Dr. Oscar F. Loya Elementary
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

| **SARC Overview** | 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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. |
| --- | --- |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at 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). |
| **California School Dashboard** | The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |

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.

2021-22 School Contact Information

School Name	Dr. Oscar F. Loya Elementary
Street	1505 Cougar Drive
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 751-1945
Principal	Roberto Rodriguez
Email Address	roberto.rodriguez@alisal.org
School Website	
County-District-School (CDS) Code	27659616117691

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2021-22 School Overview

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 635 students in grades preschool through 6th grade. Our student population is: <1% Black or African American, 1% Filipino, 95% Hispanic or Latino, <1% Other Asian, and 1% White. 58% of our students are English Learners, 18% Migrant and 28% Students with disabilities.

The school began with the concept of TEAMWORK and this concept continues to permeate throughout the school. Teachers work together in grade level and cross-grade level teams to analyze data and share best research-based practices. The teaching staff at Dr. Oscar F. Loya has an average of 28 years of experience with approximately 25 students per teacher in grades TK-2nd and 27 students per teacher in grades 3rd – 6th. The curriculum is delivered by 25 full-time Classroom Teachers, 4 Special Education Teachers, which includes the Resource Specialist Teacher, and 1 Instructional Coach. We also have 2 highly qualified intervention teachers who target grades 1st-6th grade students working at a below-average level. Additionally, Dr. Oscar F. Loya continues to implement 3 Core Values (Be Respectful, Be Responsible, Be Safe), which fall under Restorative Justice, and Positive Behavior Intervention System (PBIS). These promote good citizenship skills and positive behavior. Trimester recognitions take place to recognize students who are demonstrating positive citizenship and academic success. Nonetheless, Dr. Oscar F. Loya Elementary is working diligently to implementing the Multi-Tiered System of Supports (MTSS) to meet all student's academic, behavioral, and emotional needs.

A strong instructional leadership team supports the efforts of staff to help shape classroom instruction and determine the best use of the school's resources. The Instructional Leadership Team consists of one teacher per grade level, including a Special Education teacher, school counselor, and our Instructional Coach. Our school has aligned curriculum with the California State Common Core Standards and State Board adopted textbooks. The curriculum being delivered has a planned sequence of

2021-22 School Overview

instruction and learning experiences appropriate to the various developmental levels of students. To achieve our school vision and to meet the state Academic Performance Index (API) and Adequate Yearly Progress (AYP) targets, we have set rigorous academic goals for our students. We instill positivity and motivation to all our students and hold them accountable for meeting learning targets. Teachers hold each other accountable by delivering effective instructional practices in the classroom, and consistently reviewing and modifying instruction based on student data. As a committed staff, we believe every child will be a 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-based instruction and English Language Development, teachers will participate in professional development that supports the core academic subjects, focusing on Common Core Standards, 8 Mathematical Practices, English & Spanish Language Arts, and English Language Development. Our staff is also committed to continuous professional development in academic language and writing via Guided Language Acquisition Design and Write up a STORM strategies. Teachers are trained and coached by an additional coach to support the effective delivery of instruction, hence student learning. Our staff will provide parents with information and feedback on their children's academic progress and encourage parents to become involved in school activities.

In order to meet the emotional needs of our students, Dr. Oscar F. Loya Elementary provides counseling services via our District counselor, which also provides parenting workshops and classroom demonstrations. A Monterey County Behavioral Health therapist is also available to provide emotional support to students suffering from emotional disturbances/traumas (i.e. abuse, domestic violence, grief/loss, divorce/separation, gangs, drugs/alcohol, etc...). A check-in/check-out system is in place to support our Tier 3 students under the emotional umbrella. Behavioral Paraeducators also provide services to students in Tier 3 needing behavior and emotional interventions/supports. These services are rendered by a highly qualified Behavioral Specialist, who works 1:1 on a daily basis with the learner. A behavioral analyst is assigned to a student to gather data and work closely with the classroom teacher, and families. Additionally, parents, teachers, administrations, and Behavioral Specialist staff hold meetings regularly to discuss students' progress, concerns, and or additional supports.

The School Site Council in a combination with the ELAC Committee meets monthly to review student achievement data, analyze the effectiveness of programs, determine the progress of actions in the school plan, share effective parenting workshops, and revise the school plan as needed.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	85
Grade 2	90
Grade 3	80
Grade 4	106
Grade 5	99
Grade 6	97
Total Enrollment	656

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
Asian	1.2
Black or African American	0.2
Filipino	1.7
Hispanic or Latino	95.4
Two or More Races	0.6
White	0.3
English Learners	57.6
Foster Youth	0.2
Homeless	10.5
Socioeconomically Disadvantaged	96.2
Students with Disabilities	9.8

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	75.0	298.5	85.4	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	3.6	14.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	10.7	22.0	6.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	3.6	5.0	1.4	12115.8	4.4
Unknown	2.0	7.1	10.0	2.9	18854.3	6.9
Total Teaching Positions	28.0	100.0	349.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	3.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.0
Total Out-of-Field Teachers	1.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
Mathematics	Eureka Math, Adopted 2018	Yes	0
Science	Twig Science, Adopted 2019	Yes	0
History-Social Science	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

A district team and custodial staff at the school monitor the facilities regularly. Custodians clean occupied spaces daily and outdoor facilities are checked and cleaned daily. Damage or hazards are reported as needed and follow-up documentation is prepared. Graffiti is removed or covered over as soon as possible. A quick response to hazardous conditions is a number-one priority for the district.

Our school site was inspected in September, 2021 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.

At the end of 2016-2017, new blacktop area.

At the end of September 2018, solar panels were installed in the school's playground (blacktop) area, and lightning systems in the entire school (classrooms/office/multi-purpose).

In Winter 2019, censors were upgraded in the multi-purpose/cafeteria.

Year and month of the most recent FIT report	August, 2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
X	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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	384	NT	NT	NT	NT
Female	187	NT	NT	NT	NT
Male	197	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	363	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	183	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	60	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	371	NT	NT	NT	NT
Students Receiving Migrant Education Services	31	NT	NT	NT	NT
Students with Disabilities	37	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	384	NT	NT	NT	NT
Female	187	NT	NT	NT	NT
Male	197	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	363	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	183	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	60	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	371	NT	NT	NT	NT
Students Receiving Migrant Education Services	31	NT	NT	NT	NT
Students with Disabilities	37	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	384	277	72	28	24.2
Female	187	128	68	32	22.7
Male	197	149	76	24	25.5
Hispanic or Latino	363	261	72	28	24.5
English Learners	201	174	87	13	7

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	384	243	63	37	28.4
Female	187	113	60	40	22.1
Male	197	130	66	34	33.8
Hispanic or Latino	363	228	63	37	28.5
English Learners	201	142	71	29	11

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	53	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	94	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	36	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	11	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 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, Parent Teacher Club, and other school committees. Together, they advise school's administration in all matters pertaining to the school. This includes annual review of the school budget, Single School Level Plan, School Safety Comprehensive Plan, and school-wide events. Parents are also invited to attend Back-to-School Night in the fall (I.e. first day of school), parent-teacher conferences in the Fall and Spring, and Open House in the Spring. Monthly parent classes are offered through Parenting Workshops, also known as the Koffee Klatch meetings. Dr. Oscar F. Loya offers parents the opportunity to participate in our Parenting Partners Training, which is an 8 series of workshops offered to parents to enhance parenting and communication skills. Our parents did complete another series of "How to support my child during remote instruction," which was held in the Fall of 2020. About 10 parents attended this virtual workshop. As a school we also invite our parents to participate virtually in our school wide events (i.e. Halloween, Winter Celebration). These activities have kept the momentum and morale up during this pandemic.

Our administration ensures that parents are continually informed of school-wide activities. They inform parents about various volunteer options that include classroom assistance and helping with school communication. School administrators, school counselors, and family/parent advocates also work closely with families experiencing any difficulties, such as attendance, socio-emotional, home crisis, academic struggles due to remote instruction or others. Parents are continually encouraged to participate in all school activities. For parent involvement opportunities, please contact Mr. Rodriguez, Principal or Mrs. Sandra Shreve, Assistant Principal at (831) 751-1945.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	669	665	25	3.8
Female	315	312	14	4.5
Male	354	353	11	3.1
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	0	0.0
Black or African American	1	1	0	0.0
Filipino	11	11	0	0.0
Hispanic or Latino	637	635	24	3.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	4	2	0	0.0
English Learners	387	387	19	4.9
Foster Youth	2	2	1	50.0
Homeless	71	71	3	4.2
Socioeconomically Disadvantaged	641	638	25	3.9
Students Receiving Migrant Education Services	58	58	2	3.4
Students with Disabilities	70	70	6	8.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.57	0.00	1.07	0.01	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.29	0.59	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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, and mid year to ensure that everyone is clear about the emergency procedures.

All visitors are required to sign in and out at the office, where they receive a visitor's pass, Due to the pandemic our school is not allowing parents to come into the campus this school year.

Campus supervisors monitor school grounds before and after school, at recesses, and at lunchtime. In addition, two teachers are assigned to yard-duty supervision during the morning and mid-morning recess. Supervisors attend monthly trainings on campus safety, and teachers regularly review the rules for safe, respectful, and responsible behavior. Two campus supervisors have been trained in PBIS.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	26		3	
2	25		4	
3	25		4	
4	26	1	3	
5	28		3	
6	26	1	3	
Other	9	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	10		
1	27		3	
2	26		3	
3	25		4	
4	24		4	
5	31		3	
6	30		3	
Other	10	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	20	2	2	
2	28		3	
3	25		3	
4	25		4	
5	31		3	
6	30		3	
Other	11	3		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	656

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4,126	$587	$3,539	$65,956
District	N/A	N/A	$5,459	$78,057
Percent Difference - School Site and District	N/A	N/A	-42.7	-16.8
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-81.9	-26.2

2020-21 Types of Services Funded

Dr. Oscar F. Loya continues to work with Write Up a STORM, and a consultant is funded to provide direct professional development and coaching to teachers in the areas of Writing and English Language Development. Coach provide direct services to students when modeling lessons for teachers. Coach works with teachers to monitor and review data, and make adjustments to instruction to ensure student learning goals are met.

After school support services are made available to students needing additional intervention support. Teachers work with a group of no more than 10 students three times a week for an hour. Their focus in English Language Development, and closing the achievement gap. Additional intervention services are available via our ASES program, which is our 3 hour after school program that focuses on homework support, academic support via Read Naturally and Lexia Core, as well as enrichment services via our District Music partnership, art, and STEAM. One hundred students are part of our ASES program. It is open to all students, but students needing academic support are a priority.

Intervention services are also provided from September to May to struggling K-6th grade students. These intervention teachers are funded through Title 1 & LCFF monies. The goal is for the intervention teachers to work closely with teachers to provide additional support to struggling students. Lexia/Phonetic Instruction is used as the curriculum software to support student learning. Data and usage are monitored through site administration and teacher.

Next Generation Math was purchased to support math instruction and intervention, and we have continued with its membership for this 21-22 school year. Students are assessed prior to using Next Generation Math, they are given a baseline, and provided with standards-based lessons that support student learning. Immediate feedback is given to students and teachers, were they are able to modify instruction, and target student gaps during Math intervention time.

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

Our PBIS program continues to support our students with positive behavior by providing prices via our PBIS online store and monthly PBIS activities to all students who have earned enough Lion Bucks for their positive behavior. Funds are allocated to purchase prices for the online store and materials for the monthly PBIS activities.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,838	$52,060
Mid-Range Teacher Salary	$76,157	$84,043
Highest Teacher Salary	$106,127	$107,043
Average Principal Salary (Elementary)	$127,141	$133,582
Average Principal Salary (Middle)	$0	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$210,000	$240,628
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The major areas of professional development for teachers include the following:

- Common Core Standards-Based planning for instruction, learning and assessment
- Close Reading Phases 1-3 based on Dr. Douglas Fisher
- English Language Development (integrated vs Designated ELD) and New ELD Generation Standards
- Evidence Based Questions & Responses
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teacher)
- 8 Mathematical Practices-How to apply them in your classroom?
- Technology Professional Development
- Balanced Literacy Approach Program for K-2 teachers through District Coaches
- Write Up a STORM through Wilda Storm
- Socio-Emotional Learning in the Classroom by Douglas Fisher
- Eureka Math ongoing professional development via District
- Teacher Clarity at a Distance by Douglas Fisher
- Teacher Collectivity and Efficacy by Douglas Fisher

Professional development has and will continue to be delivered through staff meetings, site PD's, and grade level sessions during regular work days with release time for classroom teachers.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Alisal Union School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT		NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.