

# Alisal Community School

1437 Del Monte Avenue • Salinas CA, 93905 • (831) 753-5720 • Grades K-6

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<http://www.alisal.org/alisal/>

## 2018-19 School Accountability Report Card Published During the 2019-20 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**

Guadalupe Ruiz Gilpas, President

Robert Ocampo, Vice President

José Antonio Jiménez, Clerk

Noemí M. Armenta, Member

Fernando Mercado, Member

### **District Administration**

James Koenig, Interim  
Superintendent  
**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**

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	74
Grade 2	92
Grade 3	94
Grade 4	93
Grade 5	98
Grade 6	104
<b>Total Enrollment</b>	<b>667</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Filipino	0.4
Hispanic or Latino	98.4
White	0.4
Socioeconomically Disadvantaged	96.1
English Learners	84.3
Students with Disabilities	6.9
Homeless	15

## 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 for Alisal Community	17-18	18-19	19-20
With Full Credential	27	24	29
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	17-18	18-19	19-20
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Alisal Community School

Indicator	17-18	18-19	19-20
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 2019-20)**

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: 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Eureka Math, Adopted 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 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 community room 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, 2019

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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	
<b>Overall Rating</b>	<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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	50	32	36	50	50
Math	32	37	23	28	38	39

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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.2	16.2	3.0

Note: 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.

**School Year 2018-19 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	389	383	98.46	49.87
Male	200	196	98.00	46.43
Female	189	187	98.94	53.48
Filipino	--	--	--	--
Hispanic or Latino	379	373	98.42	49.87
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	376	370	98.40	49.19
English Learners	369	363	98.37	50.14
Students with Disabilities	42	39	92.86	7.69
Students Receiving Migrant Education Services	15	13	86.67	38.46
Homeless	49	45	91.84	8.16

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 2018-19 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	389	383	98.46	36.81
Male	200	196	98.00	39.80
Female	189	187	98.94	33.69
Filipino	--	--	--	--
Hispanic or Latino	379	373	98.42	36.73
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	376	370	98.40	36.76
English Learners	369	363	98.37	36.91
Students with Disabilities	42	39	92.86	10.26
Students Receiving Migrant Education Services	15	13	86.67	30.77
Homeless	49	45	91.84	8.16

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 2019-20)

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 Volunteers. 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 staff 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.8	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27		5		26		4		22	1	4	
1	20	3	2		24		4		25		3	
2	25		4		24		4		23		4	
3	24		5		24		4		24		4	
4	27		4		26		4		31		3	
5	26		4		26		4		25		4	
6	32		1	2	34			3	35			3
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2018-19 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 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$45,741
Mid-Range Teacher Salary	\$71,785	\$81,840
Highest Teacher Salary	\$100,035	\$102,065
Average Principal Salary (ES)	\$126,234	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

\* 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**

During the 2018-19 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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,237	\$497	\$3,740	\$65,820
District	N/A	N/A	\$5,459	\$72,451.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-31.5	1.5
School Site/ State	-20.3	-7.0

Note: Cells with N/A values 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.