Jesse G. Sanchez Elementary

901 N. Sanborn Rd • Salinas CA, 93905 • (831) 753-5760 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Alisal Union School District

1205 East Market Street
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Mr. Quoc Tran
Assistant Superintendent, Educational Services

Mr. Ricardo Cabrera
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School Description

We at Jesse G. Sánchez Elementary School believe all children deserve a safe, positive learning environment where they are challenged, supported, and valued for their individuality, language, and culture so that they become lifelong learners and positive contributors to society. Students are recognized for their individual and collective achievements, and staff works collaboratively to provide rigorous academic experiences. Additionally, we implement a collaborative decision-making process, as well as use a data analysis process to ensure students receive targeted grade-level instruction, along with additional support if needed.

Jesse G. Sanchez Elementary School serves approximately 860 students from preschool through sixth grade. Our student population includes 99 percent Hispanic students and 87 percent English Learners.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	128
Grade 1	137
Grade 2	117
Grade 3	108
Grade 4	102
Grade 5	154
Grade 6	97
Total Enrollment	843

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	99.6
Native Hawaiian or Pacific Islander	0
White	0.2
Two or More Races	0
Socioeconomically Disadvantaged	98.1
English Learners	90.6
Students with Disabilities	6
Foster Youth	0

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.

Teacher Credentials			
Jesse G. Sanchez Elementary	**15-16**	**16-17**	**17-18**
With Full Credential	33	36	34
Without Full Credential	2	4	3
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	334
Without Full Credential	♦	♦	61
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Jesse G. Sanchez Elementary	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:
K-1-2-3 Wonders is used to teacher all Language Arts standards.
4-6 used Engage NY solely to teach all Language Arts standards.

In Math:
At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.
Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- Adopted 2017 Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Health	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Not applicable **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

A safety inspection checklist is used every month by the lead custodian to make sure our school is safe for all students, staff and parents. The lead custodian inspects the playground equipment to make sure it is in a safe condition for student use, the grounds and fields are also inspected for any dangerous debris such as broken glass, buildings are also inspected for any safety hazards or graffiti. All fire extinguishers are also checked to make sure they are charged and there access in unobstructed.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected: August, 2017**				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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			
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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	12	12	31	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	12.7	17.3	8

* 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.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	15	23	24	28	48	48
Math	10	17	18	21	36	37

* 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	105	104	99.1	11.5
Male	56	56	100.0	12.5
Female	49	48	98.0	10.4
Hispanic or Latino	105	104	99.1	11.5
Socioeconomically Disadvantaged	104	103	99.0	11.7
English Learners	77	77	100.0	5.2
Students Receiving Migrant Education Services	15	15	100.0	6.7

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	456	450	98.68	22.67
Male	233	232	99.57	16.81
Female	223	218	97.76	28.9
Hispanic or Latino	452	447	98.89	22.82
White	--	--	--	--
Socioeconomically Disadvantaged	453	448	98.9	22.77
English Learners	438	434	99.09	22.35
Students with Disabilities	30	30	100	0
Students Receiving Migrant Education Services	53	52	98.11	25
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	455	450	98.9	16.89
Male	233	232	99.57	18.1
Female	222	218	98.2	15.6
Hispanic or Latino	451	447	99.11	17
White	--	--	--	--
Socioeconomically Disadvantaged	452	448	99.12	16.96
English Learners	438	434	99.09	17.05
Students with Disabilities	30	30	100	3.33
Students Receiving Migrant Education Services	53	51	96.23	17.65
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

Parental involvement at Jesse G. Sánchez Elementary is accomplished via monthly parent meetings such as: monthly School Site Council and English Language Advisory Committee Meetings, parenting partners workshops, computer class, and parental involvement in classrooms as tutors. Our classroom teachers offer evening parent workshops on at-home teaching strategies. Parents are encouraged to participate in their child's education by having an open communication with the classroom teacher. For parent involvement opportunities please contact school principal, Roberto Rodriguez at: (831) 753-5760.

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.

School Safety Plan

Teachers, child supervisors, and administrators help monitor the school grounds during recess, before school, and after school. Visitors are required to check in at the office, where they receive a visitor's pass.

The school safety plan focuses on procedures for fire drills and evacuation routes. It also includes steps for earthquake preparedness and lockdown procedures. Students practice fire drills on a monthly basis and earthquake drills twice during the year. Staff and students have been instructed on the steps to take in the event of an armed intruder on campus or nearby, and about appropriate lockdown procedures.

School gates are locked 15 minutes after children have been dropped off at the start of the school day, and access to the school is limited to the main entrance. This helps prevent unauthorized visitors from entering the campus during the school day. The gates are opened again 10 minutes before the end of the school day while students are being picked up.

We review these procedures with staff and parents at the beginning of the school year at staff meetings, parent meetings, and in parent memos. We review them again throughout the school year as needed.

School Site Council approved the 2017-2018 school year safety plan on January 25, 2018.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.1	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.1	1.0	0.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
	Average Class Size			Number of Classrooms*							
Grade				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	31	28	26		1		5	4	5			
1	24	25	27	3	2		2	3	5			
2	28	22	23		3		4	2	5			
3	25	27	22			3	9	4	2			
4	27	31	26				4	5	4			
5	30	25	31				4	4	5			
6		28	24					4	4			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The major areas of professional development for teachers in 2016-2017 included the following:

- Standards-based planning for instruction, learning and assessment
- English Language Development
- Engage NY curriculum in Language Arts and Math
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- GLAD Training

Professional development was delivered through grade level sessions during Grade Level Release Time for classroom teachers, professional development days were planned throughout the year, teachers had site professional development as-well as district wide professional development. The district continues to offer training after school from all the different subject areas to all staff.

Teachers were supported during implementation by the site's Academic Coach.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,752	$48,678
Mid-Range Teacher Salary	$67,888	$78,254
Highest Teacher Salary	$94,604	$96,372
Average Principal Salary (ES)	$114,725	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$190,800	$212,818
Percent of District Budget		
Teacher Salaries	33%	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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,129	$522	$3,607	$61,677
District	♦	♦	$5,459	$68,478
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			-33.9	-4.9
Percent Difference: School Site/ State			-23.1	-12.9

* Cells with ♦ do not require data.

Types of Services Funded

During the 2016-17 school year, the school funded the following priorities with monies allocated to the site:

- 1 Intervention Teacher
- Academic support before and after school for low performing students
- 4 Americorps Literacy Tutors
- Fieldtrips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- Student Incentives for attendance and good behavior

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.