

# Virginia Rocca Barton Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2023-24 School Contact Information

<b>School Name</b>	Virginia Rocca Barton Elementary School
<b>Street</b>	680 Las Casitas Dr.
<b>City, State, Zip</b>	Salinas CA, 93905
<b>Phone Number</b>	(831) 753-5770
<b>Principal</b>	Luis L. Romero
<b>Email Address</b>	luis.romero@alisal.org
<b>School Website</b>	www.alisal.org
<b>County-District-School (CDS) Code</b>	27659616025977

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 every month.

The mission of Virginia Rocca Barton Elementary School is to provide high-quality, comprehensive, and meaningful instruction for all students in partnership with all learning community members. We will support each student to reach their full potential and chosen educational goals. Our instructional vision is at Virginia Rocca Barton Elementary School, we will work collaboratively, in English Language Development, to empower students to reach their individual potential and become responsible and productive citizens.

Our school culture is inclusive of 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 Student of the Month Assemblies and Accelerated Reader Assemblies.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	69

Grade 2	67
Grade 3	70
Grade 4	72
Grade 5	88
Grade 6	77
<b>Total Enrollment</b>	<b>514</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
Filipino	0.4%
Hispanic or Latino	97.3%
Native Hawaiian or Pacific Islander	0.2%
White	1.2%
English Learners	77.8%
Homeless	22.2%
Migrant	9.9%
Socioeconomically Disadvantaged	96.1%
Students with Disabilities	6.6%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.00	92.59	298.50	85.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.70	14.00	4.01	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.70	22.00	6.29	11216.70	4.08

<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.00	1.43	12115.80	4.41
<b>Unknown</b>	0.00	0.00	10.00	2.86	18854.30	6.86
<b>Total Teaching Positions</b>	27.00	100.00	349.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.00	92.00	294.00	86.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.00	3.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	8.00	18.00	5.28	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.00	1.47	11953.10	4.28
<b>Unknown</b>	0.00	0.00	13.00	3.81	15831.90	5.67
<b>Total Teaching Positions</b>	25.00	100.00	341.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	1.00	1.00
<b>Misassignments</b>	0.00	1.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00

<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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/Maravillas is used to teach all Language Arts standards.

In K-6, teachers use Eureka Math.

**Year and month in which the data were collected**

2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McMillan / McGraw-Hill, Wonders/Maravillas- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
<b>Mathematics</b>	Eureka Math, Adopted 2018	Yes	0
<b>Science</b>	Delta Foss- (Kinder-5th grades), Adopted 2007 McGraw-Hill- (6th grade), Adopted 2006 Twig Science, Adopted 2022	Yes	0
<b>History-Social Science</b>	McGraw-Hill, Vistas - Adopted 2006 McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019	Yes	0

<b>Foreign Language</b>	Not applicable	No	0
<b>Health</b>	Not applicable	No	0
<b>Visual and Performing Arts</b>	Not applicable	No	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, 2023

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	38	27	27	47	46
<b>Mathematics</b> (grades 3-8 and 11)	25	33	16	19	33	34

### 2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	298	298	100.00	0.00	37.58
<b>Female</b>	149	149	100.00	0.00	38.93
<b>Male</b>	149	149	100.00	0.00	36.24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	286	286	100.00	0.00	36.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	173	173	100.00	0.00	17.34
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	293	293	100.00	0.00	37.54
<b>Students Receiving Migrant Education Services</b>	29	29	100.00	0.00	41.38
<b>Students with Disabilities</b>	26	26	100.00	0.00	3.85

## 2022-23 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.

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.

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.

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.

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	299	298	99.67	0.33	32.55
Female	149	149	100.00	0.00	30.20
Male	150	149	99.33	0.67	34.90
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	--	--	--	--	--
Hispanic or Latino	287	286	99.65	0.35	32.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	173	173	100.00	0.00	19.08
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	294	293	99.66	0.34	33.11
Students Receiving Migrant Education Services	29	29	100.00	0.00	37.93
Students with Disabilities	26	26	100.00	0.00	19.23

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.59	14.77	11.70	14.19	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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<b>All Students</b>	88	88	100.00	0.00	14.77
<b>Female</b>	52	52	100.00	0.00	15.38
<b>Male</b>	36	36	100.00	0.00	13.89
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	85	85	100.00	0.00	14.12
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	44	44	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	88	88	100.00	0.00	14.77
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
<b>Grade 5</b>	100	98	99	99	98

## 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.

## 2023-24 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.

Parents are invited to participate on 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 Coffee Klatches, and programs offered by our Family Resource centers. They also maintained ongoing communication with their student's teachers through either virtual, phone, or online messaging platforms.

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 this at (831) 753-5770.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	545	535	94	17.6
Female	273	271	45	16.6
Male	272	264	49	18.6
Non-Binary	0	0	0	0.0
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	2	2	0	0.0
Hispanic or Latino	531	521	93	17.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	6	6	1	16.7
English Learners	424	419	67	16.0
Foster Youth	0	0	0	0.0
Homeless	114	114	20	17.5
Socioeconomically Disadvantaged	520	512	87	17.0
Students Receiving Migrant Education Services	51	51	10	19.6
Students with Disabilities	49	49	10	20.4

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	1.45	1.83	0.01	1.09	1.85	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.83	0
<b>Female</b>	1.47	0
<b>Male</b>	2.21	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	1.88	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	1.18	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	1.75	0
<b>Socioeconomically Disadvantaged</b>	1.73	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 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.

In the morning students are only able to enter campus. It is a close campus and parents can come in to campus by appointment or during dismissal.

## 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.

### 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	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	12	6		
1	19	4		
2	26		3	
3	25		3	
4	22	1	3	
5	23		4	
6	25		4	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	6	0	0
1	23	0	3	0
2	22	1	2	0
3	23	1	2	0
4	24	0	3	0
5	29	0	3	0
6	26	0	3	0
Other	0	0	0	0

### 2022-23 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	0

### 2022-23 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)	1
Psychologist	1
Social Worker	.23
Nurse	.07
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$81,987
Percent Difference - School Site and District	N/A	N/A	-44.7	-16.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-60.7	-26.6

## Fiscal Year 2022-23 Types of Services Funded

During the 2022-2023 school year, the following priorities were supported with monies allocated to the school:

- 5 Reading Intervention Teachers
- 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
- 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
- Wilda Storm PD-10 Days



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$49,180	\$54,215
<b>Mid-Range Teacher Salary</b>	\$79,965	\$86,843
<b>Highest Teacher Salary</b>	\$111,433	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$135,462	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$220,000	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	31.66%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	5.86%	5.15%

## Professional Development

The major areas of professional development for teachers in 2022-2023 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
- CAFE
- 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8