Arturo A. Sanchez Elementary School

11960 East 162nd Street • Norwalk, CA 90650 • (562) 926-2365 • Grades K-5
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Norwalk-La Mirada Unified School District
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Chris Pflanzer Board Vice President
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District Administration

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Superintendent

Dr. Albert Clegg
Assistant Superintendent, Educational Services

Estuardo Santillan
Assistant Superintendent, Business Services

John Lopez
Assistant Superintendent, Human Resources

School Description

Welcome to Sanchez Elementary School. We are 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, We are a school that prepares our students for future by helping them become active learners, responsible citizens, and critical thinkers, 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 each month 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 and by participating in the Reflections Program each year.

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 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, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	58
Grade 1	59
Grade 2	56
Grade 3	59
Grade 4	62
Grade 5	55
Total Enrollment	349

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.6
Filipino	2.9
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0
White	1.1
Two or More Races	0
Socioeconomically Disadvantaged	94
English Learners	40.4
Students with Disabilities	12.6
Foster Youth	2

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	**14-15**	**15-16**	**16-17**
With Full Credential	18	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Arturo A. Sanchez Elementary	**14-15**	**15-16**	**16-17**
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

2015-16 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	96.4	3.6
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	100.0	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 2016-17)

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 92.33% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 02/24/2016				
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 is clean and well kept. Lots of overhead storage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			100%
Electrical: Electrical			X	59.09%
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		84.09
Safety: Fire Safety, Hazardous Materials	X			100%
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%

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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	30	33	43	46	44	48
Math	21	22	25	29	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	30	44	24	54	52	47	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	3.6	14.5	3.6

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	55	54	98.2	24.1
Male	25	25	100.0	32.0
Female	30	29	96.7	17.2
Hispanic or Latino	52	51	98.1	25.5
Socioeconomically Disadvantaged	53	52	98.1	25.0
English Learners	17	17	100.0	5.9
Students with Disabilities	15	15	100.0	26.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	**3**	59	58	98.3	25.9
	4	65	64	98.5	32.8
	5	55	55	100.0	41.8
Male	**3**	35	34	97.1	26.5
	4	27	27	100.0	22.2
	5	25	25	100.0	36.0
Female	**3**	24	24	100.0	25.0
	4	38	37	97.4	40.5
	5	30	30	100.0	46.7
Black or African American	**3**	--	--	--	--
Asian	**4**	--	--	--	--
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	**3**	56	55	98.2	23.6
	4	58	57	98.3	29.8
	5	52	52	100.0	42.3
White	**3**	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	**3**	56	55	98.2	21.8
	4	59	58	98.3	29.3
	5	53	53	100.0	43.4
English Learners	**3**	25	24	96.0	8.3
	4	22	22	100.0	13.6
	5	17	17	100.0	11.8
Students with Disabilities	**3**	--	--	--	--
	4	12	12	100.0	16.7
	5	15	15	100.0	20.0
Students Receiving Migrant Education Services	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated

in the test whether they received a score or not; 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 only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	**3**	59	59	100.0	20.3
	4	65	64	98.5	26.6
	5	55	55	100.0	20.0
Male	**3**	35	35	100.0	22.9
	4	27	27	100.0	29.6
	5	25	25	100.0	12.0
Female	**3**	24	24	100.0	16.7
	4	38	37	97.4	24.3
	5	30	30	100.0	26.7
Black or African American	**3**	--	--	--	--
Asian	**4**	--	--	--	--
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	**3**	56	56	100.0	17.9
	4	58	57	98.3	24.6
	5	52	52	100.0	21.1
White	**3**	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	**3**	56	56	100.0	16.1
	4	59	58	98.3	24.1
	5	53	53	100.0	20.8
English Learners	**3**	25	25	100.0	
	4	22	22	100.0	9.1
	5	17	17	100.0	5.9
Students with Disabilities	**3**	--	--	--	--
	4	12	12	100.0	8.3
	5	15	15	100.0	
Students Receiving Migrant Education Services	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received 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 (School Year 2016-17)

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, our yearly schoolwide Bar-B-Que, attendance at the high school football game, training 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, 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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.2	0.3	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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

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)	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 (Elementary)													
Grade	**Average Class Size**			**Number of Classrooms***									
				1-20			**21-32**			**33+**			
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	23	25	25				3	3	3			
1	27	27	27				2	2	2			
2	27	25	25				3	2	2			
3	22	24	24				3	3	3			
4	32	31	31				1	2	2			
5	32	25	25				1	2	2	2		

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 twice 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 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,010	$44,958
Mid-Range Teacher Salary	$74,441	$70,581
Highest Teacher Salary	$97,657	$91,469
Average Principal Salary (ES)	$124,784	$113,994
Average Principal Salary (MS)	$123,318	$120,075
Average Principal Salary (HS)	$136,152	$130,249
Superintendent Salary	$230,000	$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	10570.28	2669.75	10570.28	81,005.98
District	♦	♦	7392.59	$80,236
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			43.0	1.0
Percent Difference: School Site/ State			86.2	9.1

* Cells with ♦ do not require data.

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 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).

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.