



Dr. Oscar F. Loya Elementary

1505 Cougar Drive • Salinas CA, 93905 • (831) 751-1945 • Grades K-6

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<http://www.alisal.org/loya/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Alisal Union School District

1205 East Market Street

Salinas, CA 93905

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Educational Services

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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 720 students in grades preschool through 6th grade. Our student population is: 1% Black or African American, 4% Filipino, 96% Hispanic or Latino, <1% Korean, <1% Other Pacific Islander, <1% Samoan, and 1% White. 72% of our students are English Learners, 15% Gifted, 21% Migrant and 28% Students with disabilities. Under No Child Left Behind Criteria 90% 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 to analyze data and share best research based practices. Over 70% 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 28 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, 5 Special Education Teachers, which includes the Resource Specialist Teacher, 1 Read 180 Teacher, and 1 Instructional Coach. Additionally, Dr. Oscar F. Loya has implemented 3 Core Values (Be Respectful, Be Responsible, Be Safe), which fall under Restorative Justice, and Positive Behavior Intervention System (PBIS). These promote good citizenship skills and positive behavior. Trimester recognitions take place to recognize students who are demonstrating positive citizenship and academic success.

A strong instructional leadership team supports the efforts of staff to help shape classroom instruction and determine the best use of the school's resources. The Instructional Leadership Team consists of one teacher per grade level, including a Special Education teacher, and our Instructional Coach. Our school has aligned curriculum with the California State Common Core 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, and hold them accountable for meeting learning targets. Teachers hold each other accountable by delivering effective instructional practices in the classroom, and consistently reviewing and modifying instruction based on student data. 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. Our staff is also committed to continuous professional development in academic language and writing via Guided Language Acquisition Design and Write up a STORM strategies. Teachers are trained and coached by an additional coach to support effective delivery of instruction, hence student learning. 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 One-Way Program offered in Kindergarten and a Bilingual Transference Program for first through third grade students. Kinder through 6th grade students are taught in English only or Structured English Immersion Programs. As students transition to English Only Instruction they are supported by offering struggling students or students who are not meeting standards levels in K-3rd grade with additional English Language Arts support by their homeroom teacher or instructional coach, as well as the K-1 intervention teacher. In addition every English Learner receives English Language Development Support in their classrooms. Teachers provide our English Learners with different scaffolds, such as graphic organizer via GLAD and STORM, picture cards, realia, language frames, and others. We continue to 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, share effective parenting workshops, 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 principal or the district office.

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0
Asian	2.1
Filipino	0.3
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.7
White	1.3
Two or More Races	0.6
Socioeconomically Disadvantaged	91
English Learners	62.2
Students with Disabilities	9
Foster Youth	0.4

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	103
Grade 1	97
Grade 2	93
Grade 3	89
Grade 4	101
Grade 5	105
Grade 6	111
Total Enrollment	699

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Dr. Oscar F. Loya Elementary	15-16	16-17	17-18
With Full Credential	32	30	24
Without Full Credential	4	5	10
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	15-16	16-17	17-18
With Full Credential	♦	♦	334
Without Full Credential	♦	♦	61
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dr. Oscar F. Loya Elementary	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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-1-2-3 Wonders is used to teacher all Language Arts standards.

4-6 used Engage NY solely to teach all Language Arts 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	McMillan / McGraw-Hill, Wonders- Adopted 2017 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

Textbooks and Instructional Materials
Year and month in which data were collected: 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

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, 2017

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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	25	27	24	28	48	48
Math	19	20	18	21	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	35	19	31	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.6	16.7	11.1

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	109	109	100.0	19.3
Male	55	55	100.0	27.3
Female	54	54	100.0	11.1
Hispanic or Latino	106	106	100.0	17.9
Socioeconomically Disadvantaged	97	97	100.0	15.5
English Learners	49	49	100.0	12.2
Students with Disabilities	19	19	100.0	36.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	403	400	99.26	27.25
Male	194	192	98.97	24.48
Female	209	208	99.52	29.81
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	379	377	99.47	25.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	365	363	99.45	26.45
English Learners	319	316	99.06	25
Students with Disabilities	43	43	100	2.33
Students Receiving Migrant Education Services	33	33	100	27.27
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	403	399	99.01	20.3
Male	194	192	98.97	23.44
Female	209	207	99.04	17.39
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	379	376	99.21	18.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	365	362	99.18	19.06
English Learners	319	316	99.06	18.99
Students with Disabilities	43	43	100	6.98
Students Receiving Migrant Education Services	33	33	100	24.24
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, Parent Teacher Club, 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, School Safety Comprehensive Plan, and school-wide events. Parents are also invited to attend Back-to-School Night in the fall (i.e. first day of school), parent-teacher conferences in the Fall and Spring, and Open House in the Spring. Monthly parent classes are offered through Parenting Workshops, also known as the Koffee Klatch meetings. Some topics presented to parents are as follow: Domestic Violence, Gang Awareness, Child Abuse, Positive Discipline, Nutrition, Character Education, Bullying, Common Core Standards, Triple P, which addresses parenting skills, Immigration, and others. The school also holds ongoing literacy and math trainings where parents get to experience 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 85 families have received certification in Parenting Partners, since 2016.

Our administration ensures that parents are continually informed of school-wide activities. They inform parents about various volunteer options that include classroom assistance, Leukemia Fundraiser, 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 State priority: School Climate (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 8:20 a.m. and reopened by 2:30 p.m. Parents must have a visitor's pass if staying after 8:30 a.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 and mid-morning recess. Supervisors attend monthly trainings on campus safety, and teachers regularly review the rules for safe, respectful, and responsible behavior. Two campus supervisors have been trained in PBIS.

Nonetheless, every Instructional Leadership Team member is an active member of the school safety plan. They ensure that their grade level colleagues are aware of the different emergency drills, and the procedures to follow. Parents are also advised of what to do should our school be in an emergency state. Parents are advised via monthly parent newsletters or School Site Council meetings.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.1	1.0	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 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	61.5	

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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-20			21-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	30	26	22		1	1	3	4	4	1		
1	30	22	24		1	2	3	2	2			
2	26	27	23			2	4	3	2			
3	25	24	29	2	2		2	2	3			
4	24	26	32	2			3	3	1		1	2
5	27	28	22		1	1	4	1	4		2	
6	25	23	28	1	1	1	4	4				3
Other	11	25		1				1				

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2015-2016 included the following:

- Common Core Standards-Based planning for instruction, learning and assessment
- Close Reading Phases 1-3 based on Dr. Douglas Fisher
- Visible Learning based on John Hattie, Dr. Douglas Fisher, Nancy Frey, and Dr. Olivia Amador
- English Language Development (integrated vs Designated ELD) and New ELD Generation Standards
- Evidence Based Questions & Responses
- Text Complexity through Dr. John Nelson
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teacher)
- 8 Mathematical Practices-How to apply them in your classroom?
- Academic Discourse-What meaningful and purposeful academic discourse looks like?
- Engage Ny Math-Provided through Linda Dilger
- Technology Professional Development through Mr. Cogswell
- Balanced Literacy Approach Program for K-2 teachers through District Coaches
- Write Up a STORM through Wilda Storm and Brittany Callaghan
- Project GLAD through Noshaba Afzal

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

Teachers are supported during implementation by the site's Instructional Coach and GLAD/STORM coaches.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,752	\$48,678
Mid-Range Teacher Salary	\$67,888	\$78,254
Highest Teacher Salary	\$94,604	\$96,372
Average Principal Salary (ES)	\$114,725	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$190,800	\$212,818
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

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

FY 2015-16 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	\$68,478
State	♦	♦	\$6,574	\$78,363
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 all classrooms with one to one student devices 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. 100% of our classrooms have new classroom printers in the classrooms. Dr. Oscar F. Loya has an upgraded computer lab with 34 student Mac desktops, 1 teacher desktop, 35 student/teacher rolling chairs, and headphones. Integrated audio/sound systems have been installed all classrooms. 1:1 devices are available to students in grades 1-6, including our Special Day Classrooms. Three carts on wheels are still available to support any grade level. Kinder and Special Day Classroom have access to the computer lab Monday-Friday.

Counseling services are funded by Dr. Oscar F. Loya to provide socio-emotional support to our students and families. Counseling services have serviced more than 100 students who on a daily basis struggle with traumas, and other emotional needs, which include low self-esteem. Parents also receive additional supports via community resources, depending on the need. Counselor make referrals outside of school as needed. Our school staff, including administration make family referrals to our Family Resource Centers, currently situated at Alisal Community School, Martin Luther King Jr. School, and Frank Paul Elementary. Our school psychologist also make referrals to our Monterey County Behavioral Health Department as needed.

K-1 Intervention teacher is funded through our Title 1 monies. The goal is for the intervention teacher to work closely with K-1 teachers and build a strong program that targets students at the "bubble" or "cusp" level. Teacher can then focus on working with students that are not meeting standards. Our K-1 Intervention services are both "pull out" or "push in."

Accelerated Reader Program is a school wide program being used to motivate students to read, acquire higher vocabulary, and develop strong comprehension skills. Our school focuses on an AR Word Count system, where students are expected to attain a number of word count and meet an 85% in reading comprehension. It is a school-wide goal, and parents enjoy being a part of this challenge as well. Recognition and awards take place twice a year. Our word count is by semesters. All students attaining their goals are recognized and awarded a Trophy, Medal or Certificate; depending on the goal met.

Project GLAD and Write Up a STORM are two consultants funded by Dr. Oscar F. Loya to provide direct professional development and coaching to teachers in the areas of Writing and English Language Development. Coaches provide direct services to students when modeling lessons for teachers. They working with teachers on a monthly basis to monitor and review data, and make adjustments to instruction to ensure student learning goals are met.

Lexia Core 5 after school support services are made available to students needing additional intervention support. Teachers work with a group of no more than 15 students three times a week for an hour. Their focus in English Language Development, and closing the achievement gap. Additional intervention services are available via our ASES program, which is our 3 hour after school program that focuses on homework support, academic support via Read Naturally, Symphony Math and Lexia Core, as well as enrichment services via our District Music partnership, art, and STEAM. One hundred students are part of our ASES program. It is open to all students, but students needing academic support are a priority.

Supplemental educational services are also provided from September to May to all 3rd grade students. An intervention teacher is hired to provide services to students meeting criteria based on their Lexile levels. Achieve 3000 is used as the curriculum software to support student learning. Data and usage are monitored through site administration and teacher. A total of 47 students in 3rd grade receive these services.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.