Cesar E. Chavez Elementary School

1225 Towt St. • Salinas CA, 93905 • (831) 753-5224 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Alisal Union School District
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School Description

Our mission at César E. Chávez Elementary School is to nurture and teach students so that they will become confident, critical thinkers who possess a deep sense of responsibility to self and to their community. By creating a safe learning environment, our students will engage in a rigorous learning environment and learn to effectively communicate and collaborate with others. We encourage the development of technological and bi-lingual skills in order to keep up with the world's constant change and instill in them the appreciation of diversity by promoting positive interactions between all students, and encourage them to pursue their lifelong dreams.

César E. Chávez Elementary School serves approximately 800 students from preschool through sixth grade. Our student population includes 98.5 percent Hispanic students and 85 percent English Learners.

The Chávez teaching staff is committed to collaboration and articulation within and across grade levels. Our teaching staff is well trained to meet the needs of our English Learners as well as our English-speaking students.

Our parent teacher committee (PTC) is very active; it closely partners with the school and community to work on projects during the school year. The School Site Council and Site Leadership Team meet monthly to review student achievement data, analyze the effectiveness of programs, determine the progress of actions in the school plan, and revise the school plan as needed.

Every member of the Cesar E. Chavez School community works together to provide each child with a successful school experience.

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	105
Grade 1	114
Grade 2	108
Grade 3	109
Grade 4	124
Grade 5	102
Grade 6	139
Total Enrollment	801

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	0.0
Filipino	0.1
Hispanic or Latino	96.1
Native Hawaiian or Pacific Islander	0.0
White	0.1
Socioeconomically Disadvantaged	95.3
English Learners	85.3
Students with Disabilities	6.0
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			
Cesar E. Chavez Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	27	31	26
Without Full Credential	7	5	2
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar E. Chavez Elementary	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Math, Adopted 2018 **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-Wonders (K-3 grade) - Embedded McGraw-Hill (6th grade) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas (4-6th)- Adopted 2006 McGraw-Hill-Wonders (K-3 grade) - Embedded **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)

César E. Chávez School is 23 years old. The school garden has been remolded and turned into an outdoor classroom. The grass area has been upgraded by replacing a lime-treated area with new grass. This motivates the students to keep their school safe and clean.   A second play structure has been added to the playground area in order to service the student population better. Our custodial and district maintenance staff work hard to maintain a safe and clean campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
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		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	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	28.0	34.0	28.0	32.0	48.0	50.0
Math	23.0	30.0	21.0	23.0	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 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	14.7	7.8	1.0

* 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.

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	477	475	99.58	34.11
Male	249	247	99.20	31.58
Female	228	228	100.00	36.84
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	452	450	99.56	34.22
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	446	444	99.55	34.68
English Learners	446	444	99.55	34.01
Students with Disabilities	45	44	97.78	11.36
Students Receiving Migrant Education Services	11	11	100.00	36.36

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 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	477	472	98.95	29.66
Male	249	246	98.8	30.49
Female	228	226	99.12	28.76
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	452	448	99.12	29.24
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	446	441	98.88	30.16
English Learners	446	442	99.1	30.32
Students with Disabilities	45	43	95.56	6.98
Students Receiving Migrant Education Services	11	11	100	36.36

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)
We believe that parents play a critical role in the success of their children, and we have numerous ways that parents can be involved at César E. Chávez Elementary School. In addition to helping with homework and attending parent conferences, parents are also involved in school events. They also take on leadership roles in our school through the Parent Teacher Club and our School Site Council. Parents chaperone field trips, attend student performances, and are invited to our Student of the Month Awards and trimester academic, attendance, and Positive Behavior Intervention Support awards ceremonies. Parents may reach out to any staff member to express their interest in being more involved in school activities. For more opportunities to participate at your school, please call your school Principal, John J. Jimenez at (831) 753-5224.

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
To succeed in a rigorous learning environment, students must feel safe and believe that they are capable of learning. The school maintains a strict student code of conduct and strongly supports each classroom environment by responding proactively to student discipline issues. Staff members continuously supervise our campus to maintain a safe environment for all students. All visitors are asked to check in with the office staff prior to coming onto campus. Our safety plan is updated annually and monitored monthly to ensure the safety of all students. We practice monthly school wide drills to prepare for an emergency and our campus has a closed campus policy.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.4	2.8	2.3
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.0	0.5	1.5
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)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	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.

	Average Class Size			Number of Classrooms*								
Grade				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	28	27	26				4	4	4			
1	24	29	29	2			3	4	4			
2	24	22	22		1	3	5	4	2			
3	27	23	22		1		4	4	5			
4	29	26	31		1		5	2	3		1	1
5	30	28	26		1	2	4	1	2		3	
6	29	30	28				4	4	5			

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

Professional Development provided for Teachers

The major areas of professional development for teachers in 2016-17 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement for Close Reading
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards
- Guided Language Acquisition Design (G.L.A.D.)
- Wilda Storm Writing Strategies
- ALICE

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

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

During the 2016-17 and 2017-18 school years, we continued with the same professional development and we added writing. Our data showed that writing was an area of weakness for our students and a teacher survey also showed that they were interested in professional development in this are. We used the program Write Up a Storm.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,149	$50,084
Mid-Range Teacher Salary	$71,785	$80,256
Highest Teacher Salary	$100,035	$100,154
Average Principal Salary (ES)	$117,416	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$195,000	$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

* 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	$4,310	$637	$3,673	$66,650
District	◆	◆	$5,459	$71,625
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District	-32.7			2.8
Percent Difference: School Site/ State	-21.7			-5.8

* 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
In order to serve our students better, every classroom received funding for classroom libraries to support and promote a classroom reading environment and to purchase math manipulatives to assist with the language demands of the new standards. Teachers were provided with release time for grade level collaboration and planning.

This year, all teachers all being trained on Wilda Storm writing strategies, English Language Development strategies and new curriculum. In addition, all teachers have also been trained on GLAD strategies.

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.