Alisal Community School

1437 Del Monte Avenue • Salinas CA, 93905 • (831) 753-5720 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Alisal Union School District

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School Description

Welcome to Alisal Community Elementary School, home of the Tigers. We are a community of outstanding students, teachers, and parents. The Alisal staff provides every child with a rewarding and enriching educational experience. Our staff and community are dedicated to continually supporting our students in "striving for academic excellence."

Together, we have developed high expectations and provide the students the support to meet these expectations. We hold high expectations of ourselves as teaching professionals and of students as learners. We believe all our students can learn to their full potential! We encourage parent participation and support throughout the year. By working as a team of teachers, students, and parents we can reach and celebrate achievements together, Working Hand in Hand Toward School Improvement.

Through strong academic programs, parent involvement, and hardworking teachers, Alisal Community Elementary School is a thriving and successful learning community.

School staff support our students in a number of academically based afterschool programs. The After-School Education and Safety program provided additional support for our students in academics, sports programs, and even the arts. We had a strong representation in sports, with a number of teams playing in programs in conjunction with the City of Salinas Recreation Department as well as internally with the Alisal Union School District.

Mission Statement:

Our Alisal Community team is collectively responsible for providing all students with access to a high-quality education. We address students' needs and create a safe community that motivates, empowers, and inspires our learners to thrive.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	104
Grade 1	95
Grade 2	95
Grade 3	95
Grade 4	103
Grade 5	103
Grade 6	102
Total Enrollment	697

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.3
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	96.7
English Learners	90.0
Students with Disabilities	5.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Alisal Community School	16-17	17-18	18-19
With Full Credential	32	27	24
Without Full Credential	2	3	2
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Alisal Community School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

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

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Math, Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Alisal Community School is the oldest school in the district and has much history and character to offer our community. We have a total of 32 classrooms and a computer lab that are in full use. Our custodial and district maintenance staff work hard to maintain a clean and aesthetically pleasing campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	43.0	28.0	32.0	48.0	50.0
Math	27.0	32.0	21.0	23.0	37.0	38.0

2017-18 CAASPP Results for All Students

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Science for All Students

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.4	19.4	6.5

* 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	400	398	99.50	42.96
Male	208	207	99.52	41.55
Female	192	191	99.48	44.50
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	391	389	99.49	43.44
Socioeconomically Disadvantaged	388	386	99.48	42.75
English Learners	381	379	99.48	42.48
Students with Disabilities	35	34	97.14	11.76
Students Receiving Migrant Education Services	--	--	--	--

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	397	99.5	32.49
Male	207	206	99.52	33.98
Female	192	191	99.48	30.89
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	390	388	99.49	32.73
Socioeconomically Disadvantaged	388	386	99.48	32.9
English Learners	380	378	99.47	31.75
Students with Disabilities	35	34	97.14	11.76
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
At Alisal Community School, parents have many opportunities to participate in their children's learning activities, including Parenting Partners, School Site Council, and the Parent Patrol. Parents are also invited to volunteer in their student's classrooms to help teachers prepare materials for lessons and to read to our students.

Parents are also instrumental in our Winter "Las Posadas" celebrations, Fall Harvest Carnival, and Spring Science Fair. Parents are always encouraged to attend parent-teacher conferences, Open House, Trimester Awards, and Family Reading and Math Nights as well.

For more information about how to get involved at your school, please contact Mrs. Elizabeth Armenta, School Principal at (831) 753-5720.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Student safety is of the utmost concern at Alisal Community School. Our campus supervisors, and parent patrol which is made up of parent volunteers, supervises students both before and after school. While on campus, students are supervised at all times by teachers, campus supervisors, and school administrators. Visitors to the school must report to the main office and sign our visitors' log before visiting our campus.

Our School Safety Plan is reviewed annually. It includes procedures for dealing with a variety of emergency situations such as earthquakes, fires, bomb threats, and intruders on campus. We share this plan with staff and parents yearly, and there are copies in each classroom so that teachers can refer to them immediately. Earthquake and fire drills are held monthly throughout the year. In addition, a group of staff members received the ALICE training provided by our district.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.0	0.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.0	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1
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 (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	27	27	26				5	5	4			
1	27	20	24		3		4	2	4			
2	24	25	24				5	4	4			
3	23	24	24				5	5	4			
4	27	27	26				4	4	4			
5	28	26	26				4	4	4			
6	30	32	34				3	1			2	3

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2017-18 included the following:

- Standards-based planning for instruction, learning and assessment
- Close Reading and Evidence-Based Text Questions PDD
- Explicit Direct Instruction
- Storm Educational Enterprises, Inc. has provided training for all our certificated staff, including intervention teachers and para-educators with strategies and skills practice in Storm Your Way With Argumentative Reading Comprehension and Writing. The system is a collection of strategies and skills for close reading and writing that are grounded in best instructional practices, California Common Core Standards outcomes and are research based. It is a system grounded on critical thinking, collaboration, creative thinking and communication routines for listening speaking, reading and writing.
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teacher-principal meetings - Student performance data reporting
- Teaching to the Math standards (primary grade teachers)
- PBIS

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

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

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,149	$50,084
Mid-Range Teacher Salary	$71,785	$80,256
Highest Teacher Salary	$100,035	$100,154
Average Principal Salary (ES)	$117,416	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$195,000	$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,237	$497	$3,740	$65,820
District	◆	◆	$5,459	$71,625
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			-31.5	1.5
Percent Difference: School Site/ State			-20.3	-7.0

*   Cells with ◆ do not require data.

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

Types of Services Funded

During the 2017-18 school year, the school funded the following priorities with monies allocated to the site:

- 2 Intervention Teachers
- 3 Americorps Literacy Tutors
- Fieldtrips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading and math (AR, Achieve3000, IXL, NextGenMath)
- Equipment (copiers, computers, sports, etc.)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.