

El Verano Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	El Verano Elementary School
Street	18606 Riverside Drive
City, State, Zip	Sonoma, CA 95476
Phone Number	707-935-6050
Principal	Maite Iturri
E-mail Address	miturri@sonomaschools.org
Web Site	elveranoschool.org
Grades Served	K-5
CDS Code	49-70953-6052260

District Contact Information	
District Name	Sonoma Valley Unified School District
Phone Number	707-935-6000
Superintendent	Louann Carlomagno
E-mail Address	lcarlomagno@sonomaschools.org
Web Site	www.svusdca.org

School Description and Mission Statement (Most Recent Year)

“Community Schools are a strategy not a program”
Community Schools promote cradle to career support for all students.

We are a Community School focusing on three major areas.

- A strong core instructional program designed to help all students meet high academic standards;
- Expanded learning opportunities designed to enrich the learning environment for students and their families;
- A full range of health, mental health and social services designed to promote children’s well-being and remove barriers to learning

Our staff is proud of all of our achievements. El Verano focuses on teacher learning and practice in writing, science, art and language development. We believe this dedication has contributed to student achievement. Teachers collaborate to develop strategies for instruction and assessments. We use our assessments to inform our instruction and set goals for student learning. We continue with our exciting programs to help increase student achievement and engagement. We currently have a partnership with the Exploratorium in San Francisco. The Inquiry Staff continues to support El Verano teachers to use inquiry-based science as a way of developing language and science. We have also adopted Visual Thinking Strategies. This program uses fine art as a method for developing critical thinking skills and language. Our preschool continues to provide our students with a great start to their educational career. We are very pleased to watch their progress as they learn and grow. The El Verano community is a very special one. Our parent participation and leadership continues to help support students, teachers and families. We have a parent leadership group entitled Universidad de Padres/Parent University that was established as a parent forum for discussion and support of student learning. We encourage parent and community participation and our doors are always open! Our strength is in our community!

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	91
Grade 1	84
Grade 2	59
Grade 3	57
Grade 4	70
Grade 5	85
Total Enrollment	446

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.4
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	0.2
White	17.3
Two or More Races	0.7
Socioeconomically Disadvantaged	81.4
English Learners	71.7
Students with Disabilities	10.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	25	25	232
Without Full Credential	0	0	1	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	100.0	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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw Hill Treasures/Tesoros de Lectura Adopted May 2010	Yes	0
Mathematics	Scott Foresman enVision Math, Adopted June 2008	Yes	0
Science	Macmillan/McGraw Hill California Science, Adopted May 2007	Yes	0
History-Social Science	K-2: Houghton-Mifflin History-Social Science, Adopted May 2006 Gr. 3-5: Scott Foresman History-Social Science for CA, Adopted May 2006	Yes	0
Health	Macmillan Health and Wellness, Adopted May 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are in great condition. The school is 57 years old, and its age has subtle effects on the campus. Several years ago, our site underwent a major renovation. As a result, classrooms have heating and air-conditioning, and we have a modern, well-designed library, and computer lab. We have replaced aging playground equipment and continue to upgrade our student play areas. We are currently upgrading our benches and painting much of our facility. Our parents have recently built several gardens to compliment our beautiful setting. We have several murals covering our walls that highlight our commitment to education, reading, history, science and art. Our recently installed solar panels support our energy use. The parent community at El Verano takes great pride in caring for the campus. We have several gardens and visitors often comment on the beauty of our campus grounds.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			repaired stained ceiling tiles in room 35 and 46, repaired loose ceiling tile in room 37.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None
Electrical: Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 07/21/2015				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	16	35	44
Mathematics	9	21	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	57	57	100.0	46	33	16	5
	4	70	69	98.6	67	22	9	3
	5	87	86	98.9	57	27	14	2
Male	3		24	42.1	38	46	13	4
	4		39	55.7	79	13	5	3
	5		37	42.5	68	22	8	3
Female	3		33	57.9	52	24	18	6
	4		30	42.9	50	33	13	3
	5		49	56.3	49	31	18	2
Black or African American	5		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.1	--	--	--	--
Asian	3		2	3.5	--	--	--	--
	4		1	1.4	--	--	--	--
	5		1	1.1	--	--	--	--
Filipino	5		1	1.1	--	--	--	--
Hispanic or Latino	3		39	68.4	51	31	13	5
	4		51	72.9	80	12	6	2
	5		69	79.3	57	26	14	3
White	3		13	22.8	46	31	15	8
	4		15	21.4	33	40	20	7
	5		13	14.9	54	31	15	0
Two or More Races	4		1	1.4	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	70.2	53	28	15	5
	4		58	82.9	76	19	5	0
	5		77	88.5	57	25	16	3
English Learners	3		38	66.7	53	26	16	5
	4		48	68.6	79	15	4	2
	5		53	60.9	66	25	9	0
Students with Disabilities	3		9	15.8	--	--	--	--
	4		12	17.1	92	8	0	0
	5		18	20.7	83	6	11	0
Students Receiving Migrant Education Services	3		2	3.5	--	--	--	--
	4		1	1.4	--	--	--	--
	5		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	57	57	100.0	51	30	16	4
	4	70	69	98.6	57	36	6	1
	5	87	86	98.9	71	26	2	1
Male	3		24	42.1	33	38	25	4
	4		39	55.7	62	36	3	0
	5		37	42.5	68	24	5	3
Female	3		33	57.9	64	24	9	3
	4		30	42.9	50	37	10	3
	5		49	56.3	73	27	0	0
Black or African American	5		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.4	--	--	--	--
	5		1	1.1	--	--	--	--
Asian	3		2	3.5	--	--	--	--
	4		1	1.4	--	--	--	--
	5		1	1.1	--	--	--	--
Filipino	5		1	1.1	--	--	--	--
Hispanic or Latino	3		39	68.4	54	28	13	5
	4		51	72.9	67	29	2	2
	5		69	79.3	74	23	1	1
White	3		13	22.8	46	38	15	0
	4		15	21.4	20	60	20	0
	5		13	14.9	69	23	8	0
Two or More Races	4		1	1.4	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		40	70.2	55	25	15	5
	4		58	82.9	66	33	2	0
	5		77	88.5	74	23	1	1
English Learners	3		38	66.7	53	29	13	5
	4		48	68.6	67	29	2	2
	5		53	60.9	89	8	2	2
Students with Disabilities	3		9	15.8	--	--	--	--
	4		12	17.1	92	8	0	0
	5		18	20.7	94	0	0	6
Students Receiving Migrant Education Services	3		2	3.5	--	--	--	--
	4		1	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	1.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	39	27	23	50	51	51	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	23
Male	32
Female	17
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	17
White	41
Two or More Races	--
Socioeconomically Disadvantaged	33
English Learners	12
Students with Disabilities	19
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.90	17.40	15.10

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)

Our School Site Council (SSC) approves our school's annual budgets. We also have an English Language Advisory Committee (ELAC) and a Parent Teacher Organization (PTO) that meet monthly. Our PTO and ELAC host myriad activities for El Verano School. Through fund-raising efforts, the organization purchased and installed new kindergarten play equipment, funded a school wide art program, purchased new computers for our lab, lunch time sports program, holiday fair and spring book fair. Our parent organizations are exemplar in their commitment to supporting students and teachers. Parent University helps identify areas of interest to the greater school community and plays a vital role in the leadership and education at El Verano. Our Family Resource Center helps families in crisis and as well as developing leadership opportunities for families.

We encourage parents to call our PTO president, Stacey Schoeningh, at (707) 996-6050 or our Parent engagement coordinator, Mario Castillo, at (707) 935-6050 to find out more about volunteer opportunities.

The contact person for parent involvement is Maite Iturri, principal, (707) 935-6050.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.45	1.08	0.66	2.24	3.71	4.65	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.19	0.46	0.46	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Student safety is of the utmost concern to our staff. Staff and parent representatives jointly developed our school wide discipline and safety plan. We hold regular practice drills, as outlined in the plan. Each November our School Site Council (SSC) reviews and approves the plan, making any needed revisions. Teachers and classified personnel monitor the school grounds before, during, and after school.

All El Verano School staff members have received training in a curriculum that addresses safety and positive behavior. This program uses the concepts of peace paths and class councils to resolve conflicts. We continue with the Responsive Classroom to help support students socially by building a community of learners.

Our students understand the consequences of choices and we use a positive behavior approach. We use logical consequences as our behavior system. Students receive Life Skill certificates for exemplifying life skills at school. Our families receive a copy of our behavior policy is sent home annually.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2001-2002	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	24		3		23		4		23		4	
1	19	3			22	1	2		21	1	3	
2	26		3		25		2		20	3		
3	28		3		26		3		29		2	
4	26		3		43		3	1	23		3	
5	34			2	41	1	4	2	28		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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	0	N/A
Other	1	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,445	\$4,265	\$6180	\$62,737
District	N/A	N/A	\$6,560	\$61,060
Percent Difference: School Site and District	N/A	N/A	-5.8	5.8
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	31.8	-0.5

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

Types of Services Funded (Fiscal Year 2014-15)

Schools receive funding in a variety of formats. We receive “general funding” that is generated on a per pupil basis. General fund money is mostly used for classroom teachers and buildings. Anything else we receive comes from Local Control Funding. Some of these funds may be generated from students who are English Language Learners or are Socio or Economically Disadvantaged. Funds may be used to purchase textbooks, or be used to provide professional development. Below is a partial list of some of the items that are supported by funding.

Academic Coordinator, Instructional Assistants, Bilingual Community Liaison, Students Data Management software, and Professional Development

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,806	\$40,379
Mid-Range Teacher Salary	\$59,309	\$62,323
Highest Teacher Salary	\$74,152	\$81,127
Average Principal Salary (Elementary)	\$96,794	\$99,192
Average Principal Salary (Middle)	\$101,845	\$91,287
Average Principal Salary (High)	\$105,705	\$112,088
Superintendent Salary	\$173,519	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
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 (Most Recent Three Years)

2012-13 - 2 days
2013-14 - 2 days
2014-15 - 5 days
2015-16 - 5 days