

California Department of Education

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.



Derek Wickliff, Principal

Principal, Alamo Elementary

About Our School

Thank you for taking the time to read the Alamo Elementary School Accountability Report Card. Hopefully you will find this document to be a good introduction to Alamo and everything that Alamo offers its amazing students.

Alamo Elementary School strives to excel in every possible manner. A visit to our campus shows this excellence reflected in our ground and buildings, the expertise of our caring, high-quality staff, as well as the students that leave Alamo each year prepared to make a difference in the world they will inherit.

Alamo staff are all highly qualified and highly trained, but more importantly, each staff member is focused on the needs of each and every student. Academic progress is measured frequently throughout the year through a variety of assessments and observations. This progress is monitored carefully in order to provide the academic instruction and supports for every student, no matter their achievement level. Teachers and staff promote character education throughout the year with classroom lessons, assemblies, and our character development programs, Safe School Ambassadors and Peacebuilders.

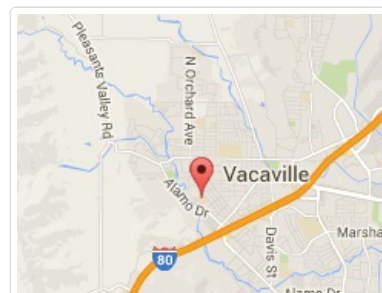
The tradition of excellence at Alamo is made possible by the strong partnership between the school and our amazing Alamo parents. Parent volunteers in the classrooms as well as numerous PTA events and sponsorships provide opportunities for all of our students. Alamo is truly a community that has come together to create a learning experience second to none!

Soar on Eagles!

Contact

500 South Orchard Ave.
Vacaville, CA
95688-4334

Phone: 707-453-6200
E-mail: derekw@vacavilleusd.org



Contact Information - Most Recent Year

School	
School Name	Alamo Elementary
Street	500 South Orchard Ave.
City, State, Zip	Vacaville, Ca, 95688-4334
Phone Number	707-453-6200
Principal	Derek Wickliff, Principal
E-mail Address	derekw@vacavilleusd.org
Web Site	http://alamo.schoolloop.com
County-District-School (CDS) Code	48705736051288

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/16/2015

School Description and Mission Statement (Most Recent Year)

Alamo Elementary School provides an enriched learning environment for all students, kindergarten through sixth grade. The Alamo staff works diligently to provide strong academics, character and leadership development, and a safe environment in which all students are given the skills, opportunity, and encouragement to prepare for a successful future.

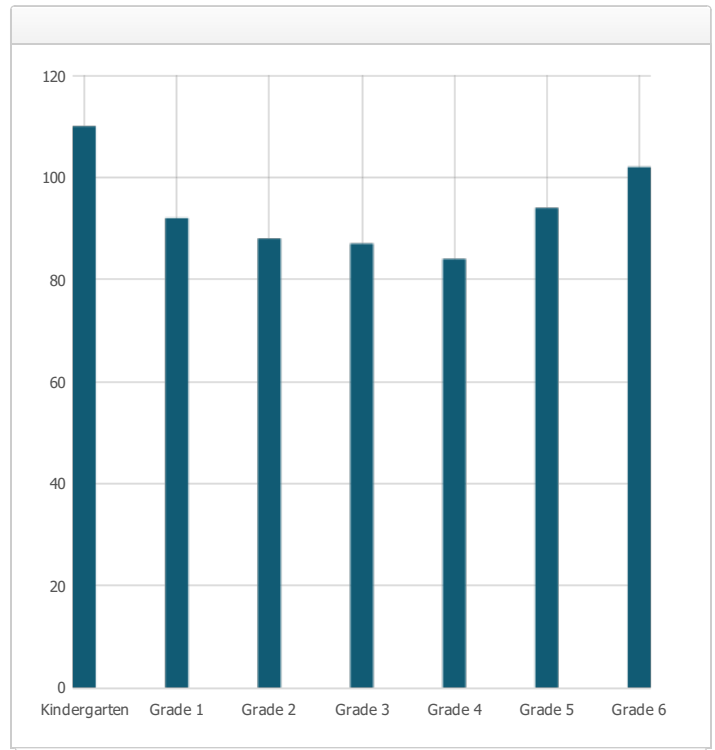
Alamo Elementary School, while being over 60 years old, is still a visually appealing learning environment. The environment, both inside and out, is a direct reflection of the investment that the Alamo community makes in the education of the Alamo students. Parent involvement is vital to the success of our students and staff.

Our Mission is to prepare Alamo students to graduate from high school as compassionate, thinking, creative, and responsible citizens of a global and technological 21st century. Alamo supports the district Strategic Plan: Making a Difference for the Students of Vacaville.

The philosophy supporting Alamo's educational program consists of seven principles:

- The image of Alamo begins with us!
- A strong instructional program
- Positive, nurturing discipline
- Safe, clean, attractive environment
- Working together as a team-students, parents, staff, community
- Caring+Sharing+Learning
- Be Safe! Be Respectful! Be Responsible! Be a Peacebuilder!

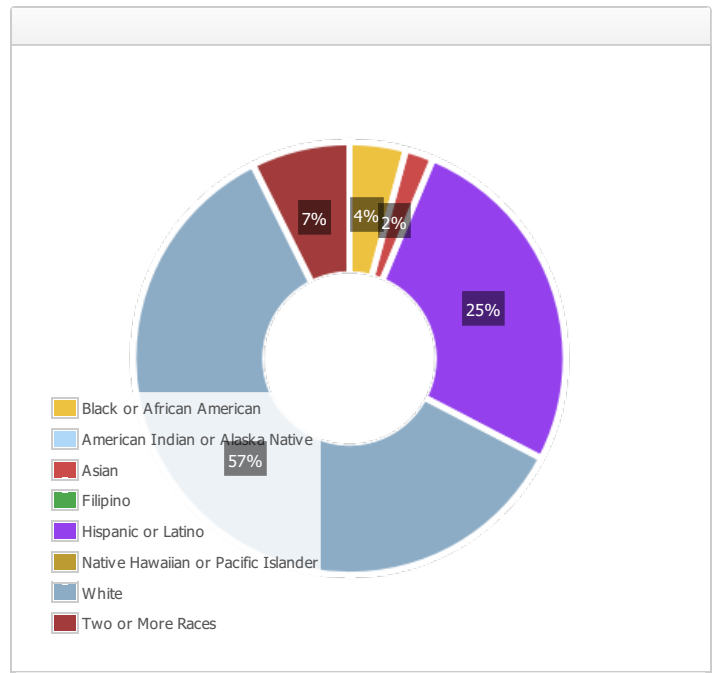
Grade Level	Number of Students
Kindergarten	110
Grade 1	92
Grade 2	88
Grade 3	87
Grade 4	84
Grade 5	94
Grade 6	102
Total Enrollment	657



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.3
Asian	2.4
Filipino	0.8
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	0.9
White	57.2
Two or More Races	7.3
Socioeconomically Disadvantaged	38.4
English Learners	6.2
Students with Disabilities	8.4



Last updated: 1/23/2015

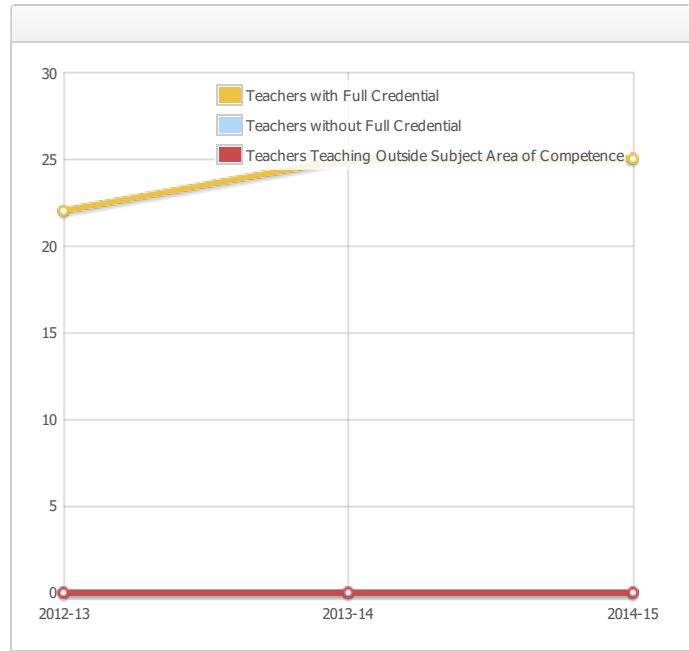
State Priority: Basic

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

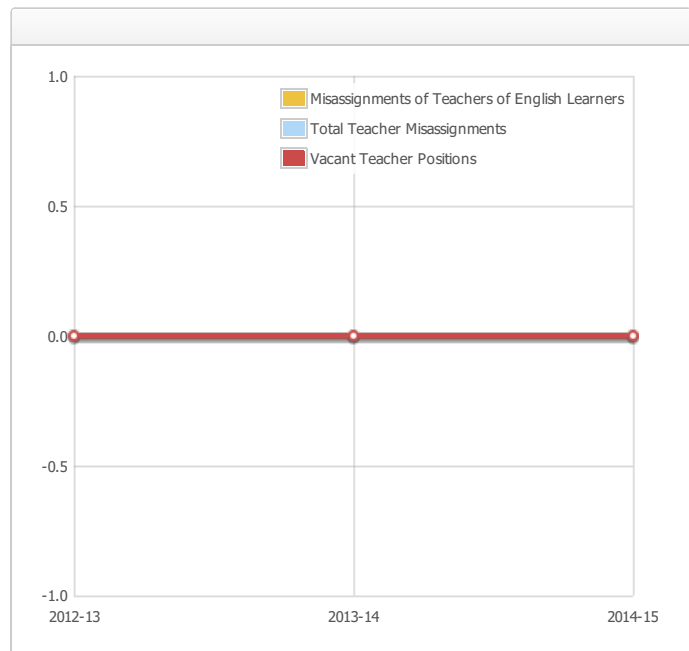
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	22	25	25	506
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 1/23/2015

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.

Last updated: 1/23/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

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.

Last updated: 1/23/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/27/2015

Description of the safety, cleanliness and adequacy of the school facility The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688 and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed Repairs are needed where specified below.

Corrective Actions Taken or Planned All items identified below have been repaired or is planned to be repaired through our district work order process.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rooms 3-5 peeling paint, Rooms 8-9 ceiling tiles loose. Portables 22-24 stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	MP Room roof leak. Stained tile by vent in principal's office; Portables 22-24 and 25-27 roof leaks, stained ceiling tiles.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Door weather stripping damaged at Portables 22-24.

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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Last updated: 1/27/2015

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)	65	61	63	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/23/2015

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	60
All Students at the School	63
Male	55
Female	71
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	
White	73
Two or More Races	
Socioeconomically Disadvantaged	55
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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	61%	70%	66%	54%	57%	56%	54%	56%	55%
Mathematics	71%	69%	70%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	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.

Last updated: 1/23/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	8	7
Similar Schools	6	8	6

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

Last updated: 1/23/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-19	21	-13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-23	17	-6
Native Hawaiian or Pacific Islander			
White	-14	17	-17
Two or More Races			
Socioeconomically Disadvantaged	-12	35	-26
English Learners			
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.

Last updated: 1/23/2015

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	16.1%	29.0%	28.0%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/23/2015

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

Alamo Elementary School has an abundance of parental involvement and support. The collaboration between the school and the home is evident throughout the year and in the Alamo physical environment. The Parent Teacher Association board meets monthly to discuss and plan for family involvement activities, school improvement projects, and fundraisers. Due in large part to the efforts of PTA fundraisers and membership, the school is beautifully maintained and landscaped. Classroom volunteers are welcomed and relied upon to help teachers with various activities and learning opportunities. The PTA-sponsored events include the Fall Harvest Festival, Ice Cream Social, book drives, mileage club, Pancake Breakfast, chorus, book fair, family math nights, family literacy nights, Tasty Tuesday fundraisers, SCRIP, assemblies, field trips, Triathlon, Valentine Balloons, and the Spring Soiree. For contact information, please visit the school website at <http://alamo.schoolloop.com/>.

State Priority: Pupil Engagement

Last updated: 1/23/2015

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

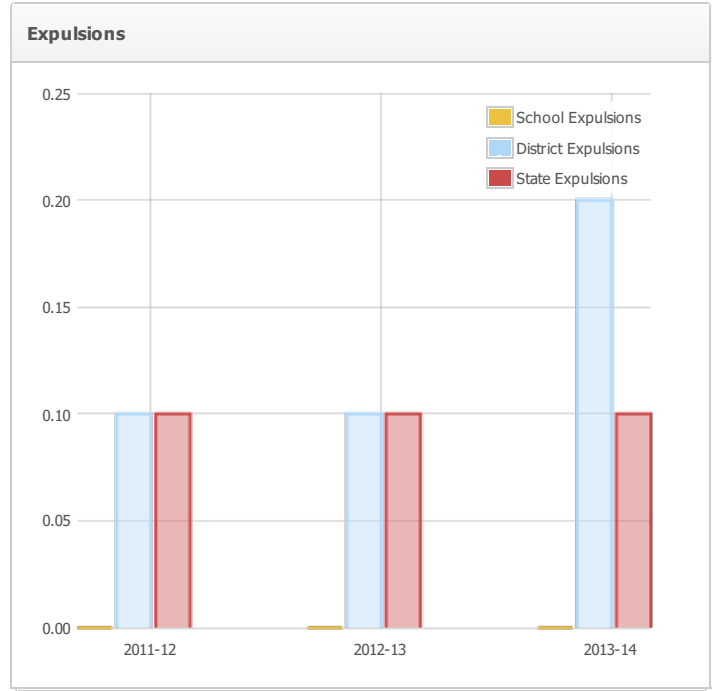
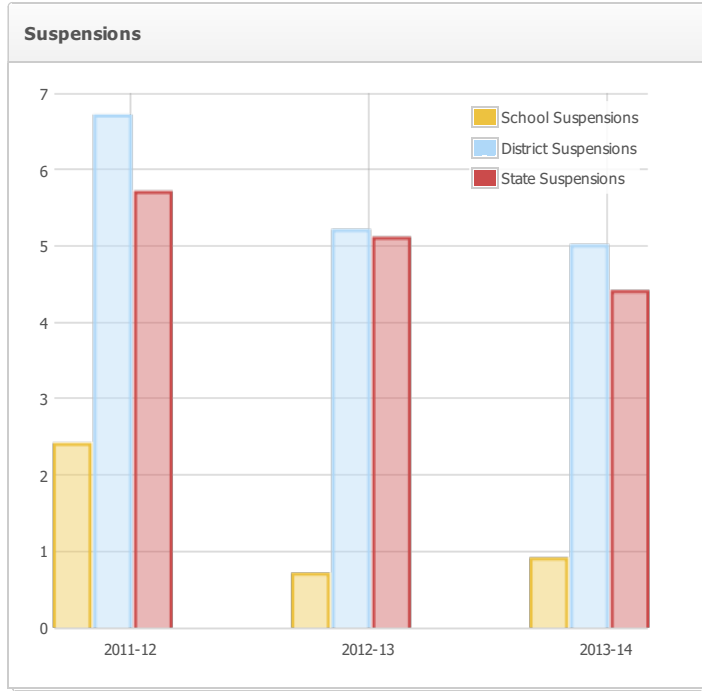
- High school dropout rates; and
- High school graduation rates.

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	2.40	0.70	0.90	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

Alamo Elementary School has a School Safety Committee that works with the Site Council to successfully implement and update the Safe School Plan. During the 2013-2014 school year, these objectives were accomplished:

- Continued the use of check-in and check-out system for school visitors.
- Reinforced safe arrival and departure procedures for students, staff, and community.
- Monitored traffic and directed pick-up procedures at dismissal time to ensure student safety.
- Updated and reviewed school's Crisis Intervention Plan • Analyzed and monitored the Peace Coach schedule and protocols for student supervision.
- Continued the Bully-Prevention Program with students and staff.

- Created Sidewalk signs and door signs to guide visitors to sign-in and stay out of student restrooms.
- Conducted staff safety trainings for intruder situations.
- Worked with maintenance to alter campus materials for site and student safety.

The School Safety Committee met December 12, 2013, February 13, 2014, and May 15, 2014.

Last updated: 1/23/2015

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

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

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values 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.

Last updated: 1/23/2015

2011-12		2012-13				2013-14						
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	33.0	0	0	2	30.0		3		28.0		4	
1	29.0	0	2	0	25.0	1	2		23.0	1	3	
2	29.7	0	3	0	26.0	1	1	1	22.0	1	3	
3	27.7	0	3	0	29.0		3		22.0	1	3	
4	30.7	0	3	0	24.0	1	3		21.0	1	3	
5	24.8	1	3	0	25.0	1	3		24.0	1	3	
6	23.0	1	3	0	25.0	1	2	1	26.0	1		3
Other	0.0	5	0	0								

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

Last updated: 1/23/2015

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/23/2015

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3,081	\$465	\$2,616	\$68,719
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	53.40%	10.20%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	44.20%	0.90%

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

Last updated: 1/23/2015

Total Unrestricted Expenditures \$2,503,042.97

Instruction \$1,925,439.54

Noon Supervisor \$38,477.79

Staff Development \$1,134.35

Instructional Media/Library \$27,979.16

School Administration \$265,959.40

Psychological Services \$9,658.36

Health Services \$15,588.40

Plant M & O \$29.45

Operations \$65,525.38

Operations - Buildings \$153,251.14

Total Restricted Expenditures \$445,096.99

Title III Part A LEP \$2,655.17

Donations \$11,252.41

Child Nutrition \$105,124.17

Special Education \$326,065.24

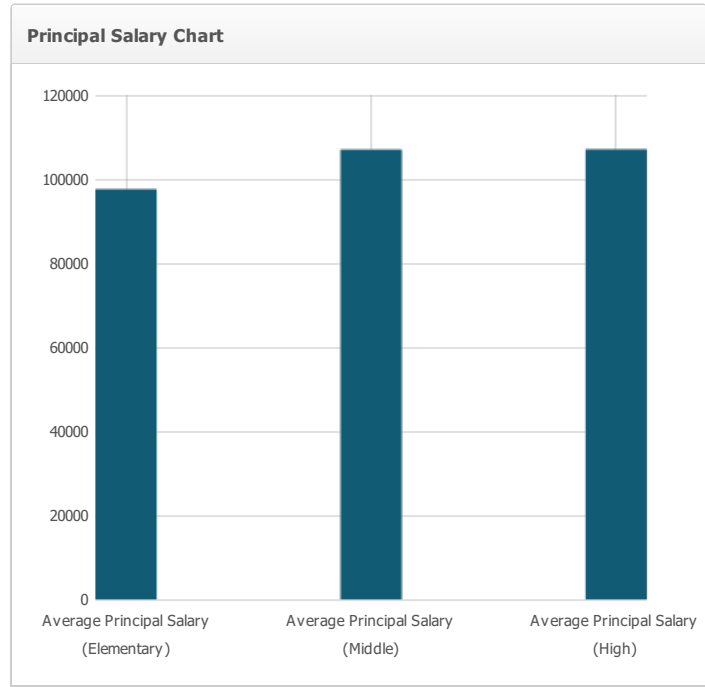
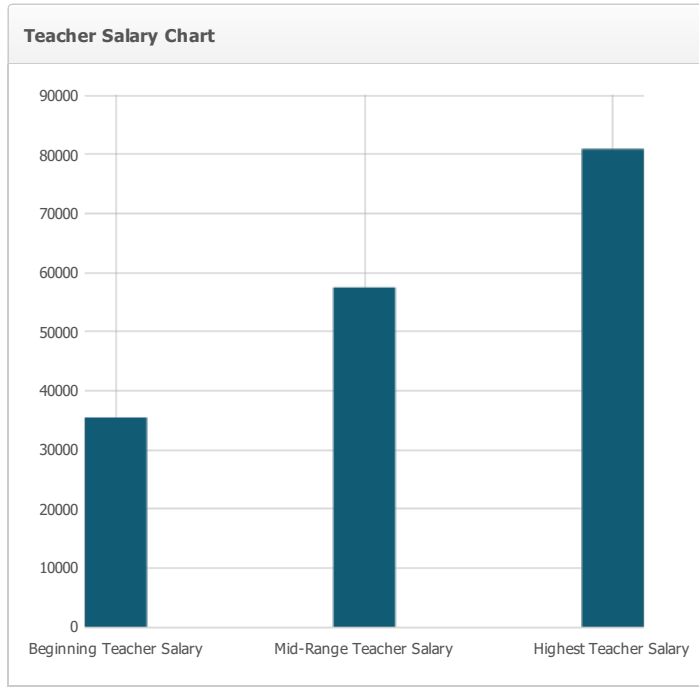
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Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455

Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act is the primary funding sources.

BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. SOther areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on district CAMP committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from BTSA and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement. Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email. Professional development opportunities take place during summer, on release time, after school, evenings and weekends.

Sites may use decentralized funds for professional development specific to their site as part of their single plan. Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement. The agenda for these weekly meeting focus on the four essential questions:

- What is it that our students need to learn?

- What will we do to provide extra support for those who have learned the content?

- What enrichment can we provide for those who have learned the content?

Last updated: 1/23/2015