Jesse G. Sanchez Elementary

901 N. Sanborn Rd • Salinas CA, 93905 • (831) 753-5760 • Grades K-6
Roberto Rodriguez, Principal
roberto.rodriguez@alisal.org

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Alisal Union Elementary School District
1205 East Market Street
Salinas, CA 93905
(831) 753-5700
www.alisal.org

District Governing Board

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Guadalupe Guzman, Vice President

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Ms. Jeanne Herrick
Associate Superintendent, Educational Services

Mr. James Koenig
Associate Superintendent, Business and Fiscal Services

Mr. Ricardo Cabrera
Assistant Superintendent, Human Resources

School Description

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

Jesse G. Sanchez Elementary School serves approximately 850 students from preschool through sixth grade. Our student population includes 99 percent Hispanic students and 87 percent English Learners.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (831) 753-5760 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	154
Grade 1	118
Grade 2	110
Grade 3	229
Grade 4	107
Grade 5	120
Total Enrollment	838

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Hispanic or Latino	98.8
White	0.6
Socioeconomically Disadvantaged	98.6
English Learners	94.4
Students with Disabilities	5.7
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	**13-14**	**14-15**	**15-16**
With Full Credential	29 out	29	35
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	328
Without Full Credential	♦	♦	44
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Jesse G. Sanchez Elementary	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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

In Language Arts:
K-1-2 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.
3-6 used Engage NY solely to teach all Language Arts standards.
Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state standards.

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

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Jesse Sánchez Elementary School has completed all phases of school reconstruction and now has 26 permanent classrooms and four portable classrooms. Students also enjoy a completely new playground and play apparatus. The Jesse G. Sánchez School reconstruction project was formerly rededicated by the district and board of trustees during the 2008–2009 school year. Our facilities adequately houses our student population.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

• The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	9	20	44
Math	8	13	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science			12			31			56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	17.60	24.40	10.10

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	31
All Student at the School	12
Male	14
Female	10
Hispanic or Latino	12
White	--
Socioeconomically Disadvantaged	0
English Learners	6
Students with Disabilities	11
Students Receiving Migrant Education Services	25
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	237	234	98.7	65	27	4	3
	4	110	108	98.2	72	17	8	0
	5	121	120	99.2	61	25	13	2
Male	3		114	48.1	68	25	4	2
	4		59	53.6	76	8	12	0
	5		63	52.1	60	30	8	2
Female	3		120	50.6	63	28	5	3
	4		49	44.5	67	27	4	0
	5		57	47.1	61	19	18	2
Filipino	3		1	0.4	--	--	--	--
Hispanic or Latino	3		230	97.0	65	27	4	3
	4		106	96.4	72	17	8	0
	5		119	98.3	61	25	13	2
White	3		2	0.8	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		233	98.3	65	27	4	3
	4		104	94.5	74	16	8	0
	5		115	95.0	63	23	12	2
English Learners	3		203	85.7	73	24	1	1
	4		91	82.7	77	13	7	0
	5		78	64.5	76	21	4	0
Students with Disabilities	3		15	6.3	100	0	0	0
	4		10	9.1	--	--	--	--
	5		14	11.6	93	7	0	0
Students Receiving Migrant Education Services	3		25	10.5	72	8	4	12
	4		15	13.6	73	13	0	0
	5		12	9.9	50	25	25	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

| School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	237	234	98.7	57	31	11	0
	4	110	108	98.2	67	29	1	1
	5	121	119	98.3	71	24	5	1
Male	3		114	48.1	55	34	9	1
	4		59	53.6	64	31	0	2
	5		63	52.1	71	25	3	0
Female	3		120	50.6	58	28	13	0
	4		49	44.5	69	27	2	0
	5		56	46.3	70	21	7	2
Filipino	3		1	0.4	--	--	--	--
Hispanic or Latino	3		230	97.0	57	31	11	0
	4		106	96.4	66	29	1	1
	5		118	97.5	70	24	5	1
White	3		2	0.8	--	--	--	--
	4		2	1.8	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		233	98.3	57	31	11	0
	4		104	94.5	68	29	1	0
	5		114	94.2	70	24	5	1
English Learners	3		203	85.7	63	31	5	0
	4		91	82.7	68	26	1	1
	5		77	63.6	83	16	1	0
Students with Disabilities	3		15	6.3	93	7	0	0
	4		10	9.1	--	--	--	--
	5		14	11.6	93	7	0	0
Students Receiving Migrant Education Services	3		25	10.5	56	20	20	0
	4		15	13.6	60	27	0	0
	5		12	9.9	58	25	8	8
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parental involvement at Jesse G. Sánchez Elementary is accomplished via monthly parent meetings such as: monthly Coffee Klatch meetings, monthly School Site Council and English Language Advisory Committee Meetings, and parental involvement in classrooms as tutors. Our classroom teachers offer evening parent workshops on at-home teaching strategies. Parents are encouraged to participate in their child's education by having an open communication with the classroom teacher. For parents 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 School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

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

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

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

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

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.10	2.42	0.11
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	29	30	31				5	4	5		1	
1	30	29	24			3	7	4	2			
2	29	27	28				6	9	4			
3	30	29	25				4	6	9			
4		32	27					3	4		1	
5			30						4			
Other	37			1						1		

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

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2014-2015 included the following:

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

Professional development was delivered through grade level sessions during Grade Level Release Time for classroom teachers.

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

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,876	$43,091
Mid-Range Teacher Salary	$63,212	$70,247
Highest Teacher Salary	$87,106	$89,152
Average Principal Salary (ES)	$102,512	$112,492
Average Principal Salary (MS)		$116,021
Average Principal Salary (HS)		$117,511
Superintendent Salary	$180,000	$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	6%	6%

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

FY 2013-14 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	$66,202
State	♦	♦	$5,348	$72,993
Percent Difference: School Site/District			-33.9	-4.9
Percent Difference: School Site/ State			-23.1	-12.9

* Cells with ♦ do not require data.

Types of Services Funded

During the 2014-15 school year, the school funded the following priorities with monies allocated to the site:

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.