

# Virginia Rocca Barton Elementary School

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

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<https://www.alisal.org/Domain/19>



## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Alisal Union School District**

155 Bardin Road  
Salinas, CA 93905  
(831) 753-5700  
[www.alisal.org](http://www.alisal.org)

### **District Governing Board**

Guadalupe Ruiz Gilpas, President

Robert Ocampo, Vice President

José Antonio Jiménez, Clerk

Noemí M. Armenta, Member

Fernando Mercado, Member

### **District Administration**

James Koenig, Interim  
Superintendent  
**Superintendent**

Mr. James Koenig  
**Associate Superintendent,  
Business and Fiscal Services**

Mr. Quoc Tran  
**Assistant Superintendent,  
Educational Services**

Mr. Ricardo Cabrera  
**Associate Superintendent,  
Human Resources**

Dr. Jairo Arellano  
**Assistant Superintendent,  
Whole Child 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 respect one another and is expected to take part in the Positive Behavioral Interventions and Support Program (PBIS). We ask our parents to support their children at home by promoting the same positive behavior expectations: to respect and care for one another, be responsible for their actions and be safe at all times. PBIS VIP assemblies and classroom instruction that promote such behavior are part of our daily instructional program.

Our school mission statement is: VRB Eagles will always strive for academic and personal excellence in a respectful, safe and culturally enriching environment involving parents, staff, and the community.

Our school culture is inclusive of a school wide PBIS system and Restorative Justice practices that are aimed at helping each student reach their potential. We promote school pride and PBIS school-wide activities. Students are acknowledged for their educational successes and daily attendance on a monthly basis during Student of the Month Assemblies and Accelerated Reader Assemblies.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	99
Grade 2	111
Grade 3	117
Grade 4	100
Grade 5	110
Grade 6	117
<b>Total Enrollment</b>	<b>757</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	0.1
Filipino	0.1
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.4
White	5.9
Two or More Races	0.3
Socioeconomically Disadvantaged	88
English Learners	86.4
Students with Disabilities	5.3
Homeless	10.7

## 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 for Virginia Rocca Barton	17-18	18-19	19-20
With Full Credential	30	28	31
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	17-18	18-19	19-20
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Virginia Rocca Barton Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2019-20)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Eureka Math, Adopted 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 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, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

### 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	27	32	32	36	50	50
Math	18	28	23	28	38	39

Note: 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.

Note: ELA and 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.

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	13.6	4.5	1.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	447	444	99.33	32.21
Male	244	241	98.77	30.71
Female	203	203	100.00	33.99
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	408	405	99.26	33.09
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	399	396	99.25	30.30
English Learners	420	417	99.29	31.41
Students with Disabilities	39	39	100.00	20.51
Students Receiving Migrant Education Services	29	27	93.10	7.41
Foster Youth	--	--	--	--
Homeless	45	45	100.00	0.00

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 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	447	446	99.78	27.58
Male	244	243	99.59	30.45
Female	203	203	100.00	24.14
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	408	407	99.75	27.76
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	399	398	99.75	26.88
English Learners	420	419	99.76	27.68
Students with Disabilities	39	39	100.00	7.69
Students Receiving Migrant Education Services	29	29	100.00	10.34
Foster Youth	--	--	--	--
Homeless	45	45	100.00	0.00

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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Virginia Rocca Barton parents serve on our School Site Council, ELAC and DAC/DELAC. They help us make decisions about what is best for our school. We invite all parents to participate at our Back-to-School Night in the fall and Open House in the spring. Parents have the opportunity to participate in our Koffee Klatch which meet once a month and offer important presentations of need for our parents and community. Along with the Koffee Klatch, we have parent workshops presented by Parenting Partners, and Family Meals Challenge. 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. As a District and School we will be implementing ALICE strategies in case of an Intruder on campus.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26	1	4		26		5		21	4	1	
1	25		5		22		5		25		4	
2	25		4		25		5		28		4	
3	23	1	4		25		4		23		5	
4	28		4		28		4		25		4	
5	26		4		26		4		27		4	
6	28		4		31		3	1	30		2	2
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2018-2019 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 Tier I, II, III
- Restorative Justice
- GLAD Training
- Grade Level Team (GLT) release time
- Guided Language Acquisition Design (GLAD) Training
- K-2 Literacy
- CABE
- Write Up a Storm Training

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

Teachers were supported during implementation by the site's Academic Coach.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$45,741
Mid-Range Teacher Salary	\$71,785	\$81,840
Highest Teacher Salary	\$100,035	\$102,065
Average Principal Salary (ES)	\$126,234	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

\* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,178	\$655	\$3,523	\$66,778
District	N/A	N/A	\$5,549	\$72,451.00
State	N/A	N/A	\$7,506.64	\$82,663.00

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.5	3.0
School Site/ State	-24.9	-5.7

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

### Types of Services Funded

During the 2018-19 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: GLAD
- Kinder Bridge Program
- Technology Resources
- Field Trips
- Parenting Partners
- Koffee Klatch
- Technology Workshops for parents and teachers
- After School Program: Teacher Led
- MCOE Sponsored training
- PBIS Training
- Restorative Justice (Students)
- Lexia Reading Comprehension Program
- IXL Online Math Program
- Student Enrichment Programs
- CABE
- Monterey County Behavior Health Counselor

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.