

San Vicente Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	San Vicente Elementary School
Street	1300 Metz Road
City, State, Zip	Soledad, CA 93960
Phone Number	831-678-6420
Principal	Kristine Vasquez
E-mail Address	kvasquez@soledad.k12.ca.us
Web Site	www.soledadusd.org
CDS Code	27-75440-6026686

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831-678-3987
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us
Web Site	www.soledadusd.org

School Description and Mission Statement (Most Recent Year)

San Vicente School is a Transitional kindergarten through sixth grade elementary school, which also houses a state preschool facility and two Special Day Classes. We at San Vicente School envision a learning environment where the school and community works together to develop literate, life-long learners in a technological age. Our students are responsible decision-makers who appreciate their heritage, celebrate diversity and respect the diversity of others. Our mission at San Vicente School is to provide a safe, nurturing, creative and inspiring learning environment where we communicate effectively with parents, students and each other.

We prepare our students for the information age in which we now live and empower our students to be mathematical solvers and critical thinkers while at the same time providing age appropriate challenging common core curriculum. The San Vicente School mission is to provide and deliver high quality Common Core academics and social learning in order for all students to become productive citizens. San Vicente Elementary fully implements the core curriculum that is built on State academic content standards, including providing appropriate professional development grounded in scientifically-based research for all relevant staff, that offers substantial promise of improving educational achievement for high priority pupils.

Teachers utilize the District's comprehensive assessment program to guide instruction and to implement multi-tiered interventions and support. Ongoing support and training is also provided for teachers and staff using various programs in order to maximize instruction such as:

- Illuminate Ed - a web-based tool that will increase the availability and usability of student data for SUSD educators in order to improve teaching and learning.
- Progress Monitoring using NWEA that use adaptive computerized test to measure ongoing progress.
- PBIS - A positive behavioral interventions and supports to promote social emotional and academic success
- Professional Developments centered around text complexity, close reading

Our staff at San Vicente takes great pride in providing a rigorous, standards-based curriculum and recognizes the individual needs of our students.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	61
Grade 1	63
Grade 2	61
Grade 3	60
Grade 4	70
Grade 5	74
Grade 6	69
Total Enrollment	458

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.4
Hispanic or Latino	98.9
Native Hawaiian or Pacific Islander	0.0
White	0.7
Two or More Races	0.0
Socioeconomically Disadvantaged	95.9
English Learners	64.8
Students with Disabilities	10.7

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	27	23	185
Without Full Credential	0	0	1	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	96.59	3.41
High-Poverty Schools in District	96.59	3.41
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: June 2014

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2009 - Houghton Mifflin Reading California Medallion Edition for grades K-6 in English. ELD is Pearson Language Central for grades K-6 in English and ELA Intervention is Sopris West Language! Fourth Edition for Grades 4-6 in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
Mathematics	2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%
Science	2008 - Scott Foresman California Science Edition for grades K-5 in English. In 6th grade they have Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2006 - McMillian/McGraw-Hill California Vistas for grades K-5 in English. 6th grade is McDougal Littell World History: Ancient Civilizations in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility has four classroom wings and twenty portable classrooms. Our main structure houses the cafeteria, kitchen, health office, and school offices. A team of three custodians provide daily cleaning. The district's maintenance and grounds staff provide the routine care and upkeep.

All buildings are in good repair; the campus is maintained to assure that it is clean, safe, and functional. The facility underwent modernization in the summer of 2005. All restrooms are clean with 100% of the toilets operational. Our campus environment is clean and well maintained and thus fully supports teaching and learning. A work order process is in place to attend to maintenance issues in a timely manner with urgent and emergency repairs given priority. We have adequate classroom space, a new staff lounge, and adequate playground space.

Williams Lawsuit visit date took place on 8/27/14. Site inspection date was done on 8/5/14.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/5/2014 12:00:00 AM				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	No deficiencies
Interior: Interior Surfaces	[X]	[]	[]	No deficiencies
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	No deficiencies
Electrical: Electrical	[X]	[]	[]	No deficiencies
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	No deficiencies
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	No deficiencies
Structural: Structural Damage, Roofs	[X]	[]	[]	No deficiencies
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	No deficiencies

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	39	38	46	50	52	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	46
Male	49
Female	44
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	44
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	46	46	44	38	42	43	54	56	55
Mathematics	60	59	53	40	44	45	49	50	50
History-Social Science				28	30	34	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	6	7	7

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

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	31	6	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	5	-5
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	32	2	-2
English Learners	41	1	-5
Students with Disabilities			

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

State Priority: Other Pupil Outcomes

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.3	16.2	29.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents of San Vicente students are invited to join the English Learner Advisory Council (ELAC) and the School Site Council (SSC). Parents are also encouraged to come to the school and volunteer in the classrooms, in the library, and in the cafeteria. Parenting workshops on a variety of topics are offered throughout the year that assist parents and teachers in working with the students. Many parental involvement opportunities are offered throughout the school district. Some examples are the Science Fair, Art Fair, District Parent Nights, and other periodic activities at a variety of school sites. Throughout the school year, students are involved in a variety of performances like plays, the annual Talent Show, and other events that parents can get involved with and/or attend. Parents can participate in a variety of fundraising events and Garden Days. Many parents are chaperones on field trips and participate in the Annual School Barbeque. Parenting classes are offered at San Vicente School in conjunction with our district Parents as Teachers sponsored by Triple P. A Student Resource Center and Parent Center are available to gain useful information on how parents can support their students and the teaching staff at San Vicente School.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.0	3.1	1.0	10.1	7.4	3.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

The San Vicente School Safety Plan is updated yearly by staff, community and the District Leadership Team. All SB 187 Comprehensive School Safety Plan Matrix requirements and planning responsibilities are reviewed to ensure compliance, including assessment of current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency policies related to suspension, expulsion or mandatory expulsion and other school designated serious acts which could lead to suspension or expulsion, notification to teachers, sexual harassment policy, school wide dress code, safe ingress and egress of pupils, parents and school employees to and from school, safe and orderly school environment, rules and procedures, and holding a public meeting.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2007-2008
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.3	4	0	0	16	4			15	4		
1	19.7	3	0	0	15	4			16	4		
2	15.3	4	0	0	15	4			15	4		
3	17.8	4	0	0	20	3			20	3		
4	23	0	3	0	24		3		23		3	
5	24	1	3	0	25		3		25		3	
6	23	0	3	0	22		4		23		3	

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.6	---
Library Media Teacher (Librarian)	0.125	---
Library Media Services Staff (Paraprofessional)	0.69	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.125	---
Speech/Language/Hearing Specialist	1.25	---
Resource Specialist	0.4	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,522	\$1,821	\$4,700	\$59,457
District	---	---	\$5,249	\$63,059
Percent Difference: School Site and District	---	---	-10.5	-5.7
State	---	---	\$8,448	\$69,435
Percent Difference: School Site and State	---	---	-44.4	-14.4

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

Types of Services Funded (Fiscal Year 2013-14)

The following types of services are provided to San Vicente students from categorical funding:

Special Education

Speech and language services are offered on site. A Resource teacher is on site full time to work with students who are on an IEP for learning disabilities. San Vicente offers a preschool and intermediate special day class (SDC) for those students that are identified and qualify for those services.

Title I

Funds are used to purchase supplemental materials and to pay staff to work additional hours with students who are low-performing in reading, language, or math as measured by district selected assessments.

Migrant Education

Migrant students in need of additional services are served by Migrant Program services.

Economic Impact Aid

These funds are used to purchase supplemental materials and provide assistance for our low-performing English learners.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,047	\$38,920
Mid-Range Teacher Salary	\$62,366	\$59,803
Highest Teacher Salary	\$90,568	\$78,096
Average Principal Salary (Elementary)	\$91,008	\$95,836
Average Principal Salary (Middle)	\$99,965	\$99,849
Average Principal Salary (High)	\$101,579	\$107,599
Superintendent Salary	\$130,000	\$151,912
Percent of Budget for Teacher Salaries	39	37
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

School staff members are provided with a variety of professional development opportunities. Their training needs are aligned with the School Improvement Plan and the district's mission, goals and objectives. Early release Thursdays provided time for staff development and teacher collaboration. Mentor teachers provide assistance and training for new and tenured staff members, individually and in group sessions.