



George I. Sanchez Elementary School

8470 East Fern Avenue • Rosemead, CA 91770 • (626) 307-3368 • Grades K-6

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



Garvey School District

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Assistant Superintendent
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Grace Garner
Chief Business Officer

Dr. Tiffany Rudek
Assistant Superintendent
Learning Support Services

Rene Hernandez
Director II
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. Sanchez was previously 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. 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	61
Grade 1	69
Grade 2	49
Grade 3	57
Grade 4	69
Grade 5	61
Grade 6	73
Total Enrollment	439

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.0
Asian	51.7
Filipino	0.2
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	0.0
White	0.9
Socioeconomically Disadvantaged	88.8
English Learners	48.3
Students with Disabilities	10.3
Foster Youth	0.5

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			
George I. Sanchez Elementary School	16-17	17-18	18-19
With Full Credential	19	18	20
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	
Garvey School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company - Benchmark Advanced TK-6 Benchmark Education Company - Benchmark Adelante K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin - Go Math 2015 Grades K-6 Student Edition Houghton Mifflin - Go Math 2015 Grades K-6 Student Workbooks The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education - FOSS Next Generation Elementary K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman - Social Studies Grades K - 5 Holt - Ancient Civilization Grade 6 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)

Based on recent site inspection on 8/22/2018, school grounds, classrooms, offices, cafeteria, library and restrooms were all found in good condition. No repairs are needed. On going 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: 01/11/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	52.0	53.0	56.0	56.0	48.0	50.0
Math	45.0	49.0	52.0	54.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	256	99.22	53.13
Male	117	116	99.15	50.86
Female	141	140	99.29	55.00
Black or African American	--	--	--	--
Asian	126	124	98.41	68.55
Hispanic or Latino	121	121	100.00	37.19
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	228	99.56	51.75
English Learners	182	180	98.90	51.67
Students with Disabilities	25	25	100.00	8.00
Foster Youth	--	--	--	--

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.

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.8	22.4	12.1

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	258	258	100	48.84
Male	117	117	100	51.28
Female	141	141	100	46.81
Black or African American	--	--	--	--
Asian	126	126	100	69.05
Hispanic or Latino	121	121	100	27.27
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	229	100	46.72
English Learners	182	182	100	49.45
Students with Disabilities	25	25	100	4
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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, parents volunteer frequently in our classes on a regular basis to assist teachers with tasks that contribute to the success of all students. 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 in September 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. Sanchez recently was trained in our new reporting system, called CATAPULT. 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 parents receive a copy in September in their home language. A daily agenda notebook is given 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	1.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.2	1.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	0.34
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.50
Other	.20
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	18	21	16	1	1	4	2	2				
1	26	26	22				2	2	3			
2	23	27	24				3	2	2			
3	18	23	29	3				3	2			
4	34	27	34					2		2		2
5	32	35	28				2		2		2	
6	28	24	35	1	1			2		2		2
Other		9	10		1	1						

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

Professional Development provided for Teachers

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 ELPAC and RTI with I ready focus.

Every Monday, Tuesday and Friday teachers participate with their grade level teams to build understanding of how to best address the California standards and 21st Century skills building. Additionally, teachers are involved in the review of Benchmark and i-Ready diagnostic data as it relates to their RTI and overall classroom program planning.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,285	\$48,064
Mid-Range Teacher Salary	\$80,267	\$75,417
Highest Teacher Salary	\$100,165	\$94,006
Average Principal Salary (ES)	\$115,244	\$119,037
Average Principal Salary (MS)	\$121,984	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$187,560	\$183,692
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,599	\$578	\$4,021	\$96,356
District	◆	◆	\$4,597	\$83,860
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-12.5	25.5
Percent Difference: School Site/ State			-24.8	32.0

* Cells with ◆ do not require data.

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

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.