

Virginia Rocca Barton Elementary School

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

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



Alisal Union School District

1205 East Market Street

Salinas, CA 93905

(831) 753-5700

www.alisal.org

District Governing Board

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Guadalupe Ruiz Gilpas, Vice
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**Assistant Superintendent,
Educational Services**

Mr. Ricardo Cabrera

**Associate Superintendent, Human
Resources**

School Description

At Virginia Rocca Barton School students academic achievement, and safety are the number one priorities. All students are expected to come to school ready to learn everyday, and use the PBIS core values which are: Be Respectful, Be Responsible and Be Safe. Teachers empower students to use transformational skills that build self-awareness, self-regulation, perseverance, resilience and social-emotional intelligence that enable them to thrive in their classrooms, their school and their community.

Our staff describes itself as accountable. Teachers collaborate during GLT, visit each others classrooms, and analyze data in teams. Our current focus is to use the Common Core State Standards to guide instruction. Teachers use rigor in their instruction, while encouraging student engagement and collaborative conversations.

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 Monday. 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, Peer Mediators, Art, Spirit Days, and music.

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 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 Grade Level	
Grade Level	Number of Students
Kindergarten	128
Grade 1	124
Grade 2	99
Grade 3	113
Grade 4	110
Grade 5	106
Grade 6	109
Total Enrollment	789

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.3
Filipino	0.1
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0
White	0.1
Two or More Races	0
Socioeconomically Disadvantaged	91.4
English Learners	81.1
Students with Disabilities	6.3
Foster Youth	0

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			
Virginia Rocca Barton Elementary School	15-16	16-17	17-18
With Full Credential	32	33	30
Without Full Credential	3	3	3
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			
Virginia Rocca Barton	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
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)

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, 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			
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	23	25	24	28	48	48
Math	16	17	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.

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	105	104	99.1	36.5
Male	58	57	98.3	28.1
Female	47	47	100.0	46.8
Hispanic or Latino	103	102	99.0	35.3
Socioeconomically Disadvantaged	96	95	99.0	35.8
English Learners	52	51	98.1	13.7

* 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.

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	30	37	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	16.8	2	

* 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.

**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	442	424	95.93	25
Male	218	208	95.41	25
Female	224	216	96.43	25
Asian	--	--	--	--
Hispanic or Latino	418	407	97.37	24.82
White	--	--	--	--
Socioeconomically Disadvantaged	403	392	97.27	24.74
English Learners	406	394	97.04	24.11
Students with Disabilities	37	37	100	10.81
Students Receiving Migrant Education Services	41	38	92.68	18.42

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	442	435	98.42	16.78
Male	218	214	98.17	18.22
Female	224	221	98.66	15.38
Asian	--	--	--	--
Hispanic or Latino	418	414	99.04	16.43
White	--	--	--	--
Socioeconomically Disadvantaged	403	399	99.01	16.54
English Learners	406	402	99.01	15.92
Students with Disabilities	37	37	100	8.11
Students Receiving Migrant Education Services	41	41	100	9.76

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)

Virginia Rocca Barton parents serve on our School Site Council, ELAC and DELAC. 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 Klatch which meet once a month and offer important presentations of need for our parents and community. Along with the Coffee Klatch, we have parent workshops presented by Parenting Partners, and Family Meals Challenge. 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 a 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 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 last revision of our school Emergency Preparedness Plan includes procedures for emergencies such as Fire, Earthquakes and Intruder Alerts, 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	2014-15	2015-16	2016-17
Suspensions Rate	0.9	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	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		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)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
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	29	26			1	5	5	4			
1	28	21	25		2		4	3	5			
2	27	28	25				4	4	4			
3	22	24	23			1	5	5	4			
4	25	28	28				4	4	4			
5	24	31	26				4	3	4			
6	31	24	28		1		2	3	4			

* 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 2016-2017 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards
- PBIS
- Restorative Justice
- GLAD Training
- Grade Level Team (GLT) release time
- GuidedLanguage Acquisition Design (GLAD) Training
- K-2 Literacy
- Close Reading
- CABE

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 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	\$4,178	\$655	\$3,523	\$66,778
District	♦	♦	\$5,549	\$68,478
State	♦	♦	\$6,574	\$78,363
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 2016-17 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 and MiniCorps 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
- Parenting Partners
- Coffee Klatch
- Technology Workshops
- After School Program: Teacher Led
- MCOE Sponsored training
- PBIS Training
- Restorative Justice (Students)
- Lexia Program
- Student Enrichment Programs
- GLAD
- CABE
- Monterey County Behavior Health Counselor

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.