Dr. Oscar F. Loya Elementary School

1505 Cougar Drive • Salinas CA, 93905 • (831) 751-1945 • Grades K-6
Diana Garcia, Principal
diana.garcia@alisal.org

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Alisal Union Elementary School District
1205 East Market Street
Salinas, CA 93905
(831) 753-5700
www.alisal.org

District Governing Board

Noemi Armenta, President

Guadalupe Guzman, Vice President

Fernando Mercado, Clerk

Maricela Cruz, Member

Guadalupe Ruiz Gilpas, Member

District Administration

Mr. John Ramirez Jr.
Superintendent

Ms. Jeanne Herrick
Associate Superintendent, Educational Services

Mr. James Koenig
Associate Superintendent, Business and Fiscal Services

Mr. Ricardo Cabrera
Assistant Superintendent, Human Resources

School Description

Welcome to Dr. Oscar F. Loya Elementary School, home of the Loya Lions! The students of Dr. Oscar F. Loya School will be successful members of a multicultural society in the information age. They will be prepared to think creatively, solve problems, and achieve high academic goals.

Dr. Oscar F. Loya Elementary School is located in the eastern section of the city of Salinas. Our school serves an ethnically and economically diverse community. There are approximately 780 students in grades preschool through 6th grade. Our student population is: 1% Black or African American, 4% Filipino, 94% Hispanic or Latino, <1% Korean, <1% Other Pacific Islander, <1% Samoan, and 1% White. 69% of our students are English Learners, 15% Gifted, 22% Migrant and 22% Students with disabilities. Under No Child Left Behind Criteria 100% of our teachers are fully credential and meet the Federal and State Standards of Highly Qualified.

The school began with the concept of TEAMWORK and this concept continues to permeate throughout the school. Teachers work together in grade level and cross-grade level teams. Over 85% of the teachers have taught at Dr. Oscar F. Loya for at least ten years, since the school opened. The teaching staff at Dr. Oscar F. Loya has an average of 25 years experience with approximately 30 students per teacher in grades TK-2nd and 30 students per teacher in grades 3rd – 6th. The curriculum is delivered by 26 full time Classroom Teachers, 4 Special Education Teachers, 1 System 44 Teacher, 1 Intervention K-1 Teacher, and 1 Instructional Coach. Additionally, Dr. Oscar F. Loya has implemented the 6 pillars of character, Restorative Justice, and Positive Behavior Intervention System (PBIS) to promote good citizenship skills and positive behavior. Monthly recognitions take place to recognize students who are demonstrating positive citizenship and academic success.

A strong leadership team supports the efforts of staff to help shape classroom instruction and determine the best use of the school's resources. Our school has aligned curriculum with the California State Standards and State Board adopted textbooks. The curriculum being delivered has a planned sequence of instruction and learning experiences appropriate to the various developmental levels of students. To achieve our school vision and to meet the state Academic Performance Index (API) and Adequate Yearly Progress (AYP) targets, we have set rigorous academic goals for our students. We instill positivity and motivation to all our students. As a committed staff, we believe every child will be proficient and independent reader by the end of third grade, and every child will meet grade-level standards in language arts and mathematics. Our committed teachers will integrate the use of technology to enhance standards-base instruction and English Language Development, teachers will participate in professional development that supports the core academic subjects, focusing on Common Core Standards, 8 Mathematical Practices, English & Spanish Language Arts and English Language Development. In addition, the library is a media center utilized by students, as well as the school community. The library is open daily from 7:30 a.m. to 5 p.m. Parents have a set time in which they are allowed to come read and take Accelerated Reader Quizzes with their child. It is a way to motivate our students and have parents involved. Nonetheless, our staff will provide parents with information and feedback on their children's academic progress and encourage parents to become involved in school's activities.

For our second language learners, there is a Bilingual Transference Program for Transitional kindergarten through fifth grade students. Kinder through 6th grade students are taught in English only or Structured English Immersion Programs. We also provide a Transitional Kinder Bilingual Transference Program offered to all students not meeting the Kinder birth deadline (i.e. the October to November students). As students transition to English Only Instruction they are supported by offering struggling students or students who are far below/below basic levels in K-3rd grade with additional English Language Arts support by their homeroom teacher or instructional coach, as well as the K-3 intervention teacher. In addition every English Learner receives English Language Development Support in their classrooms. We will equip English Learners with the English language skills needed for academic success through daily English Language Development.

Dr. Oscar F. Loya has an on-site State Preschool Program via Title I and Migrant Education Program that serves students that are 3 to 4 years of age. Most students from the state preschool attend kindergarten at Dr. Oscar F. Loya.

The School Site Council meets monthly to review student achievement data, analyze the effectiveness of programs, determine the progress of actions in the school plan, and revise the school plan as needed.

About the SARC

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 at (831) 751-1945 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	120
Grade 1	92
Grade 2	108
Grade 3	105
Grade 4	114
Grade 5	116
Grade 6	119
Total Enrollment	774

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	1.4
Filipino	0.6
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.4
White	0.8
Two or More Races	0.4
Socioeconomically Disadvantaged	85.4
English Learners	71.6
Students with Disabilities	7.2
Foster Youth	0.4

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			
Dr. Oscar F. Loya Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	29 out of 31	27	32
Without Full Credential	0	0	4
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	328
Without Full Credential	♦	♦	44
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dr. Oscar F. Loya Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

*   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)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:
K-1-2 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.
3-6 used Engage NY solely to teach all Language Arts standards.
Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state standards.

In Math:
At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.
Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Dr. Oscar F. Loya Elementary School is in its tenth year of existence. The school continues to be in excellent condition. A district team and custodial staff at the school monitor the facilities regularly. Custodians clean occupied spaces daily and outdoor facilities are checked and cleaned daily. Damage or hazards are reported as needed and follow-up documentation is prepared. Graffiti is removed or covered over as soon as possible. A quick response to hazardous conditions is a number-one priority for the district.

Our school site was inspected in September, 2015 using the School Facility Conditions Evaluation Form provided by the state of California. All areas of the school were determined to be in good repair and excellent condition.

At the end of 2013-2014, a new grass field was approved to for use starting 2014-2015.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	19	20	44
Math	15	13	33

* 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 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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	32	34	35	33	32	31	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	23.50	20.00	6.10

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	31
All Student at the School	35
Male	37
Female	32
Asian	--
Filipino	--
Hispanic or Latino	33
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	22
Students with Disabilities	33
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

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	106	105	99.1	58	31	7	4
	4	104	102	98.1	51	28	16	5
	5	116	108	93.1	56	23	19	2
	6	116	116	100.0	44	33	22	2
Male	3		53	50.0	58	34	6	2
	4		49	47.1	53	29	14	4
	5		56	48.3	61	21	14	4
	6		70	60.3	43	33	23	1
Female	3		52	49.1	58	29	8	6
	4		53	51.0	49	28	17	6
	5		52	44.8	50	25	25	0
	6		46	39.7	46	33	20	2
Asian	3		3	2.8	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	1.7	--	--	--	--
	6		2	1.7	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	0.9	--	--	--	--
	6		2	1.7	--	--	--	--
Hispanic or Latino	3		98	92.5	60	32	6	2
	4		100	96.2	52	29	15	4
	5		103	88.8	57	23	18	1
	6		111	95.7	45	32	22	2
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	6		1	0.9	--	--	--	--
White	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		93	87.7	57	32	6	4
	4		76	73.1	55	26	14	4
	5		93	80.2	61	18	18	2
	6		88	75.9	51	27	19	2

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		53	50.0	74	25	2	0
	4		67	64.4	58	25	15	1
	5		54	46.6	76	15	9	0
	6		54	46.6	59	37	4	0
Students with Disabilities	3		2	1.9	--	--	--	--
	4		5	4.8	--	--	--	--
	5		9	7.8	--	--	--	--
	6		9	7.8	--	--	--	--
Students Receiving Migrant Education Services	3		8	7.5	--	--	--	--
	4		2	1.9	--	--	--	--
	5		4	3.4	--	--	--	--
	6		6	5.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. 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.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
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	106	105	99.1	43	40	15	2
	4	104	103	99.0	38	45	13	5
	5	116	108	93.1	58	31	8	2
	6	116	116	100.0	47	40	11	3
Male	3		53	50.0	40	43	15	2
	4		49	47.1	41	39	12	8
	5		56	48.3	59	34	4	4
	6		70	60.3	47	39	11	3
Female	3		52	49.1	46	37	15	2
	4		54	51.9	35	50	13	2
	5		52	44.8	58	29	13	0
	6		46	39.7	46	41	11	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		3	2.8	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	1.7	--	--	--	--
	6		2	1.7	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	0.9	--	--	--	--
	6		2	1.7	--	--	--	--
Hispanic or Latino	3		98	92.5	45	41	13	1
	4		101	97.1	39	46	11	5
	5		103	88.8	58	33	8	1
	6		111	95.7	48	39	11	3
Native Hawaiian or Pacific Islander	3		1	0.9	--	--	--	--
	6		1	0.9	--	--	--	--
White	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Two or More Races	3		1	0.9	--	--	--	--
	5		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	3		93	87.7	44	38	16	2
	4		77	74.0	39	48	10	3
	5		93	80.2	61	29	8	2
	6		88	75.9	52	35	10	2
English Learners	3		53	50.0	66	32	2	0
	4		68	65.4	40	47	10	3
	5		54	46.6	76	20	4	0
	6		54	46.6	63	35	2	0
Students with Disabilities	3		2	1.9	--	--	--	--
	4		5	4.8	--	--	--	--
	5		9	7.8	--	--	--	--
	6		9	7.8	--	--	--	--
Students Receiving Migrant Education Services	3		8	7.5	--	--	--	--
	4		2	1.9	--	--	--	--
	5		4	3.4	--	--	--	--
	6		6	5.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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. 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.

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
Parents play an important role at Dr. Oscar F. Loya Elementary through active participation and involvement in the School Site Council, English Language Advisory Committee, and other school committees. Together, they advise school's administration in all matters pertaining to the school. This includes annual review of the school budget, Single School Level Plan, and School Safety Comprehensive Plan. Parents are also invited to attend Back-to-School Night in the fall, parent-teacher conferences in the fall, and Open House in the spring. Monthly parent classes are offered through Koffee Klatch meetings. Some topics presented to parents are as follow: Domestic Violence, Gang Awareness, Positive Discipline, Nutrition, Character Education, Bullying, Common Core Standards, others. The school also holds ongoing literacy and math trainings were parents get to experienced hands-on activities with their child. Additionally, our school participates on a yearly basis in the Girls, Inc. Program, where mother and daughter get the opportunity to interact in art therapeutic activities to build rapport and a strong mother-to-daughter connection. Nonetheless, Dr. Oscar F. Loya offers parents the opportunity to participate in our Parenting Partners Training, which is an 8 series of workshops offered to parents to enhance parenting and communication skills. A total of 15 families have received certification in Parenting Partners.

Our administration ensures that parents are continually informed of school-wide activities. They inform parents about various volunteer options that include classroom assistance, Food Bank distribution, and helping with school communication. School administrators and school counselors also work closely with families experiencing any difficulties, such as attendance, socio-emotional, home crisis or others. Parents are continually encouraged to participate in all school activities. For parent involvement opportunities, please contact Ms. Diana Garcia, Principal at (831) 751-1945.

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.

School Safety Plan
The safety of students and staff is a primary concern at Dr. Oscar F. Loya Elementary School. We provide a safe, clean environment for students, staff, and volunteers. Staff members and students practice monthly safety drills. We have established procedures to ensure the safety of all school members. The safety plan is reviewed annually at the end of May and includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in the school office and review it with all staff at our first staff meeting.

All visitors are required to sign in and out at the office, where they receive a visitor's pass, since we are a closed campus. All gates are closed by 8:30 a.m. and reopened by 2:30 p.m.

Campus supervisors monitor school grounds before and after school, at recesses, and at lunchtime. In addition, two teachers are assigned to yard-duty supervision during the morning recess. Supervisors attend monthly trainings on campus safety, and teachers regularly review the rules for safe, respectful, and responsible behavior.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.09	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	31	27	30				3	4	3	1		1
1	31	27	30				3	3	3	1		
2	31	25	26				4	4	4			
3	32	27	25		1	2	1	3	2	3		
4	28	28	24			2	5	4	3			
5	30	29	27				3	4	4			
6	34	30	25			1		3	4	4		
Other	6	15	11	1	2	1		1				

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	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.

Professional Development provided for Teachers

The major areas of professional development for teachers in 2013-2014 included the following:

- Common Core Standards-Based planning for instruction, learning and assessment
- District CCSS Entry Points/Initiatives
- Explicit Direct Instruction
- Close Reading
- Evidence Based Questions & Responses
- Text Complexity
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Side by Side (for teachers facilitating Structured English Immersion classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teachers)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Instructional Coach.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$38,876	$43,091
Mid-Range Teacher Salary	$63,212	$70,247
Highest Teacher Salary	$87,106	$89,152
Average Principal Salary (ES)	$102,512	$112,492
Average Principal Salary (MS)		$116,021
Average Principal Salary (HS)		$117,511
Superintendent Salary	$180,000	$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,126	$587	$3,539	$65,956
District	♦	♦	$5,459	$66,202
State	♦	♦	$5,348	$72,993
Percent Difference: School Site/District			-35.2	1.7
Percent Difference: School Site/ State			-24.5	-6.8

* Cells with ♦ do not require data.

Types of Services Funded

Dr. Oscar F. Loya Elementary has upgraded their technology by funding several classrooms with new desktops and updating software memory in our computer lab. This is a way to help our technology system be compatible with our Common Core Standards Based requirements. Mounted projectors were also a way to upgrade our technology and make it more accessible and safe for students. All school classrooms have been upgraded with new screens and mounted projectors. 85% of our classrooms have new classroom printers in the classrooms. Dr. Oscar F. Loya has also upgraded the computer lab with 34 new student Mac desktops, 1 teacher desktop, 35 student/teacher rolling chairs, and headphones.

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.