



Arturo A. Sanchez Elementary School

11960 East 162nd Street • Norwalk, CA 90650 • (562) 926-2365 • Grades K-5

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



Norwalk-La Mirada Unified School District

12820 Pioneer Blvd
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**Assistant Superintendent, Human
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School Description

Welcome to Sanchez Elementary School. We are proud of our students and the academic progress they have made in reading, language arts, English language development, science and mathematics. Through our combined efforts and focused instruction, Sanchez Elementary students continue to transition to the new Common Core State Standards and are learning technology skills to ensure their success in the 21st Century. Our school community continues to be committed to each student in their quest for academic achievement.

Our school mission, We are a school that prepares our students for future by helping them become active learners, responsible citizens, and critical thinkers, is evident in every classroom and in every other area around the campus.

We take pride in our professional development and professional learning community. Teachers have time to plan strategically for the needs of each of their students. Through teacher collaboration and frequent reflection on learning, our students will continue to gain the access and support needed to become proficient in all academic areas. We also want to ensure that our students become citizens of character. As a school, we highlight a character theme each month from the Character Counts themes of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Students are frequently recognized for displaying these traits. In addition, we implement the use of PlayWorks during our recess time so that students learn to engage positively during unstructured activities and, should they choose to, they can take on a leadership role as a Junior PlayWorks Coach.

In an effort to continue to strive toward providing a balanced program for students, we continually incorporate the arts during the academic day. All our students, from our pre-K special day classes to our general education fifth grade classes, receive music instruction. The PTA has also provided arts opportunities for our students by bringing in performers for our students to experience and enjoy and by participating in the Reflections Program each year.

We are fortunate to have an after school program at Sanchez: ASES Prep Academy. The program provides a safe and nurturing enrichment program to students after school for free.

We believe that a meaningful partnership between home and school only serves to strengthen a child's academic experience. Parents are invited and encouraged to be part of the school by participating in our PTA, ELAC, and School Site Council.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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	41
Grade 1	57
Grade 2	44
Grade 3	55
Grade 4	55
Grade 5	49
Total Enrollment	301

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	2.3
Filipino	3.7
Hispanic or Latino	92
White	0.7
Socioeconomically Disadvantaged	93.7
English Learners	41.5
Students with Disabilities	9
Foster Youth	0.7
Homeless	20.3

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 Arturo A. Sanchez	17-18	18-19	19-20
With Full Credential	15	17	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Arturo A. 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.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019-September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Mystery Science Inc - Mystery Science, adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 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)

Overall Rating 98.36% - Good

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 02/24/2016

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Good	100%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	94.44%
Electrical: Electrical	Good	100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	98%
Safety: Fire Safety, Hazardous Materials	Good	100%
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	100%
Overall Rating	Good	

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	26	39	46	47	50	50
Math	20	28	32	35	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	20.0	14.0	2.0

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.

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	159	159	100.00	38.99
Male	81	81	100.00	39.51
Female	78	78	100.00	38.46
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	149	149	100.00	37.58
White	--	--	--	--
Socioeconomically Disadvantaged	150	150	100.00	38.00
English Learners	80	80	100.00	26.25
Students with Disabilities	22	22	100.00	22.73
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	84	84	100.00	0.00

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	158	158	100.00	28.48
Male	81	81	100.00	37.04
Female	77	77	100.00	19.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	149	149	100.00	27.52
White	--	--	--	--
Socioeconomically Disadvantaged	149	149	100.00	26.85
English Learners	80	80	100.00	22.50
Students with Disabilities	22	22	100.00	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	84	84	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)

At Sanchez, we encourage and foster parent participation through out PTA, ELAC and SSC. Parents are an integral part of our School Site Council, which works with school staff to make financial decisions and monitors student learning that impacts student achievement. Parents of English Learners are vital to our ELAC and to our outreach efforts on behalf of new families. The PTA fund raises and organizes fun events for students. They also bring in activities to enrich the academic program, such as performance assemblies.

Parents are invited to join us in various activities throughout the year such as our Read Across America picnic, Muffins with Mom, our yearly schoolwide Bar-B-Que, attendance at the high school football game, training relative to social/emotional and academic success, field trips, volunteering in the classroom, at home and around campus as well as others. We welcome all parents to Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in December and March. Parents are invited to attend our monthly awards assemblies, our monthly flag assemblies as well as our trimester awards assemblies. Parents can also receive recognition during our trimester awards. Between one and three parents are awarded for their contributions to the school and/or classroom. In addition, surveys are sent home three times a year to parents to ask for input on how to continue to make parents feel welcome and to facilitate their involvement.

To ensure frequent communication, parents receive flyers as well as phone messages to inform them of any upcoming events. We also have a website, where parents can look at our calendar and other information.

We continue to work toward building a strong parent and school partnership in the effort to support our academic program.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

We go to great lengths to guarantee the safety of our students on campus. Staff members, such as the principal, and supervision aides, monitor the school grounds for 30 minutes before school as well as at all recesses, at lunchtime, and after school. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school and sign in through the main office, where they receive a visitor's pass to wear throughout their stay.

We revise our School Safety Plan annually. The plan is reviewed with all staff during a school wide staff meeting. The School Site Council Team makes final revisions and a plan is submitted to the district's Security Office. A plan is posted in every building throughout the school that includes procedures for emergencies. We've also created exit routes, and inventories of emergency supplies. A copy of the School Safety Plan is in each classroom along with an emergency supplies backpack. Copies of the plan are available in the office for parents to review. Teachers instruct the students on safety procedures during emergencies. We conduct school wide fire, earthquake, and shelter in place drills monthly, and we run through a couple districtwide disaster drills annually.

Any visitors must sign in at the school office to ensure students are safe.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.0	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

* 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 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	23		2		26		3		24		2	
1	24		2		26		1		25		2	
2	25		2		27		2		22	1	1	
3	25		3		26		2		25		2	
4	29		2		29		2		27		2	
5	30		2		32		1	1	29		2	
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	16	18	18

The team at Sanchez Elementary is working diligently to transition to the Common Core State Standards and are working on becoming a Professional Learning Community.

The team decided, after much analysis of academic data and professional discussion, to focus our professional development on math. District coaches, as well as our Common Core Math Leads, are providing the staff with trainings focused on math once a month.

In addition to receiving training at least once a month in math, teachers are being trained to become a Professional Learning Community as well as to learn about the district's Instructional Practice Priorities. These trainings occur once a month as well. The teachers receive at least professional development afternoons twice a month. In addition to this training, teachers meet twice a week to collaborate and one to two days in the summer to plan.

Individual teachers, as well as grade level teams, call on district trainers to model lessons. Teachers also observe each other's lessons to learn from each other. These practices occur one to four times a year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13282.92	3595.70	9687.22	98555.11
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.4	11.0
School Site/ State	25.4	18.3

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.