided an overall positive review of both Vaughn’s exterior and interior facilities. The general comments/feedback provided included the following: Two of Vaughn’s five buildings are quite new. The school/community has worked to provide an attractive environment for students and staff. Generally the classrooms are neatly organized. Recent additions to facilities to build capacity for our growing enrollment occurred in the past three school years and current school year. We added New classroom PODS on the conversion campus that serve our upper elementary school students. Additionally, we have built a new family and community Center across the street from our G3 campus (FACET). We recently finished building 26 new classrooms on our conversion campus to replace earthquake bungalows placed on site in 1994. We continue to evaluate school needs in order to effectively plan for capacity building.

Last updated: 1/12/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2016

Overall Rating	Good
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Last updated: 1/12/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	42%	45%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	30%	28%	29%	30%	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.

Last updated: 1/12/2018

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	1495	1491	99.73%	44.60%
Male	719	717	99.72%	38.77%
Female	776	774	99.74%	50.00%
Black or African American	12	12	100.00%	58.33%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	1470	1466	99.73%	44.47%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	1453	1449	99.72%	44.03%
English Learners	615	614	99.84%	30.78%
Students with Disabilities	96	96	100.00%	13.54%
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.

Last updated: 1/12/2018

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	1495	1492	99.80%	27.55%
Male	719	718	99.86%	29.11%
Female	776	774	99.74%	26.10%
Black or African American	12	12	100.00%	16.67%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	1470	1467	99.80%	27.61%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	1453	1450	99.79%	27.24%
English Learners	615	614	99.84%	19.54%
Students with Disabilities	96	96	100.00%	11.46%
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.

Last updated: 1/10/2018

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

Subject	Percentage 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)	52.0%	58.0%	46.0%	46.0%	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.

Last updated: 1/10/2018

Career Technical Education Programs (School Year 2016-17)

Our high school curriculum is standards-based and uses globally themed units of study. The units are interconnected across disciplines when appropriate, and are organized around big ideas and essential questions. Teachers regularly use standards aligned resources and units of study that are drawn from a wide variety of global sources (e.g. Articles, biographies, primary sources, fieldwork). All students study a world language in addition to their native language (English, Spanish, Chinese). Students demonstrate intercultural competence. Electives contain a global focus or make an explicit international connection. The advisory program is consistent and strengthens social skills. Students have the opportunity to earn up to two years of college credit through the Vaughn-Mission College Partnership. VISA continues its partnership with Les Angeles Mission College (LAMC) as part of the Early College High School program. Early College High Schools prepares students for a successful career and educational future through full integration of high school, college, and the world of work, improved academic performance, wellness and self-concept, and increased graduation rates of high school and college/university programs. Students may enroll in any class that LAMC offers so long as all prerequisites are met.

Teaching and learning 21st century skills, including but not limited to technology, is high on the priority list for students attending Vaughn. In order to ensure that students are well equipped to face the challenges of the 21st century and thrive in the age of technology, each campus has computer labs. Vaughn currently has a 1:1 computer to student ratio in grades 4th to 8th. State of the art Science, Technology, Engineering and Math Pods have been built on three of the campuses in an effort to enhance our students' digital literacy concepts. The high school offers a Project Lead the Way lab, a computer science course, access to iPad carts, a Bio medical class and a robotics class. High school students are given wifi accessibility with monitored User Policy agreements. Middle school students have multiple Labs and accessibility to technology through blogs, online classroom interaction, computer class elective, Lego Robotics elective, and a Project Lead the Way Elective.

These classes are open to all eligible students. Measurable outcomes which are used to determine student success include project based learning outcomes, observations by instructors, formal and informal assessments.

Last updated: 1/10/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/10/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	23.3%	22.9%	19.8%
7	25.1%	23.1%	22.1%
9	23.7%	19.1%	34.0%

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.

Last updated: 1/10/2018

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)

Since its inception, Vaughn NCLC was established as a charter with parents and community as key contributors. Vaughn recognizes and includes parent, family and community as an integral and valuable resource in its development and in its very being. Our strategy is to strengthen our families and utilize them as resources that support student learning and further the development of not only our school, but also that of the community as a whole. Vaughn develops parent leadership skills by including them in trainings, in opportunities to participate and in presenting at parent forums or workshops, by sending them to conferences, and by including them as members of our governance committees. We strive to have 50% of our parents as voting members of our governance committees. Our Vaughn Board also includes parents as members. All administrators have an open door policy where parents are able to come in and discuss concerns and share ideas. Several "Coffee with the Director", 11 sessions have been scheduled at specific school sites. Forums are held monthly in the evenings, with child care services, to allow parents opportunity to engage fully in the presentations. Vaughn holds many community events in the evenings and week-ends so that working parents are able to participate.

Our newly built on-site Family and community Center (FACET) is located across the street from our G3 campus. It provides families with basic needs (clothing, food), drop-in counseling, pre-natal care information, family literacy, family activities, adult education classes, a community computer center and a host of social service programs provided in collaboration with non-profit and community agencies. A great number of the activities and classes are also provided at our primary center and high school campuses. Families accessing services from the Center often give back by providing services to the school. Reciprocal services include classroom assistance, morning valet service and volunteering at the Center. The focus is on hands-up, not handouts.

For further information please contact our Family and Community Center Coordinator.

State Priority: Pupil Engagement

Last updated: 1/10/2018

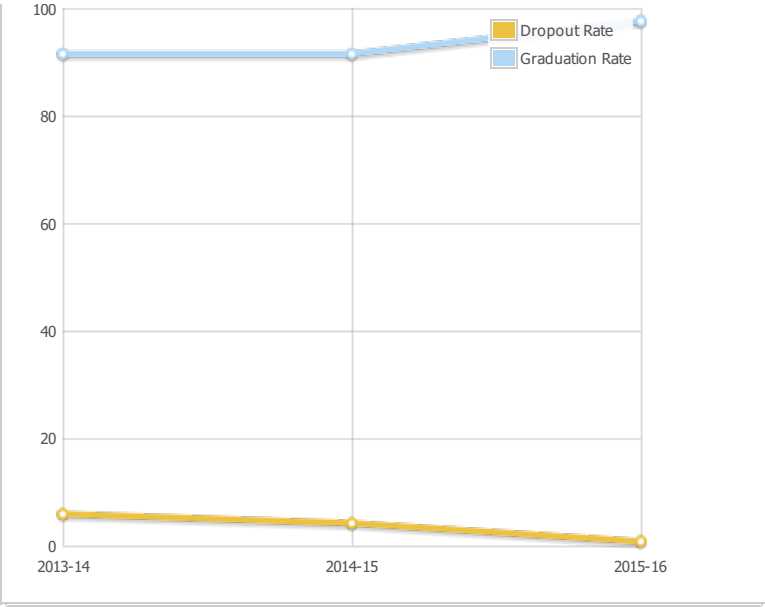
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	5.9%	4.2%	0.8%	17.4%	16.7%	13.7%	11.5%	10.7%	9.7%
Graduation Rate	91.5%	91.5%	97.6%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/10/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	91.0%	86.9%	87.1%
Black or African American	0.0%	82.9%	79.2%
American Indian or Alaska Native	0.0%	81.7%	80.2%
Asian	100.0%	89.2%	94.4%
Filipino	0.0%	90.1%	93.8%
Hispanic or Latino	91.0%	87.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	88.8%	86.6%
White	0.0%	86.0%	91.0%
Two or More Races	0.0%	83.3%	90.6%
Socioeconomically Disadvantaged	91.7%	87.9%	85.5%
English Learners	75.0%	38.2%	55.4%
Students with Disabilities	83.3%	59.2%	63.9%
Foster Youth	0.0%	82.7%	68.2%

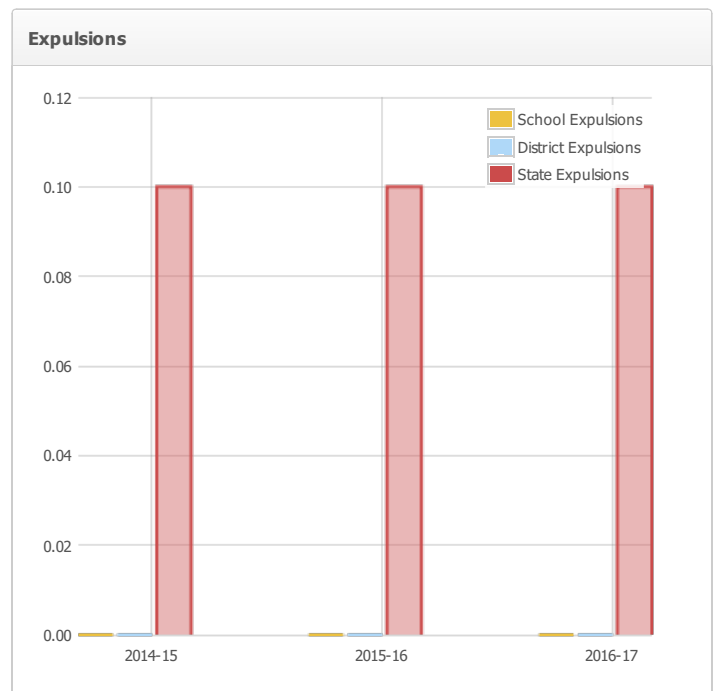
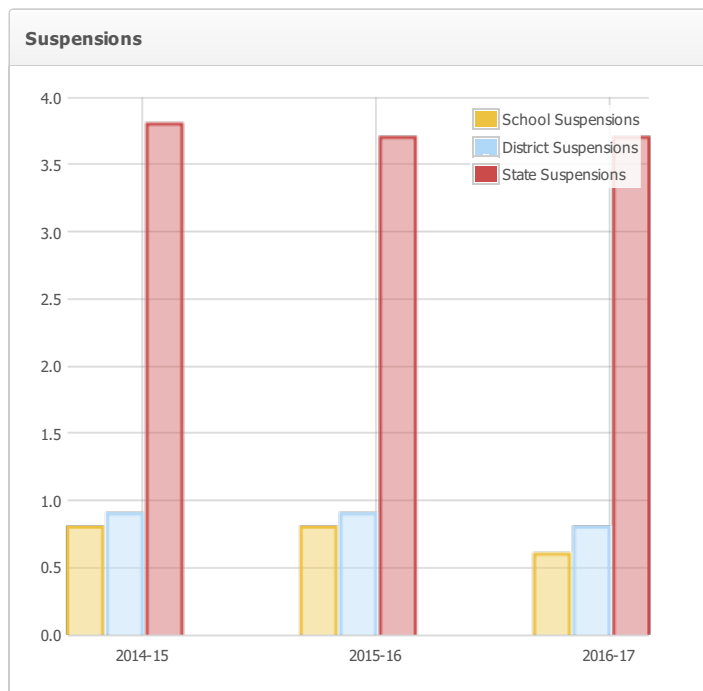
State Priority: School Climate

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	0.8%	0.8%	0.6%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/10/2018

School Safety Plan (School Year 2017-18)

Vaughn's School Safety Plan is updated annually and is available for review in the school's office. Our plan is comprehensive and addresses violence prevention, emergency preparedness, traffic safety, crises intervention and coordinated school health. We adhere to all mandated training and reporting requirements. Our school Partnership Committee meets two times monthly to provide on-going recommendations for improving the overall safety and health of our students and of our school/community environment. Vaughn has consistently maintained an attendance pattern of 98% or higher due to our daily vigilance and follow-up of our student's attendance. We implement a Positive Behavior Support Plan are proactive in serving the needs of our students which has resulted in an extremely low expulsion/suspension rate. We have a school wide uniform policy that is enforced and adhered to. We maintain 100% participation during parent-teacher conferences primarily due to the parent-teacher relationship that is established early on and to the outreach that is done. We have more applicants to our school than we can accommodate and a high percentage of our parents commit and meet the parent engagement hours that are recommended in our school compact. We consistently practice all emergency preparedness drills and other procedures to ensure the safety of our students, community and staff. We have extended a large number of human and material resources in order to be proactively prepared. We partner with several community agencies to build a larger network of services for the security, health and education of all stakeholders. We partner with community agencies, LA city, EDD, LAPD, to establish the best possible Safe School Zone for our students. We have established a plan where crossing guards and valet service is available on a daily basis and our security guards patrol our facilities for safe passage to and from school. As our school has grown we have encountered the continuous need to work on minimizing traffic congestion and the dangers of street travel. We therefore, continue to need the support of the city and community agencies to assist us in making the streets surrounding our school safer. Our improvement goals are dynamic as the assessed needs are identified. Some of the additional prevention programs currently in place include:

School-Wide Positive Behavior Support Plan

Good behavioral expectations are the foundation of a good school environment and the development of first-class social skills and high-quality citizenship skills. First-rate skills, in turn, lead to higher expectations and success with regard to students academic and social-emotional achievement. Vaughn is an excellent school community which aims at being a model of success. Our School-Wide Positive Behavior Support Plan teaches our school community to Be Safe, Be Respectful, and Be Responsible. All members of our school community (students, staff, parents, volunteers) are introduced to and reminded of what desired (nice and kind behaviors). We define and explicitly describe our behavioral expectations and then help our school community practice and perfect those behaviors. All

adult members of our school community are reminded to consistently model desired, nice and kind behaviors in order to help consistently reinforce desired behaviors.

Our school wide student discipline plan developed by parents and staff promotes student self-discipline, attendance, school uniform policy, and respect for personal and school property. We have increased adult supervision through class size reduction, recruitment of more campus aides, and organized teaching teams. Support personnel provide, such as our behavior assistants, provide immediate intervention when necessary. School-wide discipline plans are reviewed annually with parents and students during a Saturday institute before school begins.

Teachers and students establish their classroom management system with clear rules, incentives and consequences (i.e., tangible rewards, group rewards, congratulatory notes to parents, certificates, progress reports, contracts, time away/time-out, home intervention). Regularly scheduled grade level assemblies highlight student achievement (overall and specific areas), attendance, civic responsibilities, and citizenship awards in the presence of family members. For at-risk students who are not receptive to the above, additional interventions include individual contracts with administrators or the school counselor, school psychologists and/or school social worker, as well as connections with adult mentors, work with service providers, and referrals for parents and students to attend Saturday classes with school wide agency partners.

Counseling and Mental Health

To avoid fragmentation of services, our School Counselors, School Wide Social Worker, School Psychologists and Case Manager lead a "safety-net" team called the Student Success Team (SST) which meets regularly to develop assistance and/or intervention plans for students being referred by teachers, parents or other staff. This Team is responsible for screening referrals (academic, behavioral), developing intervention plans, and forging interagency relationships and assistance. Coordinated services include classroom program modifications, home visits, student and family counseling, parent education, home-school activities and access of all on-site and community mental health and social resources. To expand the mental health services available to students, our Mental Health Center is staffed with 6 full-time School Counselors, three full-time Psychologists, 1 Case Managers, 1 Social Worker, interns from CSUN, as well as part time support staff both regular part-time employees and contracted from or assigned by agencies including El Nido and Hathaway. We realize the importance of early intervention. Early intervention for students includes individual and/or small group counseling, case management and follow up services. We also have a Special Support Team that meets once a month to review and analyze the needs of the school.

Student Government

Students form a Student Leadership Council as well as a Student Court. Each year, Council officials are elected. The Student Leadership Council provides input and feedback to school leaders on policies, programs and student activities. The Student Court acts as a mediation group. Student leaders participate in the annual planning of experiential learning activities.

Sustained Student-Teacher Relationship

Every student must be able to rely on a small, caring group of adults who work closely with each other to provide coordinated, meaningful, and challenging educational experiences. In turn, teachers must have the opportunity to get to know every one of their students well enough to understand and teach them as individuals. Currently at Vaughn Next Century Learning Center, each instructional team is housed together, is led by a Lead Teacher (s) and is supervised by an Administrator. All adults within the grade level team attempt to know the names and needs of each student. The teachers work together to strengthen their own subject areas and to develop a more integrated curriculum. Teachers of each grade level control the scheduling within their Clan, they arrange special learning opportunities that extend beyond the traditional class period, regroup students frequently for special interest projects, maintain close relationship with the students, facilitate interdisciplinary units and courses, and quickly adjust for student needs or requests. In addition, some of our current elementary teachers choose to move with their students to middle school. They know the students well and form meaningful and long-lasting bonds. Throughout the day, the playground and buildings are filled with caring adults. Students are welcomed in the office, cafeteria, library, clinic, counseling center, Family Center, and resource rooms. Many of these adults have worked with the students since preschool. Our neighbors and neighboring businesses keep an eye on our children as they walk to and from school. We have two full-time security guards that routinely supervise our grounds and facilities. In addition, we partner with the EDD Senior employment program by employing seniors from the community to assist with the valet program and school check-in procedures. All adults involved help to ensure the safety of our students

Last updated: 1/10/2018

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	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/10/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	14	0	21.0	4	12	0	22.0	0	16	0
1	22.0	0	12	0	22.0	1	11	0	23.0	0	12	0
2	20.0	11	1	0	20.0	13	0	0	19.0	13	0	0
3	20.0	12	0	0	20.0	12	0	0	19.0	13	0	0
4	24.0	0	10	0	23.0	0	10	0	24.0	0	10	0
5	23.0	0	9	0	24.0	0	10	0	23.0	1	9	0
6	23.0	1	8	0	21.0	2	8	0	18.0	5	9	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/10/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	20	26	4	23.0	21	30	2	24.0	17	24	9
Mathematics	24.0	15	25	1	24.0	13	26	0	24.0	11	20	3
Science	25.0	11	27	0	28.0	5	27	3	27.0	6	25	4
Social Science	28.0	5	22	5	26.0	5	29	0	26.0	7	27	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/10/2018

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	2.0	300.0
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	3.0	N/A
Psychologist	3.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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.

Last updated: 1/10/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$4905.0	\$12448.0	\$61054.0
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-18.7%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	61.8%	-25.9%

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

Last updated: 1/12/2018

Types of Services Funded (Fiscal Year 2016-17)

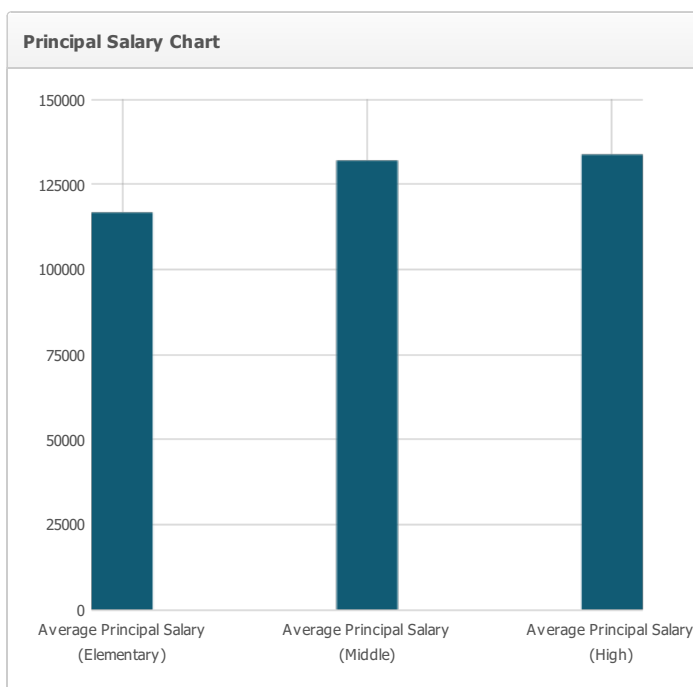
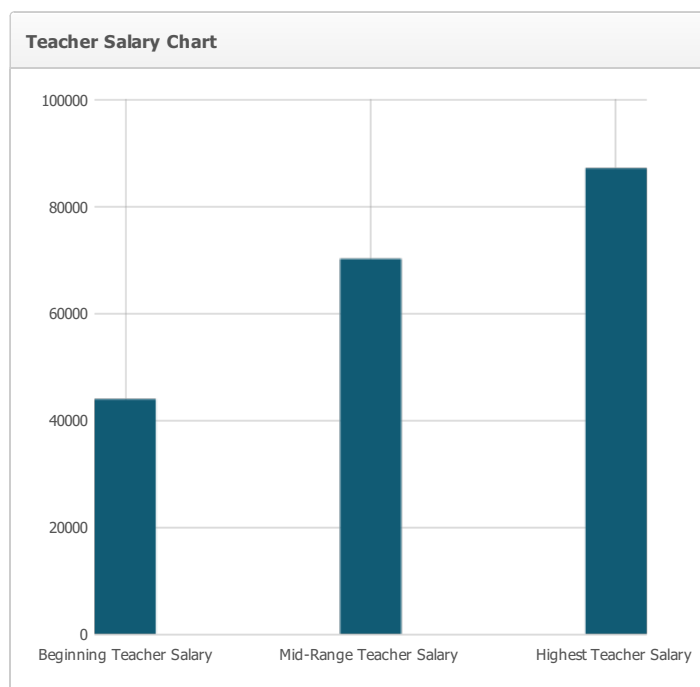
Vaughn offers a 195 day calendar which provides 15 additional days and 20 additional minutes daily of supplemental instruction annually. We provide before and after school tutoring and Saturday school to targeted students in need of intervention or academic support. Partnering educational agencies provide evening classes on campus to students who are credit deficient. Academic support during the school day is provided through teacher teaming in addition to assistance by 4 full-time intervention teachers and 4 intervention assistant. We implement an extensive RtI2 plan with support team meetings scheduled monthly to articulate and plan for identified student needs. We implement a full inclusion model to deliver special education services to identified IEP students and to Tier 3 students. We currently have 7 RST's and 11 special education TA's. Our support team includes: Case managers, RST's, School Social Worker, Intervention teachers, intervention assistants, counselors, psychologists, speech and language specialist, APE, OT, Case Manager assistants and administrators.

Last updated: 1/10/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/10/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	7	7.1%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/10/2018

Professional Development

Vaughn structures the instructional calendar to assure that there are 4 pupil-free days each year for a teacher retreat and three shortened days (Tuesdays) per month for staff development purposes. Our focus is always on strengthening best practices that will foster educational learning and growth that are directly related to student outcomes. Our professional development is led and developed by our Chief Instructional officer and a team of curriculum specialists which are inclusive of lead teachers and curriculum coordinators. This specific team creates a yearly map for all staff development days with a primary yearly focus and they build trainings, workshops, reflections, peer presentations, data discussions around the yearly focus. In 2015-2016 the yearly focus was differentiated instruction, in 2016-2017 it was ELL learners and in 2017-2018 the focus is Math.

- Individualized professional growth opportunities – These are provided based on individual teacher's needs as indicated on their PAR evaluation results. Each Administrator and Peer evaluator provides on-going one-on-one assistance, training and monitoring. Teachers are also provided a one-to-one mentor through the BTSA program while working to clear their credential.
- Administrator, Teacher and Support Staff Training Programs - A partnership has been established with the Ventura County Office of Education (VCOE) to provide Vaughn's administrators with staff development opportunities, training and practicum hours including those per AB75. VCOE also offers Vaughn the opportunity to participate in their high quality staff development series that are calendared annually and are scheduled in the evening so that interested staff can attend. Administrators, teachers and support staff also attend on-going training offered by the Los Angeles County Office of Education. A professional partnership has been established with CSUN which provides long-term, on-going staff development opportunities and mentoring for both administrators and teachers.
- Data Teams – Vaughn's administrators meet at the beginning of the school year to disaggregated standardized test results. Staff members are provided additional opportunities to review results at faculty meetings and at grade level team meetings. These reviews are utilized to guide and direct long-term and short term planning of curricular goals. In addition, teachers and administrators meet on Tuesdays during scheduled shortened days and at grade level/department meetings to disaggregated in-house test data in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement.
- Travel study – Administrators, teachers, support staff and students are provided opportunities through funding from the Vaughn Foundation for hands-on experience through domestic and global travel. These experiences provide clear and powerful lenses and pathways to the educational systems and programs of our local and distant world. Participating adults and students learn global contents and gain new perspectives through student exchange programs and first-hand observation. Professional development agendas are initiated by the following groups:
- Curriculum and Instruction Committee – review school-wide student needs, survey and collect teacher input, survey parents, develop annual school-wide staff development calendar.

- Administrative Team - analyze student achievement data (formal and informal), analyze PAR results, identify individual and grade level needs.

- Intervention Support Team – analyze student achievement data (formal and informal) and social/emotional needs, analyze student referrals, observe staff and student interactions, analyze family and community needs.

Last updated: 1/10/2018