

# Dr. Oscar F. Loya Elementary School

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 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

Estrella Thoeni, Clerk

Adella Lujan, Member

Maricela Cruz, Member

#### District Administration

Mr. John Ramirez Jr.  
Superintendent

Ms. Jeanne Herrick  
Assistant Superintendent,  
Educational Services

Mr. James Koenig  
Assistant Superintendent,  
Business and Fiscal Services

### 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 30 full time Classroom Teachers, 4 Special Education Teachers, 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 751-1945.

**2013-14 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kinder.	111
Gr. 1	109
Gr. 2	103
Gr. 3	114
Gr. 4	115
Gr. 5	115
Gr. 6	89
<b>Total</b>	<b>756</b>

**2013-14 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.0
Asian	1.6
Filipino	0.7
Hispanic or Latino	95.5
Native Hawaiian/Pacific Islander	0.4
White	0.5
Two or More Races	0.7
Socioeconomically Disadvantaged	78.4
English Learners	65.9
Students with Disabilities	6.9

## 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	12-13	13-14	14-15
Fully Credentialed	30	29 out of 31	27
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	299
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dr. Oscar F. Loya Elementary School	12-13	13-14	14-15
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

2013-14 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	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

\* 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 2014-15)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas is being recommended to fill gaps in the Treasures curriculum and those that have also been found in the Everyday Math 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 state standards and fill gaps in our current adoption materials.

#### In Language Arts:

K-1-2 will continue to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.

3-6 will use Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms will continue to use Tesoros and adapt it as needed to meet the common core state standards.

#### In Math:

At K-6, teachers will use 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 will be able to use the Engage NY Math because student materials have just recently become available.

### Textbooks and Instructional Materials Year and month in which data were collected: 2012

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

### 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 on September, 2013 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: September, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: September, 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[X]	[ ]	[ ]	[ ]	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
<b>Science</b>	36	32	35	35	34	33	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
<b>ELA</b>	34	40	44	34	39	40	54	56	55
<b>Math</b>	47	56	59	49	53	58	49	50	50
<b>HSS</b>				25	25	30	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Academic Performance Index Ranks - Three-Year Comparison**

API Rank	2010-11	2011-12	2012-13
<b>Statewide</b>	2	2	4
<b>Similar Schools</b>	5	5	8

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.3	13.4	5.4

\* 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.

### 2013-14 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	33
All Student at the School	35
Male	48
Female	17
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	34
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	34
English Learners	28
Students with Disabilities	
Students Receiving Migrant Education Services	17

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-8	6	40
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-5	6	40
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-8	6	41
English Learners	-2	12	37
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## 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.

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.

### 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.

Campus supervisors monitor the 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, responsible behavior.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.0	2.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	0.7	2.1	1.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Yes	Yes
First Year of Program Improvement	2009	2005
Year in Program Improvement	4	3
Number of Schools Currently in Program Improvement		10
Percent of Schools Currently in Program Improvement		83.3

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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
Instructional Coach	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	29	25	19	0	0	0	4	4	4	0	0	0
Gr. 1	29	25	22	0	0	0	4	4	4	0	0	0
Gr. 2	30.5	25	21	0	0	0	4	4	4	0	0	0
Gr. 3	28.2	32	23	0	0	1	5	1	3	0	3	0
Gr. 4	31.7	28	23	0	0	0	2	5	4	1	0	0
Gr. 5	29.6	30	23	0	0	0	5	3	4	0	0	0
Gr. 6	30.7	34	30	0	0	0	3	0	3	0	4	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,743	\$41,507
Mid-Range Teacher Salary	\$61,371	\$67,890
Highest Teacher Salary	\$84,569	\$86,174
Average Principal Salary (ES)	\$96,789	\$109,131
Average Principal Salary (MS)	\$0	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$179,000	\$185,462
Percent of District Budget		
Teacher Salaries	36	42
Administrative Salaries	5	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 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	\$64,853
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-35.2	1.7
Percent Difference: School Site/ State			-24.5	-6.8



**Types of Services Funded at Dr. Oscar F. Loya Elementary School**

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.

**Professional Development provided for Teachers at Dr. Oscar F. Loya Elementary School**

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

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Close Reading
- 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 Academic Coach.