



Arturo A. Sanchez Elementary School

11960 East 162nd Street • Norwalk, CA 90650 • (562) 926-2365 • Grades K-5

Alicia Rubio, Principal
arubio@nlmusd.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

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Chris Pflanzler Board Member
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Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Sanchez Elementary School. We are very proud of our students and the academic progress they have made in reading, language arts, English language development, science and mathematics. Through our combined efforts and focused instruction, Sanchez Elementary students continue to transition to the new Common Core State Standards and are learning technology skills to ensure their success in the 21st Century. Our school community continues to be committed to each student in their quest for academic achievement.

Our school mission, Sanchez Elementary will be a school with an unrelenting focus on learning where all students are expected to succeed, is evident in every classroom and in every other area around the campus.

We take pride in our professional development and professional learning community. Teachers have time to plan strategically for the needs of each of their students. Through teacher collaboration and frequent reflection on learning, our students will continue to gain the access and support needed to become proficient in all academic areas. We also want to ensure that our students become citizens of character. As a school, we highlight a character theme from the Character Counts themes of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Students are frequently recognized for displaying these traits. In addition, we implement the use of PlayWorks during our recess time so that students learn to engage positively during unstructured activities and, should they choose to, they can take on a leadership role as a Junior PlayWorks Coach.

In an effort to continue to strive toward providing a balanced program for students, we continually incorporate the arts during the academic day. All our students, from our pre-K special day classes to our general education fifth grade classes, receive music instruction. The PTA has also provided arts opportunities for our students by bringing in performers for our students to experience and enjoy.

We are fortunate to have an after school program at Sanchez: ASES Prep Academy. The program provides a safe and nurturing enrichment program to students after school for free.

We believe that a meaningful partnership between home and school only serves to strengthen a child's academic experience. Parents are invited and encouraged to be part of the school by participating in our PTA, ELAC, and School Site Council.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (562) 926-2365.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	69
Gr. 1	67
Gr. 2	66
Gr. 3	65
Gr. 4	57
Gr. 5	70
Total	394

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	3.0
Hispanic or Latino	91.6
Native Hawaiian/Pacific Islander	0.0
White	2.3
Two or More Races	0.5
Socioeconomically Disadvantaged	95.4
English Learners	42.9
Students with Disabilities	10.4

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			
Arturo A. Sanchez Elementary School	12-13	13-14	14-15
Fully Credentialed	16	17	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Arturo A. Sanchez Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	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

2013-14 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	100.00	0.00
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* 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 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 01/22/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	100%
Interior: Interior Surfaces	[X]	[]	[]	100% Site well maintained/clean
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	97.83%
Electrical: Electrical	[X]	[]	[]	100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	97.62%
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	100%
Structural: Structural Damage, Roofs	[X]	[]	[]	100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	97.83%
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	33	31	30	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	35	42	42	52	54	54	54	56	55
Math	46	55	61	46	47	48	49	50	50
HSS				41	41	44	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	2	3
Similar Schools	2	3	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.6	20.0	11.4

* 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.

2013-14 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	55
All Student at the School	30
Male	38
Female	21
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	29
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	27
English Learners	6
Students with Disabilities	
Students Receiving Migrant Education Services	27

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-10	44	21
Black or African American	-----		
American Indian or Alaska Native			
Asian	-----		
Filipino			
Hispanic or Latino	-7	43	23
Native Hawaiian/Pacific Islander			
White	-----		
Two or More Races			
Socioeconomically Disadvantaged	-8	48	22
English Learners	9	33	24
Students with Disabilities	-----		

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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 Sanchez, we encourage and foster parent participation through out PTA, ELAC and SSC. Parents are an integral part of our School Site Council, which works with school staff to make financial decisions and monitors student learning that impacts student achievement. Parents of English Learners are vital to our ELAC and to our outreach efforts on behalf of new families. The PTA fund raises and organizes fun events for students. They also bring in activities to enrich the academic program, such as performance assemblies.

Parents are invited to join us in various activities throughout the year such as our Read Across America picnic, Muffins with Mom, Donuts with Dad, trainings relative to social/emotional and academic success, field trips, volunteering in the classroom, at home and around campus as well as others. We welcome all parents to Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in December and March. Parents are invited to attend our monthly awards assemblies, our monthly flag assemblies as well as our trimester awards assemblies. Parents can also receive recognition during our trimester awards. Between one and three parents are awarded for their contributions to the school and/or classroom. In addition, surveys are sent home three times a year to parents to ask for input on how to continue to make parents feel welcome and to facilitate their involvement.

To ensure frequent communication, parents receive flyers as well as phone messages to inform them of any upcoming events. We also have a website, www.nlmusd.org/sanchezelementary, where parents can look at our calendar and other information.

We continue to work toward building a strong parent and school partnership in the effort to support our academic program.

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

We go to great lengths to guarantee the safety of our students on campus. Staff members, such as the principal, and supervision aides, monitor the school grounds for 30 minutes before school as well as at all recesses, at lunchtime, and after school. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school and sign in through the main office, where they receive a visitor's pass to wear throughout their stay.

We revise our School Safety Plan annually. The plan is reviewed with all staff during a school wide staff meeting. The School Site Council Team makes final revisions and a plan is submitted to the district's Security Office. A plan is posted in every building throughout the school that includes procedures for emergencies. We've also created exit routes, and inventories of emergency supplies. A copy of the School Safety Plan is in each classroom along with an emergency supplies backpack. Copies of the plan are available in the office for parents to review. Teachers instruct the students on safety procedures during emergencies. We conduct school wide fire, earthquake, and shelter in place drills monthly, and we run through a couple districtwide disaster drills annually.

Any visitors must sign in at the school office to ensure students are safe.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.4	0.2	1.2
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	22	19	23	2	2		1	2	3	0		
Gr. 1	25	21	22	0	1	1	3	2	2	0		
Gr. 2	28.7	24	22	0		1	3	3	2	0		
Gr. 3	25.3	21	22	0	1		3	2	3	0		
Gr. 4	32	25	29	0	1		1	2	2	1		
Gr. 5	34	25	23	0	1	1	0	2		2		2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8906.26	2799.87	6106.39	78044.40
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			0.8	7.1
Percent Difference: School Site/ State			30.2	12.5

Types of Services Funded at Arturo A. Sanchez Elementary School

Professional Development provided for Teachers at Arturo A. Sanchez Elementary School

The team at Sanchez Elementary is working diligently to transition to the Common Core State Standards and are working on becoming a Professional Learning Community.

The team decided, after much analysis of academic data and professional discussion, to focus our professional development on math. District coaches, as well as our Common Core Math Leads, are providing the staff with trainings focused on math once a month.

In addition to receiving training at least once a month in math, teachers are being trained to become a Professional Learning Community as well as to learn about the district's Instructional Practice Priorities. These trainings occur once a month as well. The teachers receive at least professional development afternoons twice a month. In addition to this training, teachers meet once a week to collaborate and one to two days in the summer to plan.

Individual teachers, as well as grade level teams, call on district trainers to model lessons. Teachers also observe each other's lessons to learn from each other. These practices occur one to four times a year.