

# Alisal Community School

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

Elizabeth Armenta, Principal  
elizabeth.armenta@alisal.org

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Alisal Union Elementary School District

1205 East Market Street  
Salinas, CA 93905  
(831) 753-5700  
www.alisal.org

#### District Governing Board

Noemi Armenta, President  
Guadalupe Guzman, Vice President  
Fernando Mercado, Clerk  
Maricela Cruz, Member  
Guadalupe Ruiz Gilpas, Member

#### District Administration

Mr. John Ramirez Jr.  
**Superintendent**  
Ms. Jeanne Herrick  
**Associate Superintendent,  
Educational Services**  
Mr. James Koenig  
**Associate Superintendent,  
Business and Fiscal Services**

Mr. Ricardo Cabrera  
**Assistant Superintendent, Human  
Resources**

### 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.

The After-School Education and Safety program provided additional support for our students in academics, sports programs, and even the arts.

School staff supported our students in a number of academically based afterschool programs.

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.

## 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 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/>.
- 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/guardians and community members should contact the school at (831) 753-5720 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	128
Grade 1	118
Grade 2	117
Grade 3	113
Grade 4	111
Grade 5	97
Grade 6	91
<b>Total Enrollment</b>	<b>775</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Filipino	0.1
Hispanic or Latino	98.6
Socioeconomically Disadvantaged	96.5
English Learners	82.6
Students with Disabilities	5.3
Foster Youth	0.1

## 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			
Alisal Community School	13-14	14-15	15-16
With Full Credential	28	25	32
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	328
Without Full Credential	♦	♦	44
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Alisal Community School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

\* 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 2015-16)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district 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 common core state standards (CCSS).

In Language Arts:

K-1-2 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards. 3-6 used Engage NY solely to teach all Language Arts standards.

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

In Math:

At K-6, teachers used 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 were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012  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
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

### 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 25 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, 2015

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

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	13.10	22.20	7.10

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	15	20	44
<b>Math</b>	9	13	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	31
<b>All Student at the School</b>	25
<b>Male</b>	26
<b>Female</b>	23
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	25
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	8
<b>Students with Disabilities</b>	25
<b>Students Receiving Migrant Education Services</b>	--
<b>Foster Youth</b>	--

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	31	22	25	33	32	31	59	60	56

\* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	112	109	97.3	72	19	7	1
	<b>4</b>	113	112	99.1	61	25	8	6
	<b>5</b>	100	92	92.0	57	24	17	2
	<b>6</b>	88	85	96.6	47	32	19	2
<b>Male</b>	<b>3</b>		56	50.0	73	18	7	2
	<b>4</b>		42	37.2	71	12	10	7
	<b>5</b>		50	50.0	60	18	22	0
	<b>6</b>		50	56.8	48	32	18	2
<b>Female</b>	<b>3</b>		53	47.3	72	21	8	0
	<b>4</b>		70	61.9	54	33	7	6
	<b>5</b>		42	42.0	52	31	12	5
	<b>6</b>		35	39.8	46	31	20	3
<b>Filipino</b>	<b>3</b>		1	0.9	--	--	--	--
	<b>5</b>		0	0.0	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		106	94.6	73	19	8	1
	<b>4</b>		112	99.1	61	25	8	6
	<b>5</b>		92	92.0	57	24	17	2
	<b>6</b>		85	96.6	47	32	19	2
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		107	95.5	72	20	7	1
	<b>4</b>		106	93.8	63	24	8	6
	<b>5</b>		92	92.0	57	24	17	2
	<b>6</b>		83	94.3	48	31	18	2
<b>English Learners</b>	<b>3</b>		88	78.6	83	16	1	0
	<b>4</b>		82	72.6	76	18	4	2
	<b>5</b>		59	59.0	76	20	3	0
	<b>6</b>		45	51.1	71	29	0	0
<b>Students with Disabilities</b>	<b>3</b>		6	5.4	--	--	--	--
	<b>4</b>		6	5.3	--	--	--	--
	<b>5</b>		8	8.0	--	--	--	--
	<b>6</b>		9	10.2	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>		12	10.7	92	0	0	8
	<b>4</b>		7	6.2	--	--	--	--
	<b>5</b>		2	2.0	--	--	--	--
	<b>6</b>		9	10.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	112	110	98.2	70	24	6	0
	4	113	112	99.1	64	26	9	1
	5	100	99	99.0	68	20	7	4
	6	88	86	97.7	57	33	7	3
Male	3		57	50.9	63	32	5	0
	4		42	37.2	67	21	10	2
	5		54	54.0	69	19	9	4
	6		51	58.0	57	29	8	6
Female	3		53	47.3	77	15	8	0
	4		70	61.9	63	29	9	0
	5		45	45.0	67	22	4	4
	6		35	39.8	57	37	6	0
Filipino	3		1	0.9	--	--	--	--
	5		1	1.0	--	--	--	--
Hispanic or Latino	3		107	95.5	71	22	7	0
	4		112	99.1	64	26	9	1
	5		98	98.0	67	20	7	4
	6		86	97.7	57	33	7	3
Socioeconomically Disadvantaged	3		108	96.4	70	23	6	0
	4		106	93.8	65	26	8	1
	5		99	99.0	68	20	7	4
	6		84	95.5	57	32	7	4
English Learners	3		89	79.5	82	15	3	0
	4		82	72.6	78	21	1	0
	5		65	65.0	83	17	0	0
	6		46	52.3	85	15	0	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		6	5.4	--	--	--	--
	4		6	5.3	--	--	--	--
	5		8	8.0	--	--	--	--
	6		9	10.2	--	--	--	--
Students Receiving Migrant Education Services	3		13	11.6	92	8	0	0
	4		7	6.2	--	--	--	--
	5		5	5.0	--	--	--	--
	6		10	11.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

### 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

At Alisal Community School, parents have many opportunities to participate in their children's learning activities, including Koffee Klatch, 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 Talent Show. 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 Ms. Elizabeth Armenta, School Principal at (831) 753-5720.

#### 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

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.

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.

### Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	1.55	2.04	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	29	29	25			1	4	4	3			1
1	29	22	30		1		4	4	4			
2	28	29	23				4	4	5			
3	29	27	28				3	4	4			
4	31	31	28				3	3	4			
5	33	30	32					3	2	3		1
6	31	34	30				2		3	1	3	



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
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,876	\$43,091
Mid-Range Teacher Salary	\$63,212	\$70,247
Highest Teacher Salary	\$87,106	\$89,152
Average Principal Salary (ES)	\$102,512	\$112,492
Average Principal Salary (MS)		\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,000	\$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	6%	6%

\* 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 2014-15 school year, the school funded the following priorities with monies allocated to the site:

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

### Professional Development provided for Teachers

The major areas of professional development for teachers in 2014-15 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Side by Side (for teachers facilitating Structured English Immersion classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- 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 2013-14 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	\$66,202
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-31.5	1.5
Percent Difference: School Site/ State			-20.3	-7.0

\* Cells with ♦ do not require data.