San Vicente Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

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	Michelle Farrer
E-mail Address	mfarrer@soledad.k12.ca.us
Web Site	http://sanvi.soledadusd.org/
CDS Code	27-75440-6026686

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

School Description and Mission Statement (School Year 2016-17)

School Motto
All means All!

Vision
At San Vicente School, we believe ALL students embrace learning, excel academically, and are positive global citizens.

Mission
Our mission is to provide a safe, nurturing, creative and inspiring learning environment. We are committed to high-quality academics and social learning in order for all students to become digitally productive 21st Century global citizens.

San Vicente School is a 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. 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. 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.

The staff consists of twenty-five certificated teachers, one Speech Language Pathologist, one Family Student Support Coordinator and one Principal. In addition, San Vicente School has on staff a wide variety of personnel to meet the special needs of its student population. These positions include one Family-Student Support Liaison, one library media clerk, a full-time counselor, one health aide, and one district psychologist. Support staff also includes two secretaries, one attendance clerk, three food service personnel, and three custodians. Safety is a priority so we also have five pupil supervisors who supervise students before school, during their recess, and at lunch recess times. Three of our five pupil supervisors also serve as instructional aides for reading intervention. The certificated staff of San Vicente represents a wide range of experience, talents, and interests; Our Leadership Team members are mentor teachers assisting the staff in curriculum and procedural matters of the school.

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:

1.   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.

2.   Progress Monitoring using NWEA that use adaptive computerized tests to measure ongoing progress.

3.   PBIS - A positive behavioral interventions and supports system to promote social, emotional and academic success

4.   Professional Developments centered around text complexity, close reading, and research-based teaching strategies.

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	99
Grade 1	92
Grade 2	74
Grade 3	72
Grade 4	77
Grade 5	58
Grade 6	85
Total Enrollment	557

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0.4
Hispanic or Latino	99.1
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	78.6
English Learners	70.2
Students with Disabilities	9.9
Foster Youth	1.3

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	22	21	185
Without Full Credential	1	3	1	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	00

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.3	8.7
All Schools in District	78.1	21.9
High-Poverty Schools in District	78.1	21.9
Low-Poverty Schools in District	0.0	0.0

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 2016-17)

Year and month in which data were collected: June 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2016 - Houghton Mifflin CA Journeys with ELD for grades K-5 in English and Houghton Mifflin CA Collections with ELD for Grade 6 in English. A textbook inventory was conducted in June 2016. 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	2015- Grades K-5 - Houghton Mifflin California Go Math (grades K-5 in English). 2016- Grade 6 Houghton Mifflin California Go Math Middle School Edition. A textbook inventory was conducted in June 2016. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	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 2016. 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%
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 2016. 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 under went 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 9/12/16. Site inspection date was done on - 7/21/16.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 07/21/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Rm. 1 - Floor carpet torn - replaced carpet 7/31/2017
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No deficiencies
Electrical: Electrical	X			Rm. 1- Light out- Replaced ballast on 9/2/16
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rm. 1- Faucet loose - Tightened faucet on 9/3/16. Rm. 2- P-trap - tightened P-trap on 9/3/16. Girl's Restroom- Faucet broken - Installed new faucet on 9/3/16. Rm 14- Fountain does not work - Tightened fountain on 9/3/16.
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)

Year and month of the most recent FIT report: 07/21/2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	19	21	28	32	44	48
Mathematics	20	21	19	20	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	71	71	100.0	23.9
	4	82	82	100.0	11.0
	5	60	60	100.0	36.7
	6	88	87	98.9	17.2
Male	3	34	34	100.0	26.5
	4	38	38	100.0	10.5
	5	30	30	100.0	43.3
	6	41	41	100.0	14.6
Female	3	37	37	100.0	21.6
	4	44	44	100.0	11.4
	5	30	30	100.0	30.0
	6	47	46	97.9	19.6
Hispanic or Latino	3	71	71	100.0	23.9
	4	79	79	100.0	10.1
	5	59	59	100.0	35.6
	6	88	87	98.9	17.2
Socioeconomically Disadvantaged	3	67	67	100.0	22.4
	4	76	76	100.0	7.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	53	53	100.0	34.0
	6	82	81	98.8	17.3
English Learners	3	51	51	100.0	7.8
	4	56	56	100.0	7.1
	5	25	25	100.0	12.0
	6	44	44	100.0	6.8

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	71	71	100.0	31.0
	4	83	83	100.0	15.7
	5	60	60	100.0	23.3
	6	88	87	98.9	14.9
Male	3	34	34	100.0	35.3
	4	39	39	100.0	15.4
	5	30	30	100.0	33.3
	6	41	41	100.0	9.8
Female	3	37	37	100.0	27.0
	4	44	44	100.0	15.9
	5	30	30	100.0	13.3
	6	47	46	97.9	19.6
Hispanic or Latino	3	71	71	100.0	31.0
	4	80	80	100.0	16.3
	5	59	59	100.0	22.0
	6	88	87	98.9	14.9
Socioeconomically Disadvantaged	3	67	67	100.0	29.9
	4	77	77	100.0	15.6
	5	53	53	100.0	22.6
	6	82	81	98.8	16.1
English Learners	3	51	51	100.0	17.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	56	56	100.0	10.7
	5	25	25	100.0	8.0
	6	44	44	100.0	6.8

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	34	43	48	41	32	60	56	54

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

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	60	60	100.0	43.3
Male	30	30	100.0	56.7
Female	30	30	100.0	30.0
Hispanic or Latino	59	59	100.0	42.4
Socioeconomically Disadvantaged	53	53	100.0	37.7
English Learners	25	25	100.0	20.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	23.3	25	26.7

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 (School Year 2016-17)

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 Winter Program, Talent Show, Spring Program, Art show and other events that parents can get involved with and/or attend. Parents can participate in a variety of fundraising events as well as join our newly formed Panther Parents Parent Teacher Organization. Many parents are chaperones on field trips and participate in the Annual School Barbecue. 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. Below highlights some of the exciting parental involvement committees, events and activities:

School Site Council:
SSC, which includes faculty, parents, and a classified staff member meets to advise the principal on categorical expenditures, and to implement the Single School Plan. They also assist in the writing of grants and professional development planning. Meetings are held once a month, usually on the last Thursday. The Single School Plan is updated annually.

English Learners Advisory Council:
ELAC includes parents of English learners. It meets to advise the administration on services provided to students learning English. Meetings are held four times a year. This council also reviews the School Plan and offers advice regarding the plan to the School Site Council.

Parent Back To School Night:
Parents are invited to come to their child's class to learn about the grade level standards, the daily schedule, the curriculum being taught, and the behavior expectations.

Parent-Teacher Conferences:
Conferences are held twice a year. At conferences parents have the opportunity to meet with each of their child's teachers to review grades and determine how together as a team they can best help the child to meet grade level standards.

Student Success Team:
SST meetings are held to provide for information gathering and intervention for students at-risk. Meetings are attended by parents, students, respective teachers, counseling and administrative staff.

Individual Education Planning (IEPs):
IEP's are held on behalf of Special Education Students to review current performance and to set new learning goals. In addition to

parents; the student, their teacher, their Special Education service provider, and an administrator attend each meeting.

Parent-Teacher Association:
All parents are invited to join the PTO. The PTO supports a variety of school activities including our extra-curricular student programs. The PTO, a child and school advocate group, is made up of all interested members of the school community. For more information call the the school at (831) 678-6420.

Parent Volunteers:
Parents are invited to volunteer their help and expertise working in their child's classroom, the office, library, cafeteria, Science Room, and/or computer lab.

Migrant PAC:
Parents of Migrant students are invited to attend a district parent meeting once a month where they learn about the services available to Migrant students. Parents also give input about the Migrant Program and ways to best serve our Migrant students.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.0	1.3	0.5	3.8	3.2	3.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

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	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	19	3			20	1	5		20	1	5	
1	20	3			24		3		24		3	
2	20	3			24		3		24		3	
3	20	3			24		3		24		3	
4	23		3		29		2		29		2	
5	25		3		27		3		27		3	
6	23		3		25		3		25		3	
Other	7	1										

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 2015-16)

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	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.125	N/A
Speech/Language/Hearing Specialist	1.25	N/A
Resource Specialist	0.4	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,750	$1,326	$4,444	$65,000
District	N/A	N/A	$9,536	$65,000
Percent Difference: School Site and District	N/A	N/A	-53.4	0.0
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	-21.7	-3.5

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,604	$42,063
Mid-Range Teacher Salary	$66,158	$64,823
Highest Teacher Salary	$96,075	$84,821
Average Principal Salary (Elementary)	$99,790	$101,849
Average Principal Salary (Middle)	$96,020	$107,678
Average Principal Salary (High)	$125,049	$115,589
Superintendent Salary	$180,000	$169,152
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	6%	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 (Most Recent Three Years)

School staff members are provided with a variety of professional development opportunities. Their training needs are aligned with the School Improvement Plan and the LCAP plan as well as the district's mission, goals and objectives. Early release Wednesdays, 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. Our current yearly focus is on reading. Staff development consists of a year-long training centered around best reading strategies to increase student learning. Current CAASPP data was used to determine the need for professional growth. Teachers are supported through monthly/bi-weekly trainings, data analysis, learning walks, peer collaboration lesson inquiries, and informal observations.