

# Virginia Rocca Barton Elementary School

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

Jose Juan Urquizo, Principal

jose.urquizo@alisal.org

## 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**

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 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

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) 753-5770.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	117
Gr. 1	109
Gr. 2	117
Gr. 3	109
Gr. 4	83
Gr. 5	65
Gr. 6	75
<b>Total</b>	<b>675</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	0.3
Filipino	0.6
Hispanic or Latino	96.9
Native Hawaiian/Pacific Islander	0.0
White	0.1
Two or More Races	0.0
Socioeconomically Disadvantaged	94.7
English Learners	81.2
Students with Disabilities	7.3

## 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	12-13	13-14	14-15
<b>Fully Credentialed</b>	27	25 out	27
<b>Without Full Credential</b>	2	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Alisal Union Elementary School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	◆	◆	299
<b>Without Full Credential</b>	◆	◆	19
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Virginia Rocca Barton	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	96.0	4.0
Districtwide		
<b>All Schools</b>	94.0	6.0
<b>High-Poverty Schools</b>	94.0	6.0
<b>Low-Poverty Schools</b>	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)

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: 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]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[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>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>	26	41	43	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>	30	31	39	34	39	40	54	56	55
<b>Math</b>	47	51	62	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>	1	1	3
<b>Similar Schools</b>	5	6	9

\* 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
<b>5</b>	21.9	21.9	3.1

\* 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.

**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	43
Male	41
Female	45
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	44
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	44
English Learners	24
Students with Disabilities	
Students Receiving Migrant Education Services	

\* 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	-42	9	48
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-39	9	49
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-42	9	53
English Learners	-25	15	47
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

Virginia Rocca Barton parents serve on our School Site Council and ELAC. They help us to 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, such as educational fund-raisers, fall and winter programs, and Family Reading Night. Parents are also welcome to visit their children's classrooms.

### 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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.2	1.2	2.9
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	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Yes	Yes
First Year of Program Improvement	2004	2005
Year in Program Improvement	5	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)	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
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.	26.7	25	29	1	0	0	5	4	4	0	0	0
Gr. 1	30.3	27	27	0	0	0	4	5	4	0	0	0
Gr. 2	32	23	29	0	0	0	1	4	4	2	0	0
Gr. 3	24.7	31	27	0	0	0	3	3	4	0	0	0
Gr. 4	28	26	28	0	0	0	3	3	3	0	0	0
Gr. 5	28	21	33	0	0	0	3	3	1	0	0	1
Gr. 6	28.7	26	25	1	0	0	0	3	3	2	0	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	\$4,178	\$655	\$3,523	\$66,778
District	♦	♦	\$5,549	\$64,853
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-36.5	3.0
Percent Difference: School Site/ State			-24.9	-5.7

### **Types of Services Funded at Virginia Rocca Barton Elementary School**

During the 2013-14 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

### **Professional Development provided for Teachers at Virginia Rocca Barton 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
- 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

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.