



# Jesse G. Sanchez Elementary School

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

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

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Alisal Union School District

155 Bardin Road  
Salinas, CA 93905  
(831) 753-5700  
[www.alisal.org](http://www.alisal.org)

#### District Governing Board

Guadalupe Ruiz Gilpas, President

Robert Ocampo, Vice President

José Antonio Jiménez, Clerk

Noemí M. Armenta, Member

Fernando Mercado, Member

#### District Administration

James Koenig, Interim  
Superintendent  
**Superintendent**

Mr. James Koenig  
**Associate Superintendent,  
Business and Fiscal Services**

Mr. Quoc Tran  
**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. Students also participate in our Saturday sports program.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	118
Grade 2	108
Grade 3	127
Grade 4	111
Grade 5	99
Grade 6	95
<b>Total Enrollment</b>	<b>784</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.5
White	0.4
Socioeconomically Disadvantaged	99.1
English Learners	83.3
Students with Disabilities	3.8
Foster Youth	0.1
Homeless	21.8

## 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 for Jesse G. Sanchez	17-18	18-19	19-20
With Full Credential	34	28	34
Without Full Credential	3	2	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	17-18	18-19	19-20
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Jesse G. Sanchez Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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: 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Eureka Math, Adopted 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	Not applicable <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Monthly safety inspection is done by the lead custodian to make sure our school is safe for all students, staff and parents. Every morning 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 on a regular basis 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, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	30	33	32	36	50	50
Math	24	28	23	28	38	39

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 2018-19 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	427	421	98.59	33.49
Male	223	219	98.21	30.14
Female	204	202	99.02	37.13
Hispanic or Latino	425	420	98.82	33.57
Socioeconomically Disadvantaged	424	418	98.58	33.73
English Learners	416	411	98.80	33.33
Students with Disabilities	27	26	96.30	7.69
Students Receiving Migrant Education Services	16	14	87.50	21.43
Foster Youth	--	--	--	--
Homeless	80	79	98.75	1.25

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.2	7.1	6.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	429	426	99.30	27.93
Male	223	223	100.00	29.60
Female	206	203	98.54	26.11
Hispanic or Latino	427	424	99.30	28.07
Socioeconomically Disadvantaged	426	423	99.30	28.13
English Learners	418	415	99.28	28.43
Students with Disabilities	27	26	96.30	7.69
Students Receiving Migrant Education Services	16	16	100.00	18.75
Foster Youth	--	--	--	--
Homeless	80	80	100.00	0.00

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 2019-20)**

During the 2019-2020 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
- Parent Teacher Club
- Monthly Coffee Klatch Meetings
- Computer classes and English Classes offered by the MLK Family Resource Center
- 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 2019.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	2.3	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		5		27		5		21	3	3	
1	27		5		26		4		24		5	
2	23		5		22	3	3		27		4	
3	22	3	2		24		5		25		5	
4	26		4		25		4		28		4	
5	31		5		30		3		25		4	
6	24		4		30		5		32		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers included the following:

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)

2019-2020 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)
- Mindfulness

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$45,741
Mid-Range Teacher Salary	\$71,785	\$81,840
Highest Teacher Salary	\$100,035	\$102,065
Average Principal Salary (ES)	\$126,234	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	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/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,129	\$522	\$3,607	\$61,677
District	N/A	N/A	\$5,459	\$72,451.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.9	-4.9
School Site/ State	-23.1	-12.9

Note: Cells with N/A values 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.

#### Types of Services Funded

During the 2018-19 school year, the school funded the following priorities with monies allocated to the site:

- 4 Intervention Teachers
- Academic support before and after school for low performing students
- Harmony at Home Counselor
- 3 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.