George I. Sanchez Elementary School

8470 East Fern Avenue • Rosemead, CA 91770 • (626) 307-3368 • Grades K-6
Gabriela Benitez, Principal
gbenitez@gesd.us
https://sanchez.garvey.k12.ca.us/

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

Garvey School District
2730 North Del Mar Avenue
Rosemead, CA 91770
(626) 307-3400
www.gesd.us

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Assistant Superintendent, Student Support Services

School Description

Sanchez Elementary School is located in the city of Rosemead. Sanchez serves about 465 students from Kindergarten through sixth grade. Our students represent a diverse population with English, Hispanic, Chinese and Vietnamese cultures as our primary ethnic groups. We have an almost 60/40 ratio of Asian and Hispanic immigrant population with 49% of our students are designated English Language Learners. Of our population 90.95% are receiving Free or reduced Lunch. In previous years Sanchez was recognized by the state as a Title I Academic Achievement School.

Sanchez students and staff believe in and implement Steven Covey's "7 Habits" on a daily basis. In addition we are proud to be a Positive Behavior and Intervention Support School. In addition, we are an AVID and Code to the Future School. The learning environment of the school reflects a balance between high academic standards and personal social-emotional growth. Students who develop a positive self-image tend to perform better academically and socially.

The staff at George I. Sanchez Elementary is committed to collaboration with students, families and the community at large in promoting educational excellence within positive paradigms of potential, change and motivation in order to provide high quality, research based instruction which will equip our students to become reflective, curious lifelong learners and successful leaders of our 21st century global community.

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	43
Grade 1	59
Grade 2	68
Grade 3	49
Grade 4	59
Grade 5	75
Grade 6	59
Total Enrollment	412

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	54.4
Hispanic or Latino	42.2
White	0.5
Two or More Races	1.5
Socioeconomically Disadvantaged	87.9
English Learners	46.1
Students with Disabilities	11.7
Foster Youth	1.2
Homeless	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 for George I. Sanchez	17-18	18-19	19-20
With Full Credential	18	20	19
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Garvey School District	17-18	18-19	19-20
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at George I. Sanchez Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	2

* 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)

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Science	Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5) Holt, Rinehart, Winston & Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6)
	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)

Based on a recent site inspection conducted during the month of January 2020, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. No repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/03/2020

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		
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

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	53	53	56	59	50	50
Math	49	51	54	58	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.

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	24.4	16.7	11.5

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. Pupil outcomes in the subject areas of physical education.

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	245	236	96.33	52.97
Male	118	115	97.46	53.91
Female	127	121	95.28	52.07
Black or African American	--	--	--	--
Asian	137	128	93.43	64.06
Hispanic or Latino	100	100	100.00	37.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	225	217	96.44	50.23
English Learners	171	163	95.32	49.08
Students with Disabilities	28	28	100.00	17.86
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 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	245	245	100.00	51.02
Male	118	118	100.00	54.24
Female	127	127	100.00	48.03
Black or African American	--	--	--	--
Asian	137	137	100.00	65.69
Hispanic or Latino	100	100	100.00	29.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	225	225	100.00	49.33
English Learners	171	171	100.00	50.88
Students with Disabilities	28	28	100.00	10.71
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)
George I. Sanchez strongly believes in the 'Parent as partners' philosophy. As our partners in education, Sanchez parents are actively taking part in their children's academic program. Parents participate in monthly "Coffee with the Principal" or what is now called Parent Leaders Coffee, where they learn about themes and topics that mirror classroom teachings as well as that which pertains to the academic and social emotional growth of their children. Parents are also a part of the Leader in Me journey and the PBIS school-wide expectations. Special guest presenters such as Teachers on Special Assignment, Technology Coach or ELD Intervention Teacher are also invited to attend at any given month. In addition, we are proud to present a partnership with Abriendo Puertas as they will present a 10 week institute on parent literacy and involvement in the academic career of their child. Lastly, Sanchez has a wonderful community partnerships with the Reading is Fundamental program which invites parents and community to support 3 school wide events that build love of reading and literacy in all classrooms.

In terms of growing our parent leadership parents participate on the School Site Council (SSC), School Advisory Committee (SAC), English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA). The District also provides parent involvement activities at the Parent Education Center in which many of our parents have participated Please contact the school office if you require further assistance.

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

Sanchez has an extensive Safety Plan that is reviewed yearly by the teachers, School Site Council, and the Garvey School Board. The fire department and sheriff also collaborate with the school. The plan describes the upcoming changes and plans taken by the staff and students during emergency situations. Veteran teachers have been trained in catapult system. This system supports the practice of fire drills, earthquake drills, evacuation drills, lockdown drills, and general disaster drills and helps us to better prepare our students and staff for emergencies. Lastly, visitors to the Sanchez campus check in at the school office and receive an identification tag to be worn while at the site. All district employees wear personal name tags at all times. All visitors are asked to present their identification badge at sign in and are asked to sign out on a regular basis.

A daily agenda notebook is provided to the students in grades 2-6 each year for daily reminders. Sanchez School implements a school-wide positive reinforcement discipline plan and staff and students are currently being trained in Positive Behavior Intervention Support (PBIS). An office discipline referral (ODR) is used to report behaviors that need to be addressed in order for students to grow academically. All ODRs are inputted into our SWIS system of reporting for tracking purposes.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.3	1.0
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*	824.0

*   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)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	.1

*   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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		16	4			21		2	
1	26		2		22		3		19	3		
2	27		2		24		2		22		3	
3	23		3		29		2		24		2	
4	27		2		34			2	29		2	
5	35			2	28		2		35			2
6	24	1	2		35			2	22	1	2	
Other**	9	1			10	1			6	1		

*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		3	3

Learning Support Services Department provides numerous opportunities for professional development throughout the year. Kindergarten through sixth grade teachers participate in District-wide professional development to address key areas identified in the District-wide Professional Development Plan. Topics included: English Language Development, Go Math, Positive Behavior Intervention Support as well as Leader in Me Training. Other areas addressed at the site level include Shared instructional commitments such as Vocabulary Development, Close Reading and Depth of Knowledge as well as ELPAC assessments and RTI as it relates to our benchmark data and weekly targeted lessons.

Every Monday and/or Tuesday 2-6 grade teachers participate with their grade level teams to build understanding of how to best address the California standards and 21st Century skills building. Additionally, Kinder and 1st grade teachers particpate in their own professional learning communities as it relates to AVID and Leader in Me academic expectations. Recently started is the use of Wednesday PLCs which allow for cross content collaboration in Science and History for our upper grade teachers as well.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,635	$49,378
Mid-Range Teacher Salary	$81,786	$77,190
Highest Teacher Salary	$102,081	$96,607
Average Principal Salary (ES)	$117,548	$122,074
Average Principal Salary (MS)	$124,423	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$191,311	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	$4,599	$578	$4,021	$96,356
District	N/A	N/A	$4,597	$85,086.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.5	25.5
School Site/ State	-24.8	32.0

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

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential. They include: 1) the standards-based core programs for all students that are supported by the district-adopted curricular materials and 2) supplemental services for identified students that are funded by programs, such as special education, Gifted and Talented (GATE) and other categorical programs, including programs for below grade level students, English learners and Migrant Education students.

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.