

Virginia Rocca Barton Elementary School

680 Las Casitas Dr. • Salinas CA, 93905 • (831) 753-5770 • Grades K-6

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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
(831) 753-5700
www.alisal.org

District Governing Board

Noemi Armenta, President
Guadalupe Guzman, Vice President
Fernando Mercado, Clerk
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Guadalupe Ruiz Gilpas, Member

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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

At Virginia Rocca Barton School, student academic achievement and safety are the number one priority, and all students are expected to come to school ready to learn. Everyone at our school is taught to be a Peace Builder. We ask parents to support their children at home by promoting the same behavior expectations: to be respectful, responsible and safe. Assemblies and classroom instruction that promote such behavior are part of our daily instructional program.

Our staff describes itself as Accountable. Teachers collaborate during GLT and by visiting each others classrooms, calibrating student work, observing each other and analyzing data in teams. Our current focus is to implement the Common Core State Standards while reflecting on rigor, student engagement and checking for understanding.

Our school climate is focused around the implementation of PBIS and Restorative Justice practices. We produce a television show, "Eagle Pride Show," that takes place every other Friday. It promotes school pride and schoolwide activities, and students are acknowledged for their educational successes and daily attendance. Our students have the opportunity to participate in sports, Student Council, Aztec dancing, theater, Peer Mediators, Art, Spirit Days.

Please come and visit our school!

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) 753-5770 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	148
Grade 1	112
Grade 2	109
Grade 3	111
Grade 4	112
Grade 5	84
Grade 6	62
Total Enrollment	738

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
Asian	0.3
Filipino	0.4
Hispanic or Latino	83.9
White	0.1
Socioeconomically Disadvantaged	95
English Learners	82.4
Students with Disabilities	5.3

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			
Virginia Rocca Barton Elementary School	13-14	14-15	15-16
With Full Credential	25 out	27	32
Without Full Credential	0	1	3
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			
Virginia Rocca Barton	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)

Virginia Rocca Barton School was built in 1988. The school's basic repair needs are taken care of by the maintenance department.

We have one lead (daytime) custodian and two night custodians who keep our facilities clean. All classrooms and rest rooms are cleaned daily. District maintenance staff members repair major building structural problems, remove graffiti, and maintain landscaping on a regular basis.

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.00	8.30	4.80

* 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	23	20	44
Math	12	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.

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	30
Male	27
Female	33
Filipino	--
Hispanic or Latino	31
English Learners	0
Students with Disabilities	30
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.

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	41	43	30	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.

**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	111	107	96.4	62	21	13	5
	4	107	104	97.2	64	20	9	7
	5	86	82	95.3	56	21	18	4
	6	66	65	98.5	14	38	32	15
Male	3		48	43.2	63	15	17	6
	4		56	52.3	68	20	9	4
	5		41	47.7	51	29	17	2
	6		33	50.0	24	48	18	9
Female	3		59	53.2	61	25	10	3
	4		48	44.9	60	21	8	10
	5		41	47.7	61	12	20	5
	6		32	48.5	3	28	47	22
Black or African American	3		0	0.0	--	--	--	--
	4		1	0.9	--	--	--	--
Filipino	3		1	0.9	--	--	--	--
	5		2	2.3	--	--	--	--
Hispanic or Latino	3		104	93.7	63	19	13	5
	4		101	94.4	64	21	8	7
	5		78	90.7	55	21	19	4
	6		64	97.0	14	39	31	16
Socioeconomically Disadvantaged	3		104	93.7	63	21	12	4
	4		96	89.7	67	19	8	6
	5		76	88.4	55	21	18	4
	6		61	92.4	13	39	31	16
English Learners	3		79	71.2	80	15	5	0
	4		57	53.3	91	9	0	0
	5		48	55.8	83	13	2	0
	6		17	25.8	35	41	24	0
Students with Disabilities	3		9	8.1	--	--	--	--
	4		7	6.5	--	--	--	--
	5		3	3.5	--	--	--	--
	6		2	3.0	--	--	--	--
Students Receiving Migrant Education Services	3		9	8.1	--	--	--	--
	4		7	6.5	--	--	--	--
	5		7	8.1	--	--	--	--
	6		4	6.1	--	--	--	--

**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
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	111	109	98.2	56	30	13	1
	4	107	105	98.1	62	29	10	0
	5	86	86	100.0	63	28	3	5
	6	66	65	98.5	28	52	14	6
Male	3		50	45.0	46	38	14	2
	4		56	52.3	64	27	9	0
	5		42	48.8	60	29	5	5
	6		33	50.0	45	42	9	3
Female	3		59	53.2	64	24	12	0
	4		49	45.8	59	31	10	0
	5		44	51.2	66	27	2	5
	6		32	48.5	9	63	19	9
Black or African American	3		0	0.0	--	--	--	--
	4		1	0.9	--	--	--	--
Filipino	3		2	1.8	--	--	--	--
	5		3	3.5	--	--	--	--
Hispanic or Latino	3		105	94.6	56	30	13	1
	4		101	94.4	62	28	10	0
	5		81	94.2	62	28	4	5
	6		64	97.0	28	52	14	6
Socioeconomically Disadvantaged	3		105	94.6	57	30	12	1
	4		96	89.7	61	29	9	0
	5		79	91.9	61	29	4	5
	6		61	92.4	26	52	15	7

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
English Learners	3		80	72.1	71	25	4	0
	4		58	54.2	79	19	2	0
	5		50	58.1	88	12	0	0
	6		17	25.8	59	41	0	0
Students with Disabilities	3		9	8.1	--	--	--	--
	4		7	6.5	--	--	--	--
	5		3	3.5	--	--	--	--
	6		2	3.0	--	--	--	--
Students Receiving Migrant Education Services	3		10	9.0	--	--	--	--
	4		7	6.5	--	--	--	--
	5		9	10.5	--	--	--	--
	6		4	6.1	--	--	--	--
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

Virginia Rocca Barton parents serve on our School Site Council and ELAC. They help us make decisions about what is best for our school. We ask all parents to come to Back-to-School Night in the fall and Open House in the spring. Parents have the opportunity to participate in our Coffee Klatches which meet twice a month. We also have a Parent Patrol Program, which consists of parents who are trained as volunteers in order to promote safety on campus. We have an annual "Grandparents Day" in which grandparents are brought in as guests and they read to their grandchildren. We have parent-teacher conferences in November and March. We have family functions each year that promote community participation, such as educational fund-raisers, fall and winter programs, PTO, and Family Reading Night. Parents are also welcome to visit their children's classrooms. If you are interested in participating in any of the parent involvement opportunities at the school, please contact Alberto Jaramillo, Principal, at (831) 753-5770.

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 last revision of our school Emergency Preparedness Plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in the school office and it is reviewed with all staff at our first staff meeting. Monthly drills take place for fire, earthquake, and lockdowns. Emergency preparedness trainings for all staff members take place annually.

Campus supervisors monitor the school grounds before and after school, at recess, and at lunchtime. Additionally, at recess, two teachers and two supervisors provide yard duty supervision. Teachers regularly review the rules for safe, responsible behavior. All visitors are required to sign in at the office, where they receive a visitor's badge. Along with this we also have our Parent Patrol, whom help with the supervision of our students and campus. They make sure that all visitors do have their visitors pass before going on campus.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	1.16	2.88	0.85
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	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)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	26	29	30	1			4	4	5			
1	31	27	28				5	4	4			
2	28	29	27				4	4	4			
3	31	27	22				3	4	5			
4	26	28	25				3	3	4			
5	27	33	24				3	1	4		1	
6	26	25	31	1			3	3	2			

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	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 2014-2015 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- 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)
- PBIS
- Restorative Justice
- GLAD Training
- Grade Level Team (GLT) release time
- Guided Language Acquisition Design (GLAD) Training

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 Academic 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	\$4,178	\$655	\$3,523	\$66,778
District	♦	♦	\$5,549	\$66,202
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-36.5	3.0
Percent Difference: School Site/ State			-24.9	-5.7

* Cells with ♦ do not require data.

Types of Services Funded

During the 2014-15 school year, the following priorities were supported with monies allocated to the school:

- 2 Reading Intervention Teachers (primary grade and upper grade)
- Books for classroom libraries
- Americorps Literacy Tutors
- Sticks and Stones Counselor
- ELD Academy
- Teacher Collaboration Days for grade level planning
- Guided Language Acquisition Design
- Kinder Bridge Program
- Technology Resources
- Field Trips

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.