

Virginia Rocca Barton Elementary School

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	Virginia Rocca Barton Elementary School
Street	680 Las Casitas Dr.
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 753-5770
Principal	Abelardo De Leon Jr.
Email Address	abel.deleon@alasal.org
School Website	
County-District-School (CDS) Code	27659616025977

2021-22 District Contact Information

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

2021-22 School Overview

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 Supports 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, and students are recognized virtually.

The mission of Virginia Rocca Barton Elementary School is to address the needs of the total child, to promote successful student experiences, to help create a literate life-long learner, that is a caring, and contributing citizen.

Our school culture is inclusive of a school wide PBIS systems and 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 Virtual Student of the Month Assemblies and Accelerated Reader Assemblies.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	80
Grade 2	78
Grade 3	94
Grade 4	95
Grade 5	110
Grade 6	99
Total Enrollment	639

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Asian	0.2
Filipino	0.3
Hispanic or Latino	96.6
White	0.8
English Learners	68.9
Homeless	20.5
Socioeconomically Disadvantaged	96.2
Students with Disabilities	5.8

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)	25.0	92.6	298.5	85.4	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	3.7	14.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	3.7	22.0	6.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	5.0	1.4	12115.8	4.4
Unknown	0.0	0.0	10.0	2.9	18854.3	6.9
Total Teaching Positions	27.0	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	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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	0.0
Total Out-of-Field Teachers	0.0

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)	0.0

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	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006	Yes	0
History-Social Science	McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

August, 2021

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			

School Facility Conditions and Planned Improvements

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	400	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	214	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	382	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	249	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	148	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	386	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	25	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	400	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	214	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	382	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	249	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	148	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	386	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	25	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	400	332	83	17	18.1
Female	186	157	84	16	21
Male	214	175	82	18	15.4
Hispanic or Latino	382	308	81	19	18.5
English Learners	214	203	95	5	5

*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	400	281	70	30	27.4
Female	186	127	68	32	27.6
Male	214	154	72	28	27.3
Hispanic or Latino	382	260	68	32	28.8
English Learners	221	185	84	16	12

*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	113	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	70	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	107	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	60	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	52	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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

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. With the extension of the Shelter in Place orders established by both the local, and state governments, parent involvement also had to evolve; namely to virtual/online participations.

Parents are invited to participate in our virtual Back-to-School Night, and Open House in both the Fall, and Spring semesters respectively. Parents had the opportunity to learn/ collaborate with each other with the continuance of the Parenting Partners, and Family Meals Challenge programs. They also maintained ongoing communication with their student's teachers through either virtual, phone, or online messaging platform.

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 call the front office to discuss at (831) 753-5770.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	671	658	75	11.4
Female	328	324	34	10.5
Male	343	334	41	12.3
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	647	636	73	11.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	5	0	0.0
English Learners	466	459	54	11.8
Foster Youth	1	1	1	100.0
Homeless	134	134	16	11.9
Socioeconomically Disadvantaged	642	631	70	11.1
Students Receiving Migrant Education Services	95	95	7	7.4
Students with Disabilities	43	42	9	21.4

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	0.25	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	1.07	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 school Emergency Preparedness Plan includes procedures for emergencies such as fire, earthquakes, lockdowns, and intruder alerts. Other logistical items such as location of exit routes, and inventories of emergency supplies, are also included. The VRB Safety Plan is available in the school office, and is reviewed with all staff during one of our staff meetings. Our school participates in monthly drills that 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 the ALICE strategies in case of an active shooter on campus.

With the return to in person instruction, we have also made adjustments to adhere to safety protocols for staff working on campus. Our campus has been closed to the general public since the beginning of the school year, parents needing any assistance will call the main office for support in setting up appointments to visit teachers, attend IEP meetings or to meet other departments as needed.

While on campus, staff is to:

1. Get temperature checked in the office breezeway;
2. Adhere to social distancing standards, wear masks, covering both nose, and mouth;
3. Encouraging students to wash their hands on a regular basis;
4. Maintain doors, windows open weather permitting, and utilizing classroom air purifiers provided by the district office.

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	21	4	1	
1	25		4	
2	28		4	
3	23		5	
4	25		4	
5	27		4	
6	30		2	2

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	21	3	1	
2	25		4	
3	26		4	
4	28		4	
5	20	2	3	
6	22	1	4	

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	21	1	3	
1	27		3	
2	26		3	
3	24		4	
4	24		4	
5	22	1	4	
6	20	3	2	

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	639

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	0
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	\$4,178	\$655	\$3,523	\$66,778
District	N/A	N/A	\$5,549	\$78,057
Percent Difference - School Site and District	N/A	N/A	-44.7	-15.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-82.2	-25.0

2020-21 Types of Services Funded

During the 2020-2021 school year, the following priorities were supported with monies allocated to the school:

- 1 Reading Intervention Teachers (primary grade early literacy)
- Books for classroom libraries
- AmeriCorps and Mini Corps Literacy Tutors
- Sticks and Stones Counselor
- ELD Academy
- Teacher Collaboration Days for grade level planning
- Technology Resources
- Parenting Partners
- After School Program: Teacher Led
- MCOE Sponsored training
- PBIS Training
- Lexia Reading Comprehension Program
- IXL Online Math Program
- Student Enrichment Programs
- Monterey County Behavior Health Counselor

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 in 2019-2020 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.

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 Student 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.