



# Frank Paul Elementary School

1300 Rider Ave. • Salinas CA, 93905 • (831) 753-5740 • Grades K-6

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<https://www.alisal.org/Domain/13>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Alisal Union School District

155 Bardin Road  
Salinas, CA 93905  
(831) 753-5700  
[www.alisal.org](http://www.alisal.org)

#### District Governing Board

Fernando Mercado, President

Guadalupe Ruiz Gilpas, Vice  
President

Robert Ocampo, Member

Noemí M. Armenta, Member

Antonio Jimenez, Member

#### District Administration

Dr. Héctor Rico  
Superintendent

Mr. James Koenig  
Associate Superintendent,  
Business and Fiscal Services

Mr. Quoc Tran  
Assistant Superintendent,  
Educational Services

Mr. Ricardo Cabrera  
Associate Superintendent,  
Human Resources

Dr. Jairo Arellano  
Assistant Superintendent,  
Whole Child Services

### School Description

Frank Paul Elementary School, home of the "Riders" is located at 1300 Rider Avenue in the city of Salinas. Our school serves more than 800 students in grades transitional kindergarten through sixth grade. The One Way Developmental Bilingual program exists at grades kinder through sixth. We have two special education day classes, which support children in grades third through six. Our vision is to continue using collaborative conversations by using academic vocabulary, and to provide our students with engaging instruction, enriching learning opportunities and the willingness to push them as far as we can academically. Our teachers believe in the importance of strong instructional practices along with the implementation of research-based instructional strategies.

The instructional program is comprehensive in all curricular areas based on common core state standards and district guidelines. Teachers meet on a regular basis to negotiate program content, pacing, and student progress. Our instructional program is supported by Accelerated Reader, guided reading interventions (Tier I, II and III), and Accelerated Math. In addition, children in grades kindergarten through sixth grade participate in the 1:1 technology program. Instructional practices include multiple opportunities for technology-based learning projects. The goal is to provide children with the opportunity to learn using the latest educational applications, which support the curriculum.

This is the eighth complete year of our after school program. The program offers our students academic and enrichment activities, including structured tutoring and homework assistance, reading/language arts, English language development, and math. The enrichment activities include music, drum-line, guitar lessons, folklórico, chess and gardening. The Reading program includes Lexia, Reads Naturally, and Reading A-Z, depending on the child's needs. Math programs include Triumphs, and Rewards. The school offers extracurricular activities such as soccer, basketball, volleyball, and flag football.

Frank Paul Elementary school has a strong partnership of staff, students, parent, and community through monthly meetings. The encouragement and participation in school activities supports the idea that every child can learn and every child will.

Our mission Statement: Frank Paul Elementary School

We believe. . .

All students and families deserve an equitable, nurturing learning environment, so that learning is an enjoyable practice, permanent to their lives, developing into lifelong learners and leaders of tomorrow.

All students can learn about civic duty, to become active members of society, and their community.

All students have access to differentiated instruction to ensure success.

## 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	137
Grade 1	112
Grade 2	96
Grade 3	96
Grade 4	133
Grade 5	122
Grade 6	121
<b>Total Enrollment</b>	<b>817</b>

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	0.2
Hispanic or Latino	90.1
Native Hawaiian or Pacific Islander	0.0
White	0.5
Socioeconomically Disadvantaged	99.0
English Learners	85.3
Students with Disabilities	7.5
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			
Frank Paul Elementary School	16-17	17-18	18-19
With Full Credential	31	29	28
Without Full Credential	6	6	2
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	4
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Frank Paul Elementary 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)

Frank Paul School provides a safe and clean environment for learning. Our custodial staff consists of a lead day custodian and two evening custodians. Each classroom, restroom, and office is cleaned daily. District personnel maintain landscaping and provide other operational services. If the need arises, a work order is placed and repairs are made.

Frank Paul is a 29-year-old modular school, with an additional 10 rooms added two years ago. The school consists of 33 regular classrooms and four preschool classrooms, one of which is an outside facility, which rents out the space. Our school has only three permanent buildings: our multipurpose room and two classrooms. Our multipurpose room serves as our cafeteria and events center. In case of inclement weather we use our satellite cafeteria to help manage the number of children out at the same time.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**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
Overall Rating	<b>Exemplary</b>	

**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

2017-18 CAASPP Results for All Students						
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	26.0	25.0	28.0	32.0	48.0	50.0
Math	22.0	18.0	21.0	23.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
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

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	14.5	13.7	8.5

\* 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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	466	464	99.57	25.43
Male	254	253	99.61	21.74
Female	212	211	99.53	29.86
Filipino	--	--	--	--
Hispanic or Latino	440	438	99.55	25.57
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	456	454	99.56	25.11
English Learners	428	426	99.53	24.88
Students with Disabilities	62	62	100.00	1.61
Students Receiving Migrant Education Services	13	13	100.00	15.38
Foster Youth	--	--	--	--

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	466	464	99.57	17.75
Male	254	253	99.61	16.33
Female	212	211	99.53	19.43
Filipino	--	--	--	--
Hispanic or Latino	440	438	99.55	17.89
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	456	454	99.56	17.92
English Learners	428	426	99.53	17.45
Students with Disabilities	62	62	100	1.61
Students Receiving Migrant Education Services	13	13	100	8.33
Foster Youth	--	--	--	--

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)

Frank Paul encourages our parents to participate in several organizations and activities. There are a variety of opportunities for parent involvement depending on their interests. Throughout the 2017-18 school year, three stakeholders meetings were calendared to make sure parent ideas were heard by the Alisal Union School District. Along with these stakeholders meetings, School Site Council, and the assistance of administration, financial decisions were carefully calculated for all students. Meetings bring community organizations on campus to talk about services and provide them as needed. The English Language Advisory Committee (ELAC), which works alongside our School Site Council, discusses issues pertinent to English Learners and makes decisions accordingly. District English Learner Advisory Committee (DELAC) members represent our English Learner issues at the district level and update our members at our site. After school enrichment program tutorials provide ideas and activities that parents can use to help their children at home. For parent involvement opportunities at Frank Paul Elementary School, please contact the principal, Mr. Miguel Porras at (831) 753-5740.

### 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

Maintaining a safe and orderly campus is our main concern. Staff members monitor the school grounds before and after school, at recess, and at lunch time. Teachers regularly review the rules for safe and responsible behavior and are active in making changes, which keep our students and staff prepared and safe. Visitors must enter the school through the main office, sign in, and receive a visitor's badge. This helps us account for all in the event of an emergency.

Our School Safety Plan is revised annually as was the case this year. The plan includes procedures for emergencies, exit routes, roles and responsibilities for staff members, and inventories of emergency supplies. We share the plan with all staff members at staff meetings. In addition, the school site council helps with revisions and approval. Students and staff practice fire and earthquake drills four times a year and lock-down procedures twice a year. In addition, we hold annual emergency preparedness training for staff, as needed. ALICE ( Alert Lockdown Inform Counter Evacuate ) trainings have trained administrators, students, and parents. These trainings are ongoing and make sure that our school remains a safe heaven for all students who enter our doors. Safety for all, continues to be one of our primary concerns!

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	1.2
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)	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 (non-teaching)	1
Other	0
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*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	29	25	23		1		3	4	6	1		
1	25	24	28		1		4	3	4			
2	25	24	24	2			3	4	4			
3	23	25	24	3			2	5	4			
4	31	29	27			1	3	4	2	1		2
5	27	27	29	1	1		4	3	4		1	
6	28	31	26	1		1	3	4	4			

\* 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 2017-2018 included the following:

- Standards-based planning for instruction, learning and assessment
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- One Way Bilingual Program
- EngageNY/ Eureka Math
- Wonders Language Arts
- CCSS instruction
- Teaching to the Math standards (primary grade teachers)
- ELD instruction and lesson planning
- ELD: Integrated and Designated instruction
- Grade Level Team Planning
- Data analysis
- Purposeful teaching
- Strategic teaching
- Guided Reading
- ELPAC professional development
- ( Whole Child ) professional development on the social and emotional division

Professional development was delivered through staff meetings, GLT sessions, and professional development days. These areas of focus were selected according to the needs of students in ELA ( English Language Arts ), Math, and ELD ( English Language Development ). Teacher, parent, and administrative information along with suggestions were gathered after reviewing assessment data for all grade levels. Implementation of all professional development focused areas were developed with the assistance of administration, district directors, teachers and the instructional coach, After professional development was delivered, administration and the instructional coach made sure to support teachers in the areas of need.

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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Services throughout the district include:

- Class size reduction
- Tier II Tutoring
- Supplemental instructional materials and books
- Programs for English language learners new to the country
- Summer school
- After school tutoring
- Field trips

Enrichment program

- 1:1 Initiative in technology, after school program, and Saturday programs

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

- 3 Intervention Teacher
- Classroom library resources
- Classroom instructional materials
- Materials and supplies
- Training activities for parents
- Software to support reading motivation in English and Spanish (AR)
- Equipment (copiers, sports, etc.)
- Parent Education Nights
- Counseling
- Professional Development for teachers

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,250	\$700	\$3,550	\$59,350
District	◆	◆	\$5,459	\$71,625
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-35.0	-8.5
Percent Difference: School Site/ State			-24.3	-16.2

\* 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.