

Vaughn Next Century Learning Center

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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 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.



Fidel Ramirez, Chief 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 course work 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: framirez@vaughncharter.com*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
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	Fidel Ramirez, Chief Executive Director
E-mail Address	framirez@vaughncharter.com
Web Site	http://myvaughncharter.com
County-District-School (CDS) Code	19647336019715

Last updated: 1/29/2019

School Description and Mission Statement (School Year 2018—19)

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.

COMMUNITY NEED FOR CHARTER SCHOOL

For 25 years, Vaughn Next Century Learning Century Learning Center has served a resilient community of students and families in the Northeast San Fernando Valley. Nearly 100% of students attending Vaughn qualify for free or reduced lunch, hundreds of students and families struggle through the daily hardships associated with being homeless, and the large majority of students will be the first in their families to graduate high school and to continue their education in a university of other post-secondary program. Vaughn is more than a school in the eyes of the local community. It is a space wherein students can truly learn in a safe and supportive space, both relative to physical and social-emotional security. The school serves as a critical hub for community resources, providing a home for numerous partner agencies that offer services ranging from a robust selection of after school student programs, parent education courses addressing academics, health and well-being, ESL, etc., and access to medical, social, and counseling services. Vaughn promotes educational equity and the belief that every student, without exception, can succeed.

Vaughn conducted numerous school-wide self-studies, and, informed by stakeholders representing students, parents, and members of the community, and Vaughn's Board of Directors, Vaughn Next Century Learning Center has committed to achieving the following goals over the new charter term (2018-2023):

- Goal#1: Vaughn NCLC will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts and Mathematics for all students.
- Goal#2: Vaughn NCLC will maintain high academic standards, increase achievement, and work toward proficiency in English Language Arts for all limited-English proficient students.
- Goal#3: Vaughn graduates will be globally competent, digitally literate, and will be prepared with the 21st century skills necessary to succeed in life, college, and career.
- Goal#4: Vaughn NCLC will cultivate a positive school culture and system of supports for student personal and academic growth.

Each of the aforementioned goals are aligned to Vaughn's LCAP and are accompanied by specific outcomes that the school and its stakeholders will use both to measure progress and to serve as sources for consistent reflection and iterative improvement. Moreover, these new goals reflect Vaughn's commitment to serving the "whole student," placing equal focus on and investment in academic achievement for all students, providing targeted services and support for Vaughn's significant population of English Language Learners (as well as students in all significant subgroups), in preparing students with the skills and knowledge necessary to succeed in a 21st century characterized by globalization and ever evolving technology, and in continuing to promote a supportive and safe school culture and climate that will foster positive social and emotional development

The assessment process at Vaughn is composed of a variety of measures that allow us to monitor the learning of our students and accurately meet individual learner needs. In the 2013-2014 school year, grades K-11 adopted NWEA Measures of Academic Progress (MAP) Benchmark assessments that are administered 2-3 times per year. NWEA is based on a growth model that allows teachers to examine data and tailor instruction to the needs of individuals or small groups of learners. An additional benchmark that is used by Grades 2-12 is the Scholastic Reading Inventory (SRI) which is administered 3-4 times per year. This assessment measures students reading comprehension via online, adaptive software. Moreover, teachers frequently engage students in more discrete, daily/weekly forms of assessment. These range from a simple exit ticket to a basic quiz to measure student progress in understanding of content or mastery of skills. With increased access to technology, Vaughn teachers frequently utilize Google Apps for Education (Google Suite), and, in particular, Google Forms, to create a range of interactive quizzes, daily checks, exit tickets, or other digital measures of student progress in learning. Assessment via Google Forms, among other digital tools, offers a significant benefit relative to timely analysis of student performance, individual or whole group analytics, and the means by which data can be quickly collected, organized, and analyzed allows teachers to identify trends in student performance.

The State adopted test for English Learners (CELDT/ELPAC) test is administered each year in 2017-108 (Fall and Spring) to monitor the growth of our English Language Learners progress towards proficiency.

In grades K-5, universal screening for progress towards basic reading and mathematics skills occur every 6-8 weeks with data reviews held shortly after to examine needs of grade level and individual classes.

All students in grades 3 to 11th participate in all mandate State testing (SBAC, CAST, CAA) as required. Results from all State testing are analyzed and key areas of focus are determined for the following year in developing our staff development calendar.

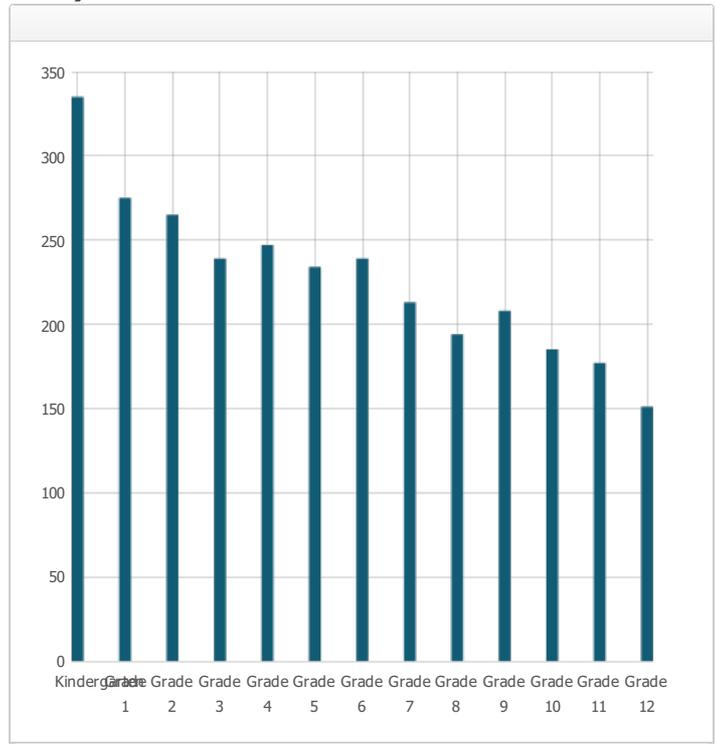
Vaughn's curriculum and instruction, as well as assessments and school-wide learner outcomes, are aligned to the Common Core State Standards. Unit plans are shared with curriculum coordinators/lead teachers who can assist with resources. Our teachers work collaboratively with the lead teachers and curriculum coordinators to develop units that will give students an opportunity to demonstrate their learning and understanding

All teachers are using Aeries Grade book which helps to track and monitor students' progress towards standards. Informal formative assessments are embedded into all classes and occur on a regular basis throughout the week. Weekly assessments allow teachers and students to track progress and to make necessary changes to instruction in subsequent weeks.

School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards. Vaughn recognizes the need to use assessment results to make changes in the school program and professional development activities.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	335
Grade 1	275
Grade 2	265
Grade 3	239
Grade 4	247
Grade 5	234
Grade 6	239
Grade 7	213
Grade 8	194
Grade 9	208
Grade 10	185
Grade 11	177
Grade 12	151
Total Enrollment	2962



Last updated: 1/29/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	%
Asian	0.3 %
Filipino	0.1 %
Hispanic or Latino	98.6 %
Native Hawaiian or Pacific Islander	%
White	0.4 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.7 %
English Learners	26.4 %
Students with Disabilities	6.7 %
Foster Youth	0.5 %

A. Conditions of Learning

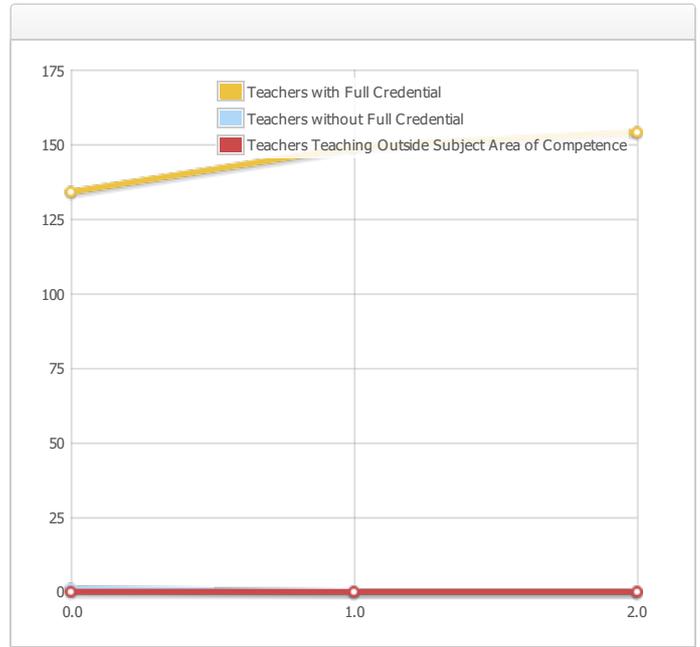
State Priority: Basic

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

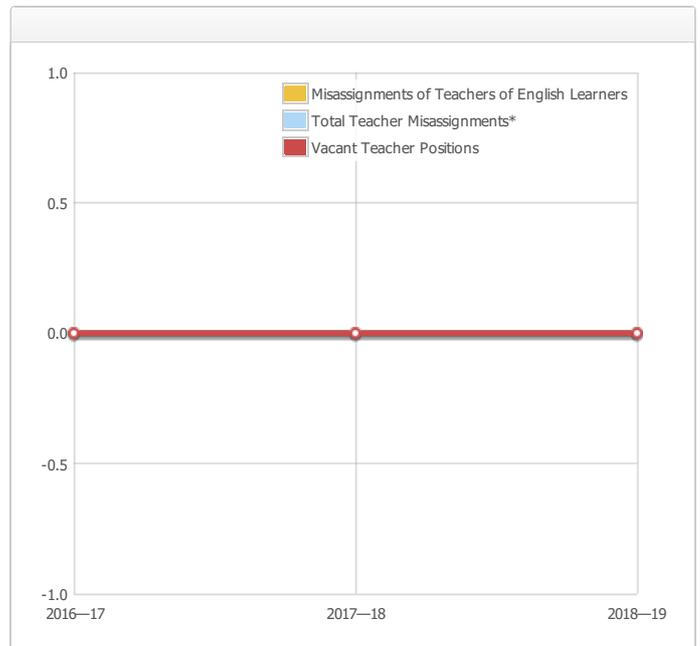
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	134	149	154	
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/29/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

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/ Bedford 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 Hall. There is also a rigorous approach to project based learning in this content area.	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 CCS 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. There is also a rigorous approach to project based learning in this content area.	Yes	0.0 %
Science	All grade levels have began using the new Next Generation Science standards as a core instructional standards. A new textbook adoption will be occurring at the end of the 2019 school year, as the State approved instructional materials adoption list to purchase texts was released at the start of the school year (2018-2019). Instructional leaders and teachers, along with the special eduation team have been piloting and reviewing all programs, to select the best programs to meet the academic b= needs of students. There is also a rigorous approach to project based learning in this content area.	No	0.0 %
History-Social Science	The new History-Social Science standards were recently adopted by the State Board of Education on July 14, 2016. A new textbook adoption recently occurred this past year. In grades K-8th stduents use the text - Impact California by McGraw-Hill. There is also a rigorous approach to project based learning in this content area.	Yes	0.0 %
Foreign Language	Foreign languages are taught at our secondary schools. Middle school curriculum targets the Spanish language and uses, <i>Realidades</i> by Pearson and our High school has two foreign languages (Spanish for native Speakers and Chinese). Spanish for native speakers uses the text <i>Sendai's Literarias</i> by Pearson, <i>Imagina</i> by Vista Higher Learning, <i>Triangulo Aprobado</i> by Wayside Publishing, <i>Temas/ AP Spanish</i> by Vista Higher Learning. Chinese foreign language uses the following text books; Chinese Link Part 1 and 2 by Pearson	Yes	0.0 %
Health	Health is taught through a required Biology class taken by all high school students. Health is further explored through Human Anatomy and Physiology classes, text published by Pearson.	Yes	0.0 %
Visual and Performing Arts	Peforming Arts program uses Basic Drama Projects 8th edition published by Perfection Learning adoption from 2004 Visual Arts uses Gardner's Art through the Ages - A Global History- 4th edition published by Wads Worth Cengage Learning adopted in 2011	Yes	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: 1/29/2019

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: One of Vaughn’s five buildings is 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 were completed to build capacity for our growing enrollment occurred in the past four school years and current school year. In the past year, we have built a new Family and Community Engagement Center (FACET) across the street from our G3 campus. We also built 26 new classrooms on our conversion campus to replace earthquake bungalows placed on site in 1994. We are currently expanding our middle school campus (MIT) with a new two-story building with a projected completion of 2021 and an additional building at our high school (VISA) in 2020. We continue to evaluate school needs in order to effectively plan for capacity building.

Last updated: 1/29/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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: December 2018

Overall Rating	Good
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Last updated: 1/29/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	45.0%	45.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	28.0%	30.0%	32.0%	37.0%	38.0%

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.

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.

Last updated: 1/29/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1537	1532	99.67%	45.10%
Male	758	757	99.87%	39.89%
Female	779	775	99.49%	50.19%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	1514	1509	99.67%	44.93%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	1494	1489	99.67%	44.59%
English Learners	599	597	99.67%	30.15%
Students with Disabilities	107	106	99.07%	13.21%
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: 1/17/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1537	1533	99.74%	28.44%
Male	758	757	99.87%	28.93%
Female	779	776	99.61%	27.96%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	1514	1510	99.74%	28.48%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	1494	1490	99.73%	28.26%
English Learners	599	598	99.83%	22.74%
Students with Disabilities	107	107	100.00%	9.35%
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: 1/17/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/17/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Project Lead the Way Engineering: Partnering to Create More Opportunities for Students

To help prepare all students for the global workforce, the College Board and Project Lead The Way (PLTW) have partnered on a program to encourage student participation in science, technology, engineering, and math (STEM) courses and build their interest in STEM degrees and careers. The program leverages the success of the College Board's Advanced Placement Program (AP) and Project Lead The Way's applied learning programs.

The program has three elements:

- College and career pathways that connect AP and PLTW courses
- Recognition for students who participate in the pathways, and recognition for schools
- A portfolio of career-focused opportunities for students

Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a post secondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

In grade 6-12, students complete learning reflections on their projects, which serve as a conversation tool with their advisors. Our high school students present their digital portfolio in their senior year, and are encouraged to give suggestions to Vaughn faculty on ways that we can continue to strengthen our instructional and student programs. In addition, we have students who are part of the school governance committee meetings. These students play an active role in providing feedback on our instructional and student programs. Exit Slips are frequently used at the end of lessons to check for understanding and if the learning objective was reached. This and other forms of formative assessment such as journals, quizzes, and student self-evaluation are used consistently to assess student

understanding and to modify instruction and content delivery. Assessment results are a critical aspect of designing instruction at Vaughn. Data collected from assessments, formative and summative, are shared with students so that students are aware of their progress toward meeting the academic standards and the school wide learner outcomes. In faculty meetings teachers and administrators share NWEA, SRI, content benchmarks, and LOTS results, which are then used to make class placements and intervention teachers who collaborate in lesson planning reflect the CCSS with CCSS aligned content objectives and CCSS ELD aligned language objectives in their unit/lesson plans. There are frequent grade level meetings to analyze student performance on assessments and to align grading expectations for those assessments. Our team teachers also analyze grades, student performance and assessments periodically to determine appropriateness of grades, and to improve student understanding. Teachers grade student work based on detailed rubrics or culminating tasks rubrics.

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	211
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	78.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/29/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	55.2%

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 2017–18)

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	28.1%	19.6%	24.3%
7	20.8%	30.2%	18.9%
9	19.4%	22.9%	30.3%

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: 1/29/2019

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 2018—19)

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. Teachers routinely ask for parent volunteers in the classroom, on field trips or include them during special learning activities. We encourage families to complete family engagement hours and award families of those that have completed hours at our annual Parent Appreciation Night.

Our newly built on-site Family and Community Education Training 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

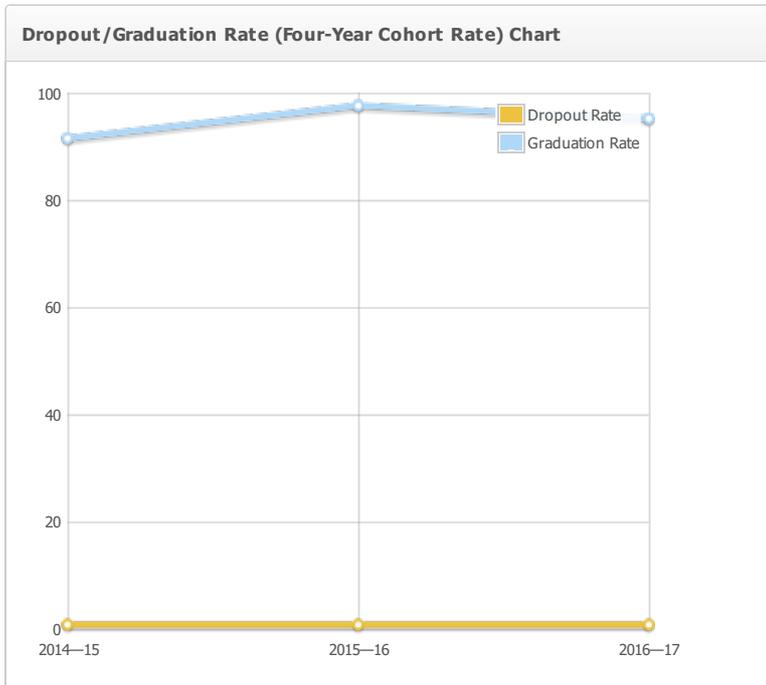
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.8%	0.8%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	91.5%	97.6%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.8%	10.8%	9.1%
Graduation Rate	95.2%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	85.9%	88.5%	88.7%
Black or African American	100.0%	85.3%	82.2%
American Indian or Alaska Native	0.0%	79.8%	82.8%
Asian	100.0%	91.6%	94.9%
Filipino	0.0%	90.8%	93.5%
Hispanic or Latino	85.4%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	100.0%	87.8%	92.1%
Two or More Races	100.0%	89.5%	91.2%
Socioeconomically Disadvantaged	85.4%	86.8%	88.6%
English Learners	45.5%	43.1%	56.7%
Students with Disabilities	75.0%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

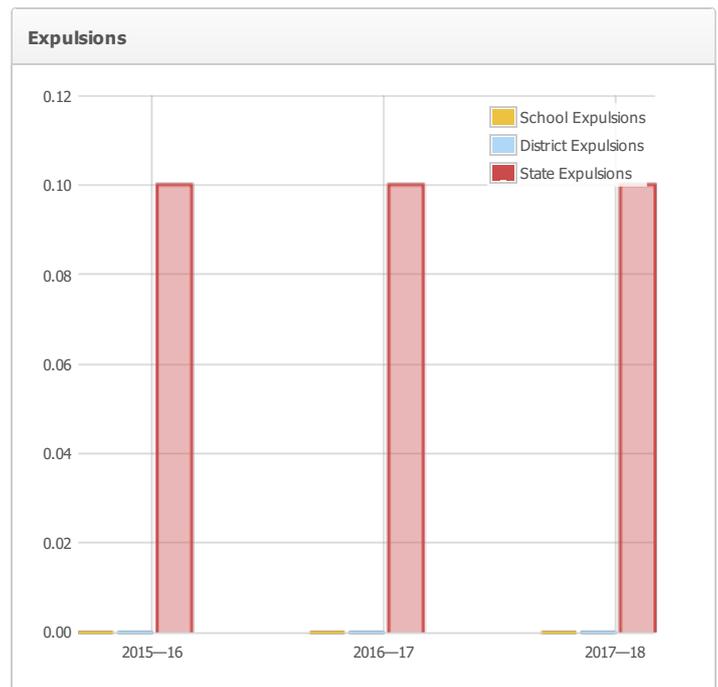
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.8%	0.6%	1.5%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

Vaughn's School Safety Plan is updated annually and is available for review in the school's office. All staff review school safety plan highlights at the start of each new school year. 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.

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- 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, for example 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., 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.
- At the High school, we have implemented restorative justice system to help with student concerns.

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 Intervention Team (SSIT) 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 inter agency 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 grade level, 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 and one part-time, 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.

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	4	12	
1	22.0	1	11	
2	20.0	13		
3	20.0	12		
4	23.0		10	
5	24.0		10	
6	21.0	2	8	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		16	
1	23.0		12	
2	19.0	13		
3	19.0	13		
4	24.0		10	
5	23.0	1	9	
6	18.0	5	9	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	3	12	
1	21.0	2	11	
2	20.0	8	5	
3	20.0	11	1	
4	22.0	1	10	
5	23.0	1	9	
6	24.0		11	
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.

Last updated: 1/29/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	21	30	2
Mathematics	24.0	13	26	
Science	28.0	5	27	3
Social Science	26.0	5	29	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	17	24	9
Mathematics	24.0	11	20	3
Science	27.0	6	25	4
Social Science	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	20	30	5
Mathematics	23.0	27	20	6
Science	27.0	6	28	2
Social Science	26.0	4	29	3

* 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: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	200.0
Counselor (Social/Behavioral or Career Development)	6.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	4.0	N/A
Psychologist	3.0	N/A
Social Worker	3.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	5.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13465.0	\$2066.0	\$12681.0	\$69804.0
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

PROFESSIONAL DEVELOPMENT

Vaughn has fully implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter and LCAP. Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners (i.e.: Staff development for educators, Houghton Mifflin Harcourt, McGraw-Hill, LACOE (LA County of Education), VCOE (Ventura County of Education), ISSN (International Studies Schools Network, through Asia Society) CSUN, UCLA) and is implemented and monitored as follows:

Ongoing Professional Development

? Annual staff development calendar - Vaughn designs the instructional calendar to assure that there are 4 pupil-free days each year for a teacher retreat and shortened days (Tuesdays) for governance committees and staff development purposes.

Individualized professional growth opportunities – These are provided based on individual teacher's needs as indicated on their PAR (Peer Assistance Review) evaluation results. Each administrator and peer evaluator provides on-going one-on-one assistance, training and monitoring. Beginning teachers are also provided a one-to-one mentor through the BTSA program while working to clear their credential.

? 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. The Center for Teaching and Learning from California State University, Northridge (CSUN) annually provides our staff with professional development and coaching aligned to our identified PD needs. As part of our partnership, CSUN also invites our staff to all of their lecture series and trainings offered by distinguished scholars and staff. ISSN provides intensive staff coaching annually to our high school, middle school teachers and elementary teachers.

Data Teams – Vaughn's administrators meet at the beginning of the school year to disaggregate 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 disaggregate internal assessment data in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement. Vaughn will continue to partner with outside vendors, such as Kagan and McGraw-Hill, to provide workshops targeting academic language development, integrated and designated ELD, cooperative learning, and technology enhanced curriculum to support language development and production across disciplines. In addition, Vaughn will continue to send teams of teachers and curriculum leads to conferences and workshops that focus on language development and classroom strategies to support English Learners, such as the CABE annual conference (California Association of Bilingual Education) and ongoing LACOE sponsored workshops (ex. Integrated ELD in the Content Areas). Internal instructional coaching will be provided by Vaughn's EL Coordinator, Curriculum Coordinators, and Lead Teacher(s). This Curriculum Team will continue to collaborate on a weekly basis in order to ensure that Vaughn's instructional program is aligned and that assessment results and other objective measurable sources of data are analyzed with both a global (school-wide) and site based (grade level specific) lenses. Curriculum leads have attended, and will continue to attend, NWEA sponsored institutes and workshops with a focus on leveraging data to inform instructional practice.

With regard to Students with Disabilities, Vaughn will continue to foster a variety of co-teaching models across grades K-12. Moreover, Vaughn has engaged in the practice of conducting bi-annual vertical articulation meetings (end of Spring and beginning of Fall) to foster conversations that will guarantee the continuity and alignment of accommodations, knowledge of student strengths and areas for growth (both academic and social), and collaboration between RSTs, paraprofessionals, and general education teachers.

In order to capitalize on the measurable student gains in Mathematics, Vaughn will continue to support Math coaches at middle and high school with time during the instructional day to conduct classroom observations, to provide one on one coaching for secondary Math teachers and to engage in resource and program development efforts. Vaughn will continue to focus on capacity building efforts by sending Math coaches and Lead/Model Teachers to workshops sponsored by organizations such as NCTM (National Council for Teachers of Mathematics) and CMC (California Mathematics Council). In addition, Vaughn will continue to partner with Houghton-Mifflin Harcourt (HMH) and Carnegie Learning to provide on-site professional development that will support teachers as they work to integrate blended learning solutions featuring a diverse array of technology and software solutions, including Cognitive Tutor, MathiaX, and the GoMath digital platform.

Travel study – Administrators, teachers, support staff and students are provided opportunities through 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 gain global competency and explore 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.
- Curriculum Team- develops school-wide staff development calendar, develops focus areas after analyzing input from administrative team and curriculum committee.
- Administrative Team - analyze student achievement data (formal and informal), analyze PAR (Peer Assistance Review) results, identify individual and grade level needs.
- Support Staff Team – analyze student achievement data (formal and informal) and social/emotional needs, analyze student referrals, observe staff and student interactions, as well as analyze family and community needs

Induction Staff development:

End of July – 3 pupil-free days are scheduled and a teacher retreat is held focusing on the goals set by the administrative team and guiding committees. Staff development focused on identified school needs is provided in addition to allowing time for teachers to work in teams and/or departments to develop annual curriculum planning including pacing plans.

New teachers form a TLC (Teacher Learning Community) Network and receive monthly staff development training. In addition and as needed, new teachers are given opportunities to use substitute release hours for observation, learning walks, BTSA training or for attendance at PD offered outside or at Vaughn. Verify validity

? New teachers participate in ongoing team planning scheduled at least once a week.

? New teachers participate in grade level/department planning scheduled at least twice a month.

? Instructional supervision and support is provided by a member of the administrative team on a consistency basis (one administrator is responsible to supervise and mentor 11-24 teachers). In addition, each new teacher is assigned a peer mentor who provides support in the areas of planning and preparation, classroom environment, classroom management, instruction, and professional responsibilities.

? BTSA training is provided in partnership with LACOE with Vaughn providing the mentors

PROFESSIONAL DEVELOPMENT PLAN 2017-2020

Differentiated Instruction to Meet the Needs of All Learners Vaughn's professional development plan for 2017-18 focuses primarily on the area of Differentiated Instruction, and, in particular, on the development and integration of strategies and techniques that will continue to enable faculty to meet the unique needs of a very diverse population of learners. Understanding the Differentiated Instruction (DI) is broad in scope, Vaughn has elected to approach PD in this area through a cyclical "strand" of workshops and dedicated time for collaborative planning and reflective protocols. Vaughn's instructional leaders have worked to align internal DI workshops and protocols to both the needs identified through an analysis of student performance data and through consistent feedback from classroom teachers. Questions such as, "How can I use technology as a tool for differentiation," "How can I better adapt instruction to serve students performing below and, in some cases, above grade level standards in the same classroom (in particular in Mathematics?)," and "What concrete practices can I employ that will allow me to ensure that students can access and understand my content, regardless of language fluency (EL, RFEP, EO)," among others, will serve as focal points throughout the 2017-18 DI PD strand.

ELD/Academic Language Development/Supporting English Learners

Vaughn's Chief Academic Officer, EL Coordinator, the Elementary and Middle School Curriculum Coordinators, and the Primary Center and Upper Elementary Lead Teachers will attend the "Leading and Coaching Integrated and Designated Academic ELD" PD series, sponsored by LACOE, throughout Fall 2017 and Winter 2018. All Vaughn participants will attend three full-day workshops, facilitated by Dr. Kate Kinsella, on 09/11/17, 11/06/17, and 01/16/18. As the solid majority of English Learners and "At Risk" EL students are enrolled in grades K-5, Vaughn's two elementary Lead Teachers will attend three additional full-day workshops, aligned to the aforementioned PD series, with a focus on further coaching and classroom implementation. Tools and instructional strategies gained from this PD series will be modeled/shared with classroom teachers and school-site administrators via grade level articulation meetings, department meetings, and shortened-day Tuesday PD throughout the school-year. In addition, Vaughn will continue to support the implementation of Cooperative Learning, supported by Kagan Professional Development, to promote structured and frequent opportunities for academic language development. In 2016-17, Vaughn invested heavily in Cooperative Learning by ensuring that new teachers received Kagan's Cooperative Learning Day 1 training, while returning/veteran teachers attended the Cooperative Learning Day 2 or 3 workshops (depending on past experience). In 2017-18, Vaughn will once again partner with Kagan to ensure that all new teachers attend the Cooperative Learning Day 1 training. Vaughn has contracted with Houghton Mifflin Harcourt (HMH) to provide at least one full day of on-site professional development and two days of in-class instructional coaching to support teachers, administrators, and support staff directly responsible for the implementation of the English 3D program. This initial round of professional development will take place throughout Fall 2017, and a second round of PD and instructional coaching will be scheduled in Spring 2018.

Technology Integration and Digital Literacy

Vaughn continues to develop internal capacity relative to instructional technology. In 2016-17, Vaughn rolled-out phase 1 of a 1:1 device initiative by deploying Chromebook carts to each 4th and 5th grade classroom. Vaughn contracted with EdTechTeam, a vendor specializing in instructional technology training and support for K-12 educators, and all 4th and 5th grade faculty participated in a ½ day Google Apps for Education (GAFE) on site at the upper-elementary campus. In August 2017, Vaughn's continued onward to phase 2 of the 1:1 initiative, and Chromebook carts are now accessible across disciplines for all 6th and 7th grade students, while nearly all 8th grade students have access to either Chromebooks, Ipad, or desktops throughout the school-day. EdTechTeam was contracted for two full-day workshops to kick off 2017-18, with one focusing on initial GAFE training for middle school teachers, while 4th and 5th grade teachers received an advanced GAFE training that focused more heavily upon Google Classroom, formative assessment using Google Forms, and encouraging student collaboration via other Google tools, such as Google Docs, Google Spreadsheets, etc. In addition, all 5th grade classrooms, as well as select 4th grade classrooms, received mobile 70-inch interactive boards, both to support a more flexible classroom environment and to allow for the seamless integration of internet resources, teacher created presentations, vendor and 3rd party adopted instructional materials, and other visual aids. Training has been scheduled on October 30th, 2017, and all teachers in possession of one of these interactive boards will participate in this professional development. In addition to hardware, faculty and staff have also received professional development relative to software programs that are integral to the instructional program and to parent/student communication. In September 2017, representatives from each elementary school site, in addition to all middle and high school teachers, received training in Aeries Loop, a new parent/student communication platform that connects directly to the school-wide Aeries SIS. Teachers were provided with guidance that would allow them to communicate with parents via email in the preferred home language, to readily update parents on student performance via shared gradebook access, and to send out pre-scheduled reminders or updates regarding important class/school related events.

Furthermore, a contingent of teachers, instructional leaders, interventionists, paraprofessionals, and resource specialists participated in NWEA MAP Skills training via a full-day on site workshop at the outset of the 2017-18 school-year. The NWEA MAP Skills software platform integrates with NWEA MAP Growth, which serves as Vaughn's internal formative assessment system. In particular, the NWEA MAP Skills training focused primarily on the adaptive Math program, which can be used as an RTI solution, as targeted Tier II support, or as a means by which to accelerate students that are performing above grade level in Mathematics. This software program is currently in use at the middle and high school sites as a Math Development RTI solution, while 4th and 5th grade teachers are piloting the software with a GATE cluster that has demonstrated above grade level performance in Mathematics. All K-1 teachers participated in training with a technology specialist from Code.org in 2016-17, as our Primary Center teachers piloted Coding as an element of the STEaM program, throughout the 16-17 school-year. During the 2017-18 summer retreat, all Vaughn 2nd and 3rd grade teachers, as well as select staff from grades K-1 and 4-5, participating in a new round of training from Code.org, as the 2nd and 3rd grade STEaM lab opened in August 2017. Teachers were provided with a full-day workshop addressing the Code.org online curriculum, teacher platform, student progress tracking, and how to encourage students to reflect on the Standards of Mathematical Practice (SMPs) while engaged in coding activities. The 2nd grade cohort of 2017-18 will be the first group of students to have entered their 2nd year of coding as an element of the elementary STEaM program. Vaughn's technology subcommittee is currently engaged in discussions surrounding Google Certification for Educators, which is an online, self-directed, low-cost certification program designed to encourage classroom teachers to continue developing in their technological skills and abilities relative to instructional technology integration. The committee is currently considering incentives and means by which Vaughn teachers may be encouraged to

pursue this certification.

NGSS/STEAM

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Project Based Learning

Vaughn continues to maintain a long-standing relationship with the International Studies Schools Network, and, as mentioned in previous sections relative to STEAM, NGSS, and Science, Vaughn contracts with ISSN to provide time, resources, and at least 7-8 instructional coaching days for teachers representative of the TK-12 span and from all disciplines. The goals for each of these coaching days are as follows: 1) provide time and training to build teacher understanding of Project Based Learning 2) capitalize on opportunities to collaborate with grade level and/or department peers within or across content disciplines 3) encourage the development of authentic, real-world units of study that incorporate the critical elements of Project Based Learning not only as a product of learning, but rather as a vehicle and process by which learning will occur 4) provide intensive coaching with access to an experienced Instructional Coach, Vaughn Instructional Leaders (Curriculum Coordinators and Lead Teachers), and Vaughn Peer Mentors (Vaughn teachers with considerable experience in PBL).

Last updated: 1/29/2019

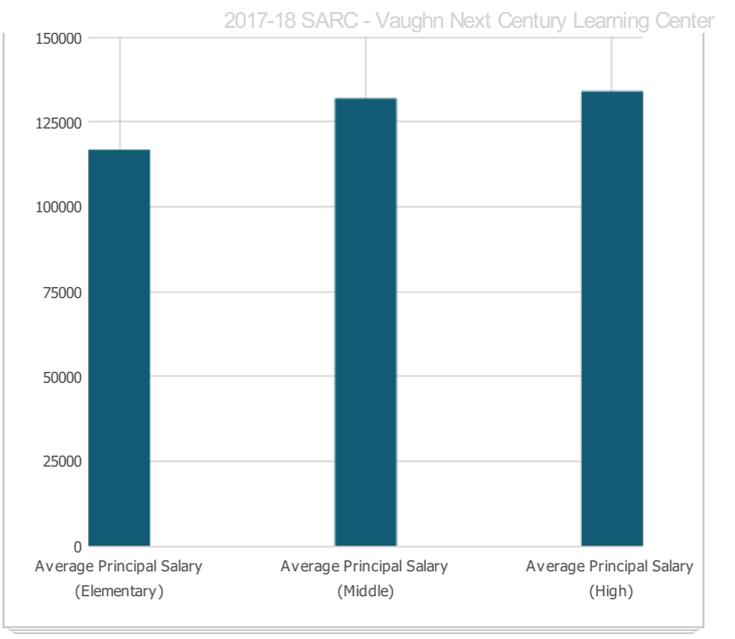
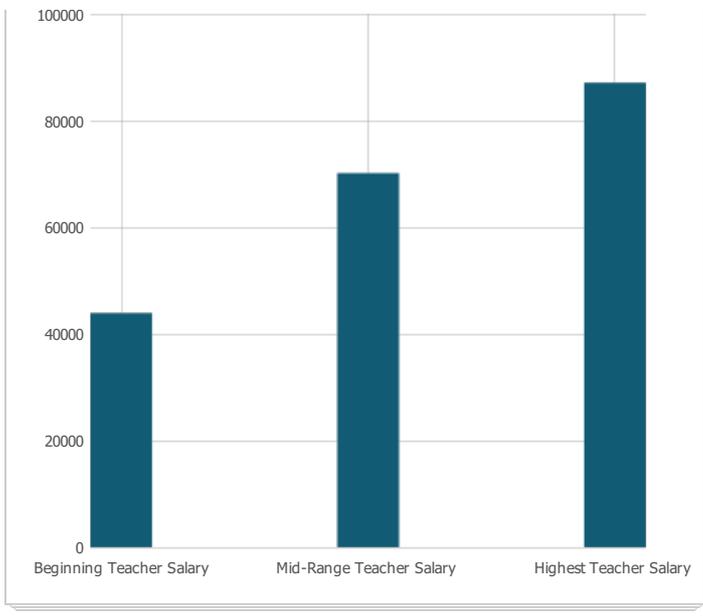
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/29/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	5	N/A
All Courses	11	6.7%

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

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

Last updated: 1/29/2019

Professional Development**PROFESSIONAL DEVELOPMENT**

Vaughn has fully implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter and LCAP. Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners (i.e.: Staff development for educators, Houghton Mifflin Harcourt, McGraw-Hill, LACOE (LA County of Education), VCOE (Ventura County of Education), ISSN (International Studies Schools Network, through Asia Society) CSUN, UCLA) and is implemented and monitored as follows:

Ongoing Professional Development

- Annual staff development calendar - Vaughn designs the instructional calendar to assure that there are 4 pupil-free days each year for a teacher retreat and shortened days (Tuesdays) for governance committees and staff development purposes.
- Individualized professional growth opportunities – These are provided based on individual teacher’s needs as indicated on their PAR (Peer Assistance Review) evaluation results. Each administrator and peer evaluator provides on-going one-on-one assistance, training and monitoring. Beginning teachers are also provided a one-to-one mentor through the BTSA program while working to clear their credential.
- 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. The Center for Teaching and Learning from California State University, Northridge (CSUN) annually provides our staff with professional development and coaching aligned to our identified PD needs. As part of our partnership, CSUN also invites our staff to all of their lecture series and trainings offered by distinguished scholars and staff. ISSN provides intensive staff coaching annually to our high school, middle school teachers and elementary teachers.
- Data Teams – Vaughn’s administrators meet at the beginning of the school year to disaggregate 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 disaggregate internal assessment 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 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 gain global competency and explore new perspectives through student exchange programs and first-hand observation

PROFESSIONAL DEVELOPMENT PLAN 2017-2020**Differentiated Instruction to Meet the Needs of All Learners**

- Vaughn’s professional development plan for 2017-18 focuses primarily on the area of Differentiated Instruction, and, in particular, on the development and integration of strategies and techniques that will continue to enable faculty to meet the unique needs of a very diverse population of learners. Understanding the Differentiated Instruction (DI) is broad in scope, Vaughn has elected to approach PD in this area through a cyclical “strand” of workshops and dedicated time for collaborative planning and reflective protocols. Vaughn’s instructional leaders have worked to align internal DI workshops and protocols to both the needs identified through an analysis of student performance data and through consistent feedback from classroom teachers. Questions such as, “How can I use technology as a tool for differentiation,” “How can I better adapt instruction to serve students performing below and, in some cases, above grade level standards in the same classroom (in particular in Mathematics?),” and “What concrete practices can I employ that will

allow me to ensure that students can access and understand my content, regardless of language fluency (EL, RFEP, EO)," among others, will serve as focal points throughout the 2017-18 DI PD strand.

ELD/Academic Language Development/Supporting English Learners

- Vaughn's Chief Academic Officer, EL Coordinator, the Elementary and Middle School Curriculum Coordinators, and the Primary Center and Upper Elementary Lead Teachers will attend the "Leading and Coaching Integrated and Designated Academic ELD" PD series, sponsored by LACOE, throughout Fall 2017 and Winter 2018. All Vaughn participants will attend three full-day workshops, facilitated by Dr. Kate Kinsella, on 09/11/17, 11/06/17, and 01/16/18. As the solid majority of English Learners and "At Risk" EL students are enrolled in grades K-5, Vaughn's two elementary Lead Teachers will attend three additional full-day workshops, aligned to the aforementioned PD series, with a focus on further coaching and classroom implementation. Tools and instructional strategies gained from this PD series will be modeled/shared with classroom teachers and school-site administrators via grade level articulation meetings, department meetings, and shortened-day Tuesday PD throughout the school-year. In addition, Vaughn will continue to support the implementation of Cooperative Learning, supported by Kagan Professional Development, to promote structured and frequent opportunities for academic language development. In 2016-17, Vaughn invested heavily in Cooperative Learning by ensuring that new teachers received Kagan's Cooperative Learning Day 1 training, while returning/veteran teachers attended the Cooperative Learning Day 2 or 3 workshops (depending on past experience). In 2017-18, Vaughn will once again partner with Kagan to ensure that all new teachers attend the Cooperative Learning Day 1 training. Vaughn has contracted with Houghton Mifflin Harcourt (HMH) to provide at least one full day of on-site professional development and two days of in-class instructional coaching to support teachers, administrators, and support staff directly responsible for the implementation of the English 3D program. This initial round of professional development will take place throughout Fall 2017, and a second round of PD and instructional coaching will be scheduled in Spring 2018.

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experienced Instructional Coach, Vaughn Instructional Leaders (Curriculum Coordinators and Lead Teachers), and Vaughn Peer Mentors (Vaughn teachers with considerable experience in PBL).

Induction Activities:

End of July – 3 pupil-free days are scheduled and a teacher retreat is held focusing on the goals set by the administrative team and guiding committees. Staff development focused on identified school needs is provided in addition to allowing time for teachers to work in teams and/or departments to develop annual curriculum planning including pacing plans.

New teachers form a TLC (Teacher Learning Community) Network and receive monthly staff development training. In addition and as needed, new teachers are given opportunities to use substitute release hours for observation, learning walks, BTSA training or for attendance at PD offered outside or at Vaughn. Verify validity

- New teachers participate in ongoing team planning scheduled at least once a week.
- New teachers participate in grade level/department planning scheduled at least twice a month.
- Instructional supervision and support is provided by a member of the administrative team on a consistent basis (one administrator is responsible to supervise and mentor 11-24 teachers). In addition, each new teacher is assigned a peer mentor who provides support in the areas of planning and preparation, classroom environment, classroom management, instruction, and professional responsibilities.
- BTSA training is provided in partnership with LACOE with Vaughn providing the mentors

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