

Tiburcio Vasquez Elementary School

1300 Tuscany Blvd • Salinas CA, 93905 • (831) 770-6000 • Grades TK-6

Dr. Roberto Núñez, Principal
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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
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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

Tiburcio Vásquez opened its doors for the first time last year during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars comfortably. This school year, the scholar population has increased to 670 students. Lastly, Tiburcio Vásquez also has a comprehensive Special Education program with a K-2 SDC and a 3-5 SDC classes; a part-time School Psychologist; two part-time Speech and Language Therapists; and a full-time Resource teacher.

The school is located at 1300 Tuscany Blvd. and is one block south of Alisal High School in the Monte Bella Housing Community. Alisal High will be the feeder high school for our scholars once they finish middle school. Monte Bella is located in the North East section of Salinas and is considered a middle class income community with housing prices ranging from \$400,000-\$550,000. The school itself is a closed campus with fencing all around the perimeter that is locked during school hours. Parents and community members must come in to the main office to sign in during school hours.

The mascot(s) for Tiburcio Vásquez are the "Scholars". There is a comprehensive sports program for grades 3-6 and the mascot for athletics is the "ThunderCats". The school motto is Scholars by day, ThunderCats by night. 99% of our scholars wear uniforms on a daily basis with the Scholar Shield on the left chest. The goal from its inception was to create a private school atmosphere. Tiburcio Vásquez is in its third year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. Scholars are rewarded for adhering to these behavioral expectations with Scholar Dollars. Scholars are voraciously collecting their scholar dollars in order to accumulate 100 scholar dollars so that they can earn their membership cards. The membership card gives them entry to our Scholar store every Wednesday and our monthly PBIS Activity Day. There is a grand prize at the end of the year which is the Limosine Luncheon with the Principal. We are proud to state that there is very minimal discipline on a weekly basis and a 97% attendance rate and PBIS is a direct result of this.

Student safety and support are a couple of our top priorities. Close attention is paid to keeping anti-bullying aspects from infiltrating the environment. We are also involved with the Restorative Justice program. We have a combination of 25 sixth and fifth graders that serve as peer mediators. They walk around at lunch time with special yellow vests and a clip board assisting students that may have any kind of peer conflict arise. In addition to these efforts, we also have a five-member team of campus supervisors that also walk around during recess and lunch time. In terms of scholar support, we also have partnered with Harmony at Home Counseling services and we have a counselor that comes one day a week. We also have a Behavioral Health Psychologist and two Behavioral Health Interns this year that are also assisting with counseling services the other four days a week.

Tiburcio Vásquez truly is a 21st Century school. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has WIFI throughout and every teacher and scholar has immediate connectivity once they get onto campus. Second, we are the very first and only public elementary school in our county to give every Scholar (K-6) a one-to-one iPad. Every parent is required to attend the Parent Technology Use meeting before their son/daughter can be issued their iPad. We had 100% attendance for this meeting. Lastly, teachers are going through an extensive Technology Professional Development program so that they can minimally get to the point where they can "Flip the Classroom". Coupled with the work that our district is doing with implementing the Common Core State Standards (CCSS), teachers and scholars are producing incredible work. Teachers have been training our scholars on Listening and Speaking skills, Texted Based Questioning and Close Reading fundamentals as our entry points into CCSS. In mathematics, our emphasis has been on Reversibility and Flexibility. Furthermore, teachers have been going through extensive training in learning the Engage NY curriculum in both English Language Arts and Mathematics.

Demographics. In terms of significant subgroups, the scholar population is as follows: Latino - 95%; Caucasian - 2%; Asian - 1%; Other - 1%. Our Socioeconomically disadvantaged population is 87%; our English Language Learner population is 70%; our Students with Disability population is 11%; and our Migrant population is 10%.

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) 770-6000 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	88
Grade 2	71
Grade 3	87
Grade 4	73
Grade 5	66
Grade 6	59
Total Enrollment	566

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
Asian	1.6
Filipino	0.4
Hispanic or Latino	94.9
White	1.8
Two or More Races	0.5
Socioeconomically Disadvantaged	87.8
English Learners	70.3
Students with Disabilities	7.6
Foster Youth	0.5

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			
Tiburcio Vasquez Elementary School	13-14	14-15	15-16
With Full Credential	20 out of 20	16	28
Without Full Credential	0	4	5
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			
Tiburcio Vasquez 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)

Tiburcio Vásquez opened its doors for the first time last year during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars comfortably. During the 2014-15 school year, every building except one, housed scholars. Due to the available space, AUSD Educational Services department moved into our A-wing in January, 2014. Again, the school is a closed campus with fencing all around the perimeter that is locked during school hours.

Tiburcio Vásquez is truly a state of the art/21st Century facility. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has internet infrastructure set for the next 10 years. It has WIFI throughout the campus and every teacher and scholar has immediate connectivity once they get onto campus.

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				
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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.00	38.20	23.50

* 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 for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	17	20	44
Math	10	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		37	33		32	31		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.

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	33
Male	26
Female	38
Asian	--
Hispanic or Latino	30
White	--
Socioeconomically Disadvantaged	--
English Learners	6
Students with Disabilities	28
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.

**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
All Students	3	89	89	100.0	69	24	8	0
	4	77	76	98.7	68	18	9	4
	5	69	68	98.6	59	21	19	1
	6	59	57	96.6	33	35	28	4
Male	3		46	51.7	76	17	7	0
	4		41	53.2	80	7	12	0
	5		28	40.6	68	18	14	0
	6		34	57.6	50	32	15	3
Female	3		43	48.3	60	30	9	0
	4		35	45.5	54	31	6	9
	5		40	58.0	53	23	23	3
	6		23	39.0	9	39	48	4
Asian	4		1	1.3	--	--	--	--
	5		1	1.4	--	--	--	--
Filipino	6		1	1.7	--	--	--	--
Hispanic or Latino	3		88	98.9	69	23	8	0
	4		72	93.5	69	19	7	4
	5		65	94.2	62	17	20	2
	6		54	91.5	35	35	26	4
White	3		1	1.1	--	--	--	--
	4		1	1.3	--	--	--	--
	5		2	2.9	--	--	--	--
	6		1	1.7	--	--	--	--
Two or More Races	4		2	2.6	--	--	--	--
	6		1	1.7	--	--	--	--
Socioeconomically Disadvantaged	3		84	94.4	70	25	5	0
	4		66	85.7	70	20	8	3
	5		58	84.1	62	17	19	2
	6		50	84.7	36	34	26	4
English Learners	3		62	69.7	84	15	2	0
	4		47	61.0	81	13	4	2
	5		33	47.8	82	9	9	0
	6		23	39.0	65	26	9	0

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
Students with Disabilities	3		6	6.7	--	--	--	--
	4		15	19.5	100	0	0	0
	5		4	5.8	--	--	--	--
	6		5	8.5	--	--	--	--
Students Receiving Migrant Education Services	3		4	4.5	--	--	--	--
	4		1	1.3	--	--	--	--
	5		1	1.4	--	--	--	--
	6		2	3.4	--	--	--	--
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	89	89	100.0	74	20	6	0
	4	77	77	100.0	61	26	8	5
	5	69	68	98.6	69	24	6	1
	6	59	59	100.0	47	36	14	3
Male	3		46	51.7	74	20	7	0
	4		42	54.5	60	29	10	2
	5		28	40.6	64	32	4	0
	6		36	61.0	61	28	6	6
Female	3		43	48.3	74	21	5	0
	4		35	45.5	63	23	6	9
	5		40	58.0	73	18	8	3
	6		23	39.0	26	48	26	0
Asian	4		1	1.3	--	--	--	--
	5		1	1.4	--	--	--	--
Filipino	6		2	3.4	--	--	--	--

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
Hispanic or Latino	3		88	98.9	75	19	6	0
	4		73	94.8	62	27	7	4
	5		65	94.2	72	22	5	2
	6		55	93.2	47	35	15	4
White	3		1	1.1	--	--	--	--
	4		1	1.3	--	--	--	--
	5		2	2.9	--	--	--	--
	6		1	1.7	--	--	--	--
Two or More Races	4		2	2.6	--	--	--	--
	6		1	1.7	--	--	--	--
Socioeconomically Disadvantaged	3		84	94.4	75	21	4	0
	4		67	87.0	67	22	6	4
	5		58	84.1	72	21	5	2
	6		51	86.4	49	33	14	4
English Learners	3		62	69.7	82	15	3	0
	4		48	62.3	75	21	4	0
	5		33	47.8	94	6	0	0
	6		25	42.4	84	12	4	0
Students with Disabilities	3		6	6.7	--	--	--	--
	4		15	19.5	93	7	0	0
	5		4	5.8	--	--	--	--
	6		5	8.5	--	--	--	--
Students Receiving Migrant Education Services	3		4	4.5	--	--	--	--
	4		1	1.3	--	--	--	--
	5		1	1.4	--	--	--	--
	6		2	3.4	--	--	--	--
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

A major aspect to infuse in our school culture in order to make Tiburcio Vásquez a high performing school is high parental involvement. There are many meetings that we must hold to meet compliance with state and federal regulations. Having parents attend this important parent meetings is critical to the academic success of the school. We ask all of our parents/guardians to make it a personal goal to at least pick one of the parent groups and attend those meetings at least once a month. Examples of parent participation opportunities include, but not limited to are: School Site Council, English Language Advisory Council, Parent Teacher Organization, District Advisory Council, Parent Teacher Conferences, Parent Technology Trainings, Family Reading and Mathematics Night, Field Trip Chaperoning, Classroom Volunteering, Technology Career Day, Winter Program, Talent Show, PBIS, and Athletics.

In order to create extrinsic motivation, the school has implemented a parent involvement passport program. Parents are encouraged to participate in several of the parent meetings as listed above and they receive a stamp after each meeting. Once a parent fills out the whole passport, they will then qualify for the end of the year parent field trip. This trip will be an all day field trip to Levi Stadium in Santa Clara where they will take a tour of the stadium and participate in different science and technology activities. They will have lunch there and then they will head over to AT&T Stadium in San Francisco. There, they will also get a tour of the stadium, have dinner and watch a S.F. Giants baseball game. For parent involvement opportunities, please contact Dr. Roberto Nunez, Principal at (831) 770-6000.

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

As mentioned in section two, Tiburcio Vásquez opened two years ago as a brand new school. Before the school opened, we formulated a Safety Committee that consisted of the Principal, seven teachers, four parents, two campus supervisors, our lead custodian, our lead food service clerk, and one front office secretary. This group formulated our first draft of the school safety plan. The safety plan had a huge emphasis on the Positive Behavior Intervention and Supports (PBIS) program. Everything from Ingress to Egress, walking to the cafeteria and library, field trips, etc., we have an established code of conduct core value expectations. These core values are being Respectful, Responsible, and Ready. We call this being a 3R Scholar. Along with PBIS, we also took our safety team and we had the staff trained in the Restorative Justice system. We also have a flip chart created for all staff on different type of emergency situations that may arise and how staff should conduct themselves in the case of these unforeseen events. Every month we practice a fire drill and in October we practiced an earthquake drill. In May 2015, we practiced a hostile intruder drill. These drills are recorded on a chart in the main office that is placed for public display.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate		4.30	2.10
Expulsions Rate		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	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	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		30	30					3	4			
1		20	21		1	3		2	1			
2		27	22			1		3	2			
3		32	27					2	3			
4		30	26			1		2	2			
5		26	33					2				2
6		35	30						2		1	
Other		12	9		2	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)	1
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	0
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 2014-2015 included the following:

- Common Core State Standards planning for instruction, learning and assessment in both ELA and Math with entry points focusing on RI-1 and Listening and Speaking in ELA and Reversibility and Flexibility in Math
- Training for planning and implementation for Engage New York English Language Arts Curriculum
- Training for planning and implementation of Engage New York Math Curriculum
- Step-Up-To-Writing training for school-wide writing implementation
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Implementation and use of student iPads within the classroom
- 21st Century Innovative Educator Training with Martin Cisneros
- Learning Management System (Google Classroom) training with Martin Cisneros
- Positive Behavior Supports and Intervention (PBIS)
- Restorative Justice

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

Teachers were supported during implementation by Educational Consultant Ruth Miller, Academic Coach, and Principal.

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/.

Types of Services Funded

- K-6 Academic Intervention Teacher
- System 44/Read 180 Intervention Teacher
- After School Program Tutoring and Enrichment
- After School Athletics
- One-to-One iPad Tablet technology
- iPad Applications especially for remediation
- Library Services (Electronic Library as well)
- Counseling (Home and Harmony)
- Behavioral Health Services (Monterey County Behavior Health)
- Positive Behavior Incentives and Supports (PBIS)

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,156	0	\$6,156	NA
District	♦	♦	\$5,459	\$66,202
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			12.8	NA
Percent Difference: School Site/ State			31.3	

* Cells with ♦ do not require data.