

Frank Paul Elementary School

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

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Guadalupe Guzman, Vice President
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**Associate Superintendent,
Educational Services**
Mr. James Koenig
**Associate Superintendent,
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Mr. Ricardo Cabrera
**Assistant Superintendent, Human
Resources**

School Description

Frank Paul Elementary School, home of the "Riders" is located at 1300 Rider Avenue in the city of Salinas. Our school serves about 817 students in grades kindergarten through sixth grade. The bilingual program exists at grades kinder through sixth. We have a special education day class, which supports children in grades five and six. Our vision is to continue to provide our students with engaging instruction, enriching learning opportunities and the willingness to push them academically. School instructional activities include school-wide assemblies, and field trips which, provide our students the opportunity to learn in a variety of settings. Our focus is language arts and math. Our teachers believe in the importance of strong instructional practices and implement 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, and Accelerated Math. In addition, children in grades sixth and fifth participated in the 1:1 technology program. Those children in grades 4, 3, and 2 have a ratio of 3:1. This ratio will diminish as we move closer to 1:1 in those grades. Kinder and first grade have a 4:1 ratio as we provide children with the opportunity to learn using the latest educational applications, which support the curriculum.

This is the sixth 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, 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: As a community committed to cultivating peace and the value of bilingualism, we will prepare all our students to be socially responsible and to attain academic excellence by engaging them in a world class multicultural education. With high expectations for all, and respect for the culture of our community, the Alisal School District is committed to providing a nurturing environment, promoting academic excellence and bilingualism, and preparing students to successfully enter a global society.

Our goals and expectations include a safe and orderly environment, high expectations for student learning, high levels of student learning, and effective communication and collaboration.

We invite you to visit our school.

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) 753-5740 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	93
Grade 1	130
Grade 2	116
Grade 3	124
Grade 4	119
Grade 5	113
Grade 6	119
Total Enrollment	814

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Filipino	0.2
Hispanic or Latino	91.4
White	0.1
Socioeconomically Disadvantaged	94.1
English Learners	78.4
Students with Disabilities	4.1

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			
Frank Paul Elementary School	13-14	14-15	15-16
With Full Credential	26 out	26	33
Without Full Credential	0	1	4
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			
Frank Paul Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	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

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 28-year-old modular school. The school consists of 33 regular classrooms and three preschool classrooms. Our school has only three permanent buildings: our multipurpose room and two classrooms. Our multipurpose room serves as our cafeteria and events center.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

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	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms need updating, a plan is being created at district level to repair the needs.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			We are scheduled to have our grounds leveled and seeded.
Overall Rating	Exemplary	Good	Fair	Poor
	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
5	20.40	13.30	8.00

* 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
ELA	25	20	44
Math	13	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)
All Students in the LEA	31
All Student at the School	31
Male	38
Female	24
Filipino	--
Hispanic or Latino	31
Socioeconomically Disadvantaged	--
English Learners	14
Students with Disabilities	29
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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
Science	43	37	31	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
All Students	3	127	126	99.2	59	28	13	1
	4	122	120	98.4	49	25	20	6
	5	113	113	100.0	45	24	26	5
	6	119	118	99.2	32	38	25	3
Male	3		72	56.7	63	25	13	0
	4		66	54.1	47	27	20	6
	5		57	50.4	42	28	26	4
	6		60	50.4	32	43	22	3
Female	3		54	42.5	54	31	13	2
	4		54	44.3	52	22	20	6
	5		56	49.6	48	20	25	7
	6		58	48.7	33	33	29	3
Filipino	3		0	0.0	--	--	--	--
	5		1	0.9	--	--	--	--
	6		1	0.8	--	--	--	--
Hispanic or Latino	3		123	96.9	59	28	11	1
	4		118	96.7	50	25	19	6
	5		110	97.3	45	24	26	5
	6		115	96.6	33	38	25	3
Socioeconomically Disadvantaged	3		122	96.1	60	26	13	1
	4		108	88.5	53	26	17	5
	5		100	88.5	50	23	23	4
	6		107	89.9	35	40	22	2
English Learners	3		106	83.5	68	25	7	1
	4		71	58.2	75	18	6	1
	5		49	43.4	80	16	4	0
	6		53	44.5	58	34	6	0
Students with Disabilities	3		8	6.3	--	--	--	--
	4		5	4.1	--	--	--	--
	5		10	8.8	--	--	--	--
	6		4	3.4	--	--	--	--
Students Receiving Migrant Education Services	3		9	7.1	--	--	--	--
	4		8	6.6	--	--	--	--
	5		1	0.9	--	--	--	--
	6		8	6.7	--	--	--	--

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	127	127	100.0	62	23	13	2
	4	122	121	99.2	57	40	2	1
	5	113	113	100.0	48	35	12	4
	6	119	118	99.2	47	37	15	1
Male	3		72	56.7	63	21	15	1
	4		66	54.1	50	44	5	2
	5		57	50.4	47	32	14	7
	6		60	50.4	45	38	17	0
Female	3		55	43.3	62	25	11	2
	4		55	45.1	65	35	0	0
	5		56	49.6	48	39	11	2
	6		58	48.7	48	36	14	2
Filipino	3		1	0.8	--	--	--	--
	5		1	0.9	--	--	--	--
	6		1	0.8	--	--	--	--
Hispanic or Latino	3		123	96.9	63	23	13	2
	4		119	97.5	57	39	3	1
	5		110	97.3	48	35	13	5
	6		115	96.6	47	37	15	1
Socioeconomically Disadvantaged	3		122	96.1	63	21	14	2
	4		109	89.3	61	36	3	1
	5		100	88.5	52	32	12	4
	6		107	89.9	48	37	15	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
English Learners	3		107	84.3	69	21	10	0
	4		72	59.0	79	19	1	0
	5		49	43.4	73	20	6	0
	6		53	44.5	74	25	2	0
Students with Disabilities	3		8	6.3	--	--	--	--
	4		5	4.1	--	--	--	--
	5		10	8.8	--	--	--	--
	6		4	3.4	--	--	--	--
Students Receiving Migrant Education Services	3		9	7.1	--	--	--	--
	4		8	6.6	--	--	--	--
	5		1	0.9	--	--	--	--
	6		8	6.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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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

Frank Paul encourages our parents to participate in several organizations and activities. There are a variety of opportunities for parent involvement depending on your interests. The School Site Council works with the administration to help make organizational and financial decisions. Meetings bring community organizations on campus to talk about services and provide them as needed. The English Language Advisory Committee (ELAC) 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, Mrs. Yolanda McIntosh at (831) 753-5740.

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

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. Visitors must enter the school through the main office, sign in, and receive a visitor's badge.

Our School Safety Plan is revised annually. 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.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	2.82	0.00	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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		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	27	31				4	5	2			1
1	30	30	26				4	4	5			
2	31	25	29				4	5	4			
3	30	31	25				4	4	5			
4	29	29	30				3	4	4	1		
5	32	29	28				1	4	4	3		
6	30	33	30				3	2	4		2	
Other	16			1								

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	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.

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/.

Types of Services Funded

Services throughout the district include:

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

Enrichment program

- 1:1 Initiative in technology

Professional Development provided for Teachers

The major areas of professional development for teachers in 2014-2015 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- EngageNY Math
- EngageNY Language Arts
- CCSS instruction
- Teaching to the Math standards (primary grade teachers)
- Grade Level Team Planning
- Data analysis
- Purposeful teaching
- Strategic teaching

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

FY 2013-14 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	\$66,202
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-35.0	-8.5
Percent Difference: School Site/ State			-24.3	-16.2

* Cells with ♦ do not require data.

During the 2013-14 school year, the school funded the following priorities with monies allocated to the site:

- 1 Intervention Teacher
- Field trips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- Parent Education/Family Nights
- Counseling

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.