

El Verano School Community School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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 <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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	El Verano School Community School
Street	18606 Riverside
City, State, Zip	Sonoma, CA 95476
Phone Number	707-935-6050
Principal	Maite Iturri
Email Address	miturri@sonomaschools.org
Website	elveranoschool.org
County-District-School (CDS) Code	49-70953-6052260

Entity	Contact Information
District Name	Sonoma Valley Unified School District
Phone Number	707-935-6000
Superintendent	Socorro Shiels
Email Address	msilvi@sonomaschools.org
Website	www.sonomschools.org

School Description and Mission Statement (School Year 2019-20)

Our vision is to be a healthy and literate community!

“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

El Verano Community School has one unifying goal: to be the healthiest and most literate community in Sonoma County. Our programs work in support of this goal for the children and adults within our community.

We have evolved into a Community School model. We identify the strengths and assets within our community and then coordinate, and expand those resources.

Teachers collaborate to examine student work and make instructional decisions based on evidence. We have created an after school program for parents and students. Including: Spanish, athletic club, ballet folklórico, leadership, reading, Zumba, yoga, basketball, support groups and English classes. Parent leaders help to create and implement these programs. A Community School is a means to raise academic achievement, and support the social and emotional needs of our community. Three focus areas include: a strong core instructional program, expanded learning opportunities and a range of health, mental health and social services.

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.

Our teachers are highly trained in Readers and Writers workshop which is a curriculum and also a strategy on how to best teach literacy. We use 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 encourage parent and community participation and our doors are always open!

Our strength is in our community!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	47
Grade 2	51
Grade 3	60
Grade 4	77
Grade 5	67
Total Enrollment	372

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Filipino	0.3
Hispanic or Latino	79.3
White	15.9
Two or More Races	1.6
Socioeconomically Disadvantaged	82
English Learners	63.2
Students with Disabilities	9.1
Foster Youth	0.3
Homeless	0.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	19	21	207
Without Full Credential	0	1	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw Hill Treasures/Tesoros de Lectura Adopted May 2010 K-5 Writing: Heineman, Lucy Calkins Units of Study, Writing, Adopted October 2016	Yes	0
Mathematics	The Math Learning Center - Bridges Adopted May 2017	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 60 plus 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 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. We have annual clean up days with families and communities.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	Room 56: stained ceiling tile Work request assigned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Room 26: Lights out Room 33: Light out Room 40: Light out Work request assigned
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	21	20	42	43	50	50
Mathematics (grades 3-8 and 11)	9	14	29	28	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	197	96.57	3.43	20.30
Male	92	89	96.74	3.26	17.98
Female	112	108	96.43	3.57	22.22
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	167	160	95.81	4.19	15.63
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	50.00
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	170	166	97.65	2.35	18.07
English Learners	161	156	96.89	3.11	15.38
Students with Disabilities	30	29	96.67	3.33	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	200	98.04	1.96	14.00
Male	92	90	97.83	2.17	16.67
Female	112	110	98.21	1.79	11.82
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	167	163	97.60	2.40	11.04
Native Hawaiian or Pacific Islander					
White	26	26	100.00	0.00	34.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	170	167	98.24	1.76	10.78
English Learners	161	159	98.76	1.24	10.69
Students with Disabilities	30	29	96.67	3.33	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	20.0	41.5	20.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

Parents as Learners – El Verano collaborates with the Family Resource Center and Sonoma Valley Parent University to engage parents as active learners and provide opportunities for them to directly experience the same inquiry frame of mind that their children are experiencing. The FRC seeks to educate parents about El Verano’s school wide literacy beliefs and vision. The Community School model supports our school and community members as well as offers an array of leadership opportunities. We offer an array of classes for adults in the evening that range from ESL to Zumba.

Our school community fully supports a community vision for schools. El Verano is the hub of the El Verano Neighborhood. Families, students and community members have contributed to and benefit from the services provided at El Verano. The school board recognizes that schools are more than academic institutions and acknowledges that serving the entire community is the future. This program has the ownership and of the school and community at large. Town Hall meetings engage the community, student progress breeds pride and accomplishment, and parent leadership creates a sense of responsibility and achievement that is unprecedented. As a result of our work, we have community organizations asking us, “How can we help you?”

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, at (707) 996-6050 or our ELAC president 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	1.0	1.0	5.3	3.3	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 Intervention Support (PBIS). 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 and is sent home annually.

We recently opened a Mindfulness Center and hope to continue this model of support for students. We also have a menu of mental health and wellness services for families through our community partnerships.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	4			23		3		23		3	
1	22		3		19	3			24		2	
2	20	4			21	1	2		26		2	
3	24		3		26		3		20	2	1	
4	30		2		35			2	26		3	
5	31		2		61		2	1	34			2
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	930.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,378	\$4,515	\$6,863	\$56,398.86
District	N/A	N/A	\$7,237	\$65,909.00
Percent Difference - School Site and District	N/A	N/A	-5.2	-9.9
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	4.4	-19.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,712	\$46,208
Mid-Range Teacher Salary	\$63,869	\$72,218
Highest Teacher Salary	\$79,852	\$92,742
Average Principal Salary (Elementary)	\$106,000	\$134,864
Average Principal Salary (Middle)	\$111,076	\$118,220
Average Principal Salary (High)	\$129,096	\$127,356
Superintendent Salary	\$192,000	\$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

2012-13 - 2 days

2013-14 - 2 days

2014-15 - 5 days

2015-16 - 5 days

2016-17 - 5 days

2017-18 - 5 days

2018-19 - 5 days

El Verano receives five days of professional development through Sonoma Valley Unified. These days vary in focus and topic. Most are related to current academic adoptions and/or social emotional health of students. El Verano School provides a total of 100 hours of professional development in Readers and Writers Workshop.