

Frank Paul Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Frank Paul Elementary School
Street	1300 Rider Ave.
City, State, Zip	Salinas CA, 93905
Phone Number	(831) 753-5740
Principal	Miguel Porras
Email Address	miguel.porras@alisal.org
School Website	www.alisal.org
County-District-School (CDS) Code	27 65961 6101802

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2021-22 School Overview

Frank Paul Elementary School, home of the "Riders" is located at 1300 Rider Avenue in the city of Salinas. Our school serves more than 752 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.

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	100
Grade 2	91
Grade 3	100
Grade 4	109
Grade 5	91
Grade 6	100
Total Enrollment	684

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.1
Filipino	0.6
Hispanic or Latino	93
Two or More Races	0.3
White	1.3
English Learners	66.8
Foster Youth	0.1
Homeless	6
Socioeconomically Disadvantaged	88.3
Students with Disabilities	10.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.0	89.3	298.5	85.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	14.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.0	7.1	22.0	6.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	5.0	1.4	12115.8	4.4
Unknown	1.0	3.6	10.0	2.9	18854.3	6.9
Total Teaching Positions	28.0	100.0	349.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
Mathematics	Eureka Math, Adopted 2018	Yes	0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006	Yes	0
History-Social Science	McGraw Hill, Impact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

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 30-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.

Year and month of the most recent FIT report

August, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Apparatus playground was repaired due to on going usage. Repairs were done October 2020

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	400	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	198	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	365	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	237	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	36	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	342	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	400	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	198	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	365	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	237	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	36	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	342	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	400	282	71	29	21.6
Female	202	147	73	27	19
Male	198	135	68	32	24.4
Hispanic or Latino	365	264	67	33	22
English Learners	214	178	83	17	7

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	400	296	74	26	24.7
Female	202	154	76	24	16.9
Male	198	142	72	28	33.1
Hispanic or Latino	365	278	76	24	24.8
English Learners	214	168	79	21	13

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	NT	NT	NT	NT
Female	47	NT	NT	NT	NT
Male	45	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	80	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	39	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Frank Paul encourages our parents to participate in several organizations and activities. We continued having parents participate through technological services such as: Google Meets, Seesaw, Black Board Connect and Google Classroom. There are a variety of opportunities for parent involvement depending on their interests. Throughout the 2020-21 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	701	693	46	6.6
Female	343	339	22	6.5
Male	358	354	24	6.8
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	648	644	41	6.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	12	9	1	11.1
English Learners	469	467	29	6.2
Foster Youth	1	1	0	0.0
Homeless	41	41	2	4.9
Socioeconomically Disadvantaged	621	617	41	6.6
Students Receiving Migrant Education Services	95	92	7	7.6
Students with Disabilities	83	83	8	9.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.36	0.00	1.07	0.01	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.59	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 haven for all students who enter our doors. Safety for all, continues to be one of our primary concerns! Through the pandemic of Covid 19, Frank Paul Elementary School continues ongoing safety trainings using Google Meets as the platform to inform all personal at the site. Due to Covid 19, all personnel are required to wear face masks, take temperature on entry of the school, and maintain social distancing.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	22		5	
2	28		4	
3	25		4	
4	31		3	
5	24	2	3	1
6	29		4	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	10		
1	24	2	2	
2	27		4	
3	23	3	2	
4	31		2	
5	31		3	
6	26	1	3	
Other	13	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	2	
1	25		4	
2	23	1	3	
3	25	1	3	
4	27		4	
5	30		3	
6	25	1	3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,250	\$700	\$3,550	\$59,350
District	N/A	N/A	\$5,459	\$78,057
Percent Difference - School Site and District	N/A	N/A	-42.4	-27.2
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-81.6	-36.5

2020-21 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 2019-20 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,838	\$52,060
Mid-Range Teacher Salary	\$76,157	\$84,043
Highest Teacher Salary	\$106,127	\$107,043
Average Principal Salary (Elementary)	\$127,141	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$210,000	\$240,628
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The major areas of professional development for teachers in 2020-2021 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

BeGlad Training

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Alisal Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alisal Union School District
Phone Number	(831) 753-5700
Superintendent	James Koenig, Superintendent
Email Address	jim.koenig@alisal.org
District Website Address	www.alisal.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4698	NT	NT	NT	NT
Female	2307	NT	NT	NT	NT
Male	2391	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	27	NT	NT	NT	NT
Black or African American	18	NT	NT	NT	NT
Filipino	30	NT	NT	NT	NT
Hispanic or Latino	4381	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	195	NT	NT	NT	NT
White	36	NT	NT		NT
English Learners	2553	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1242	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	4272	NT	NT	NT	NT
Students Receiving Migrant Education Services	321	NT	NT	NT	NT
Students with Disabilities	474	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.