



# Arturo A. Sanchez Elementary School

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

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



### **Norwalk-La Mirada Unified School District**

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

#### **District Governing Board**

Karen Morrison President  
Sean M. Reagan Vice President  
Darryl R. Adams Member  
Margarita Rios Member  
Chris Pflanzner Member  
Jesse Urquidi Member  
Ana Valencia Member

#### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**  
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

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 (562) 926-2365 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	62
Grade 1	66
Grade 2	63
Grade 3	59
Grade 4	62
Grade 5	50
<b>Total Enrollment</b>	<b>362</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
Asian	0.3
Filipino	2.8
Hispanic or Latino	94.5
White	1.4
Two or More Races	0.3
Socioeconomically Disadvantaged	93.4
English Learners	41.2
Students with Disabilities	10.8
Foster Youth	1.4

## 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	13-14	14-15	15-16
With Full Credential	17	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Arturo A. Sanchez Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

\* 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)

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, 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)

Overall Rating 95.36% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/06/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			100%
<b>Interior:</b> Interior Surfaces	X			100% Site is clean and well kept. Lots of overhead storage
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		80,77% Unsecured Items Stored to High
<b>Electrical:</b> Electrical		X		84% Light fixtures not working
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100%
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100%
<b>Structural:</b> Structural Damage, Roofs	X			100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			98.08%
<b>Overall Rating</b>	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

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	30	43	44
Math	21	25	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.

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	31	30	44	55	54	52	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.40	12.20	8.20

\* 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	52
All Student at the School	44
Male	50
Female	40
Black or African American	--
Filipino	--
Hispanic or Latino	42
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	21
Students with Disabilities	41
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.

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	64	64	100.0	41	36	19	5
	4	61	60	98.4	43	30	23	3
	5	49	49	100.0	39	18	29	14
Male	3		29	45.3	45	34	17	3
	4		28	45.9	46	36	18	0
	5		22	44.9	41	14	32	14
Female	3		35	54.7	37	37	20	6
	4		32	52.5	41	25	28	6
	5		27	55.1	37	22	26	15
Black or African American	4		1	1.6	--	--	--	--
	5		1	2.0	--	--	--	--
Asian	3		1	1.6	--	--	--	--

**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
Filipino	3		4	6.3	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	2.0	--	--	--	--
Hispanic or Latino	3		59	92.2	44	36	19	2
	4		55	90.2	42	29	25	4
	5		45	91.8	38	20	29	13
White	4		3	4.9	--	--	--	--
	5		1	2.0	--	--	--	--
Two or More Races	5		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		56	87.5	45	34	18	4
	4		55	90.2	44	33	20	4
	5		46	93.9	41	20	28	11
English Learners	3		25	39.1	64	32	0	4
	4		18	29.5	72	22	6	0
	5		14	28.6	64	7	21	7
Students with Disabilities	3		8	12.5	--	--	--	--
	4		12	19.7	58	33	0	8
	5		4	8.2	--	--	--	--
Students Receiving Migrant Education Services	3		6	9.4	--	--	--	--
	4		8	13.1	--	--	--	--
	5		6	12.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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	64	64	100.0	25	45	25	5
	4	61	60	98.4	53	35	12	0
	5	49	49	100.0	49	31	12	8
Male	3		29	45.3	24	41	31	3
	4		28	45.9	54	29	18	0
	5		22	44.9	55	23	5	18
Female	3		35	54.7	26	49	20	6
	4		32	52.5	53	41	6	0
	5		27	55.1	44	37	19	0
Black or African American	4		1	1.6	--	--	--	--
	5		1	2.0	--	--	--	--
Asian	3		1	1.6	--	--	--	--
Filipino	3		4	6.3	--	--	--	--
	4		1	1.6	--	--	--	--
	5		1	2.0	--	--	--	--
Hispanic or Latino	3		59	92.2	27	46	24	3
	4		55	90.2	53	35	13	0
	5		45	91.8	47	33	13	7
White	4		3	4.9	--	--	--	--
	5		1	2.0	--	--	--	--
Two or More Races	5		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		56	87.5	25	48	21	5
	4		55	90.2	53	36	11	0
	5		46	93.9	52	33	11	4
English Learners	3		25	39.1	36	40	24	0
	4		18	29.5	67	33	0	0
	5		14	28.6	71	21	0	7
Students with Disabilities	3		8	12.5	--	--	--	--
	4		12	19.7	75	25	0	0
	5		4	8.2	--	--	--	--
Students Receiving Migrant Education Services	3		6	9.4	--	--	--	--
	4		8	13.1	--	--	--	--
	5		6	12.2	--	--	--	--

**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
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 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](http://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	2012-13	2013-14	2014-15
Suspensions Rate	0.22	1.16	0.26
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
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	Yes	Yes

2015-16 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	88.9	

**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	21	23	25	1			3	3	3			
1	28	27	27				2	2	2			
2	26	27	25				2	3	2			
3	28	22	24				3	3	3			
4	30	32	31				2	1	2			
5	30	32	25				3	1	2		2	



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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

## Types of Services Funded

### 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 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9842.40	2833.34	7009.06	78,759.99
District	◆	◆	6913.40	\$76,984
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			1.4	2.3
Percent Difference: School Site/ State			31.1	10.1

\* Cells with ◆ do not require data.