



Jesse G. Sanchez Elementary

901 N. Sanborn Rd • Salinas CA, 93905 • (831) 753-5760 • Grades K-6

Roberto Rodriguez, Principal

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<http://www.alisal.org/sanchez/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Alisal Union School District

155 Bardin Road

Salinas, CA 93905

(831) 753-5700

www.alisal.org

District Governing Board

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Guadalupe Ruiz Gilpas, Vice
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**Assistant Superintendent,
Educational Services**

Mr. Ricardo Cabrera

**Associate Superintendent,
Human Resources**

Dr. Jairo Arellano

**Assistant Superintendent,
Whole Child Services**

School Description

We at Sánchez believe in a world-class education by, building relationships, having a growth mindset, and promoting equity. Every student will experience success in the classroom, the community, and in life. Students are recognized for their individual and collective achievements, and staff works collaboratively to provide rigorous academic experiences.

Jesse G. Sanchez School staff sees children for the special gifts they bring to school, their language, their culture, their experiences and their enthusiasm. The staff builds on these strengths to provide all children with a positive learning environment in order to build perseverance in students so they may overcome the negative environmental factors that may thwart success at school and in life. 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 800 students from preschool through sixth grade. Our student population includes 99 percent Hispanic students and 87 percent English Learners.

Jesse G. Sanchez Elementary has a Before School Program, as well as After School Program that serves over 100 students on a daily basis. During our After School Program, students are able to participate in:

- Drum-line
- Hand Drums
- Yosai Music Program
- Folkloric Dance
- Boy Scouts

Jesse G. Sanchez Elementary also has programs available to our students on Saturdays via a partnership with Hartnell Community College which are the NASA SEMA Program, and Coder Dojo Academy

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	136
Grade 1	104
Grade 2	131
Grade 3	119
Grade 4	100
Grade 5	91
Grade 6	151
Total Enrollment	832

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	99.8
Native Hawaiian or Pacific Islander	0.0
White	0.1
Socioeconomically Disadvantaged	99.3
English Learners	90.1
Students with Disabilities	4.2
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Jesse G. Sanchez Elementary	16-17	17-18	18-19
With Full Credential	36	34	28
Without Full Credential	4	3	2
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	7
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Jesse G. Sanchez Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018 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

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 is unobstructed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	30.0	28.0	32.0	48.0	50.0
Math	17.0	24.0	21.0	23.0	37.0	38.0

Note: 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.

Note: ELA and 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.

School Year 2017-18 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	452	450	99.56	30.00
Male	229	227	99.13	24.67
Female	223	223	100.00	35.43
Hispanic or Latino	449	448	99.78	30.13
White	--	--	--	--
Socioeconomically Disadvantaged	450	448	99.56	30.13
English Learners	405	403	99.51	28.29
Students with Disabilities	33	33	100.00	9.09
Students Receiving Migrant Education Services	14	13	92.86	30.77

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.9	15.2	3.3

* 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.

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 2017-18 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	452	449	99.34	23.83
Male	229	226	98.69	25.66
Female	223	223	100	21.97
Hispanic or Latino	449	447	99.55	23.94
White	--	--	--	--
Socioeconomically Disadvantaged	450	447	99.33	23.94
English Learners	405	402	99.26	23.13
Students with Disabilities	33	33	100	3.03
Students Receiving Migrant Education Services	14	13	92.86	30.77

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

During the 2018-2019 school year parents will have multiple opportunities to participate in their children's education. These opportunities included:

- Monthly School Site Council and English Language Advisory Committee Meetings
- Parenting Partners workshops
- Computer classes and English Classes offered by the MLK Family Resource Centet
- Parental involvement in classrooms as tutors
- Our classroom teachers offer evening parent workshops on at-home teaching strategies

Also all parents are always invited to participate in the following:

- Back-to-School Night in the fall and Open House in the spring
- Student of the Month awards assemblies
- Accelerated Reader Trimester Awards Assemblies
- Perfect Attendance Assemblies

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. This revision was presented to parents during a School Site Council meeting in the Winter of 2018.

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 staff continues to receive training on Positive Behavior and Intervention Support, PBIS, a school wide discipline plan designed to reward positive student behavior.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	2.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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 (non-teaching)	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)

Grade	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	28	26	27	1			4	5	5			
1	25	27	26	2			3	5	4			
2	22	23	22	3		3	2	5	3			
3	27	22	24		3		4	2	5			
4	31	26	25				5	4	4			
5	25	31	30				4	5	3			
6	28	24	30				4	4	5			

* 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 included the following:

2016-2017 School Year

- 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

2017 - 2018 School Year

- Reading - Close Reading and Academic Discourse
- 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)

2018-2019 School Year

- Writing - Using Wilda Storm Writing Strategies
- Standards-based planning for instruction, learning and assessment
- English Language Development
- Engage NY curriculum in Math
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$50,084
Mid-Range Teacher Salary	\$71,785	\$80,256
Highest Teacher Salary	\$100,035	\$100,154
Average Principal Salary (ES)	\$117,416	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$195,000	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

During the 2017-18 school year, the school funded the following priorities with monies allocated to the site:

- 3 Intervention Teachers
- Academic support before and after school for low performing students
- Harmony at Home Counselor
- 4 Americorps Literacy Tutors
- Classroom Field-trips
- 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 <https://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.

FY 2016-17 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	\$71,625
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District			-33.9	-4.9
Percent Difference: School Site/ State			-23.1	-12.9

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.