

Tiburcio Vasquez Elementary

1300 Tuscany Blvd. • Salinas, CA 93905 • (831) 770-6000 • Grades K-6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Alisal Union Elementary School District

1205 East Market Street

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Mr. James Koenig

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School Description

Tiburcio Vásquez opened its doors for the first time last year during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars comfortably. Lastly, Tiburcio Vásquez also has a comprehensive Special Education program with two Special Day Class (SDC) preschool programs; a K-2 SDC and a 3-5 SDC; a part-time School Psychologist; a part-time Speech and Language Therapist; and a full-time Resource teacher.

The school is located at 1300 Tuscany Blvd. and is one block south of Alisal High School in the Monte Bella Housing Community. Alisal High will be the feeder high school for our scholars once they finish middle school. Monte Bella is located in the North East section of Salinas and is considered a middle class income community with housing prices ranging from \$400,000-\$550,000. The school itself is a closed campus with fencing all around the perimeter that is locked during school hours. Parents and community members must come in to the main office to sign in during school hours.

The mascot(s) for Tiburcio Vásquez are the "Scholars". There is a comprehensive sports program for grades 3-6 and the mascot for athletics is the "ThunderCats". The school motto is Scholars by day, ThunderCats by night. 99% of our scholars wear uniforms on a daily basis with the Scholar Shield on the left chest. The goal from its inception was to create a private school atmosphere. Tiburcio Vásquez is in its second year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. Scholars are rewarded for adhering to these behavioral expectations with Scholar Dollars. Scholars are voraciously collecting their scholar dollars in order to accumulate 100 scholar dollars so that they can earn their membership cards. The membership card gives them entry to our Scholar store every Wednesday and our monthly PBIS Activity Day. There is a grand prize at the end of the year which is the Limosine Luncheon with the Principal. We are proud to state that there is very minimal discipline on a weekly basis, if any, and PBIS is a direct result of this.

Student safety and support are a couple of our top priorities. Close attention is paid to keeping anti-bullying aspects from infiltrating the environment. We are also involved with the Restorative Justice program. We have a combination of 25 sixth and fifth graders that serve as peer mediators. They walk around at lunch time with special yellow vests and a clip board assisting students that may have any kind of peer conflict arise. In addition to these efforts, we also have a five-member team of campus supervisors that also walk around during recess and lunch time. In terms of scholar support, we also have partnered with Harmony at Home Counseling services and we have a counselor that comes one day a week. We also have a Behavioral Health Psychologist and two Behavioral Health Interns this year that are also assisting with counseling services the other four days a week.

Tiburcio Vásquez truly is a 21st Century school. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has WIFI throughout and every teacher and scholar has immediate connectivity once they get onto campus. Second, we are the very first and only public elementary school in our county to give every Scholar (K-6) a one-to-one iPad. Every parent is required to attend the Parent Technology Use meeting before their son/daughter can be issued their iPad. We had 100% attendance for this meeting. Lastly, teachers are going through an extensive Technology Professional Development program so that they can minimally get to the point where they can "Flip the Classroom". Coupled with the work that our district is doing with implementing the Common Core State Standards (CCSS), teachers and scholars are producing incredible work. Teachers have been training our scholars on Listening and Speaking skills, Evidenced Based Questioning, and Close Reading fundamentals as our entry points into CCSS. In mathematics, our emphasis has been on the entry points of Reversibility and Flexibility. Furthermore, teachers have been going through extensive training in learning the Engage NY curriculum in both English Language Arts and Mathematics.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 770-6000.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	92
Gr. 1	62
Gr. 2	87
Gr. 3	79
Gr. 4	60
Gr. 5	52
Gr. 6	35
Total	467

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	0.6
Filipino	0.2
Hispanic or Latino	95.1
Native Hawaiian/Pacific Islander	0.2
White	2.4
Two or More Races	1.3
Socioeconomically Disadvantaged	86.5
English Learners	69.8
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Tiburcio Vasquez Elementary	12-13	13-14	14-15
Fully Credentialed		20 out of 20	16
Without Full Credential		0	4
Teaching Outside Subject Area of Competence		0	0
Alisal Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	299
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Tiburcio Vasquez Elementary	12-13	13-14	14-15
Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.0	20.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas is being recommended to fill gaps in the Treasures curriculum and those that have also been found in the Everyday Math curriculum.

Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new state standards and fill gaps in our current adoption materials.

In Language Arts:

K-1-2 will continue to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.

3-6 will use Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms will continue to use Tesoros and adapt it as needed to meet the common core state standards.

In Math:

At K-6, teachers will use both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.

Bilingual Transference classrooms will be able to use the Engage NY Math because student materials have just recently become available.

Textbooks and Instructional Materials Year and month in which data were collected: 2012

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McMillan / McGraw-Hill, Treasures-Adopted 2010
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McMillan / McGraw-Hill, Every Day Math- Adopted 2012
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McGraw-Hill, Vistas- Adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

Tiburcio Vásquez opened its doors for the first time last year during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars comfortably. During the 2013-14 school year, every building accept one house scholars. Due to the available space, AUSD Educational Services department moved into our F-wing in January. Again, the school is a closed campus with fencing all around the perimeter that is locked during school hours.

Tiburcio Vásquez is truly a state of the art/21st Century facility. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has internet infrastructure set for the next 10 years. It has WIFI throughout the campus and every teacher and scholar has immediate connectivity once they get onto campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September, 2014

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September, 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]				
Safety: Fire Safety, Hazardous Materials	[X]				
Structural: Structural Damage, Roofs	[X]				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]				
Overall Rating	Exemplary	Good	Fair	Poor	
	[X]				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science			38	35	34	33	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.1	14.5	18.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	33
All Student at the School	38
Male	42
Female	32
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	35
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	39
English Learners	17
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

A major aspect to infuse in our school culture in order to make Tiburcio Vásquez a high performing school is high parental involvement. There are many meetings that we must hold to meet compliance with state and federal regulations. Having parents attend this important parent meetings is critical to the academic success of the school. We ask all of our parents/guardians to make it a personal goal to at least pick one of the parent groups and attend those meetings at least once a month. Examples of parent participation opportunities include, but not limited to are: School Site Council, English Language Advisory Council, Parent Teacher Organization, District Advisory Council, Parent Teacher Conferences, Parent Technology Trainings, Family Reading and Mathematics Night, Field Trip Chaperoning, Classroom Volunteering, Technology Career Day, Winter Program, Talent Show, PBIS, and Athletics.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

As mentioned in section two, Tiburcio Vásquez opened last year as a brand new school. Before the school opened, we formulated a Safety Committee that consisted of the Principal, seven teachers, four parents, two campus supervisors, our lead custodian, our lead food service clerk, and one front office secretary. This group formulated our first draft of the school safety plan. The safety plan had a huge emphasis on the Positive Behavior Intervention and Supports (PBIS) program. Everything from Ingress to Egress, walking to the cafeteria and library, field trips, etc., we have an established code of conduct core value expectations. These core values are being Respectful, Responsible, and Ready. We call this being a 3R Scholar. Along with PBIS, we also took our safety team and we had the staff trained in the Restorative Justice system. We also have a flip chart created for all staff on different type of emergency situations that may arise and how staff should conduct themselves in the case of these unforeseen events. Every month we practice a fire drill and in October we practiced an earthquake drill. In May 2014, we practiced a hostile intruder drill. These drills are recorded on a chart in the main office that is placed for public display.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate			4.3
Expulsions Rate			0
District	11-12	12-13	13-14
Suspensions Rate	0.7	2.1	1.9
Expulsions Rate	0.0	0.0	0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	N/A	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A
Met API Criteria	N/A	N/A

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	No	Yes
First Year of Program Improvement	N/A	2005
Year in Program Improvement	N/A	3
Number of Schools Currently in Program Improvement		10
Percent of Schools Currently in Program Improvement		83.3

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Instructional Coach	
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.			28			0			3			
Gr. 1			22			1			2			
Gr. 2			27			0			3			
Gr. 3			32			0			2			
Gr. 4			31			0			2			
Gr. 5			28			0			2			
Gr. 6			35									1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,743	\$41,507
Mid-Range Teacher Salary	\$61,371	\$67,890
Highest Teacher Salary	\$84,569	\$86,174
Average Principal Salary (ES)	\$96,789	\$109,131
Average Principal Salary (MS)	\$0	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$179,000	\$185,462
Percent of District Budget		
Teacher Salaries	36	42
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,156	0	\$6,156	NA
District	♦	♦	\$5,459	\$64,853
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			12.8	NA
Percent Difference: School Site/ State			31.3	

Types of Services Funded at Tiburcio Vasquez Elementary

- K-6 Academic Intervention Teacher
- After School Program Tutoring and Enrichment
- After School Athletics
- One-to-One iPad Tablet technology
- iPad Applications especially for remediation
- Library Services (Electronic Library as well)
- Counseling (Home and Harmony)
- Positive Behavior Incentives and Supports (PBIS)

Professional Development provided for Teachers at Tiburcio Vasquez Elementary

The major areas of professional development for teachers in 2013-2014 included the following:

- Common Core State Standards planning for instruction, learning and assessment in both ELA and Math with entry points focusing on RI-1 and Listening and Speaking in ELA and Reversibility and Flexibility in Math
- Training for planning and implementation of pilot for Engage New York English Language Arts Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Implementation and use of student iPads within the classroom
- Positive Behavior Supports and Intervention (PBIS)
- Restorative Justice

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

Teachers were supported during implementation by Educational Consultant Ruth Miller and Principal.