



Cesar E. Chavez Elementary School

1225 Towt St. • Salinas CA, 93905 • (831) 753-5224 • Grades K-6

John J. Jimenez, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alisal Union School District

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**Associate Superintendent,
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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 756 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 Organization (PTO) 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 (Learning) 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.

All members of the Cesar E. Chavez School community work 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	130
Grade 1	90
Grade 2	105
Grade 3	109
Grade 4	108
Grade 5	112
Grade 6	117
Total Enrollment	771

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Filipino	0.1
Hispanic or Latino	93
White	2.1
Socioeconomically Disadvantaged	94.6
English Learners	61.2
Students with Disabilities	7
Foster Youth	0.1
Homeless	10.1

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 Cesar E. Chavez Elementary School	18-19	19-20	20-21
With Full Credential	26	35	31
Without Full Credential	2	2	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School District	18-19	19-20	20-21
With Full Credential	♦	♦	33
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cesar E. Chavez Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

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: 2019

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- (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, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Not applicable The textbooks listed are from most recent adoption: No 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: August, 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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	41	N/A	36	N/A	50	N/A
Math	33	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	12	N/A	13	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 our school, please call your school Principal, John J. Jimenez at (831) 753-5224 or cellular (831) 261-6211

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 (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	1.5	1.5	1.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		4		27		4		13	10		
1	29		4		26		4		23	2	2	
2	22	3	2		21	4	1		21	3	2	
3	22		5		26		4		27		4	
4	31		3	1	26		4		25		4	
5	26	2	2		30		4		27		4	
6	28		5		33		1	2	29		3	
Other**									11	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2019-20 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 Eureka Math
- 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 2018-19 and 2019-20 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 area. We used the program Write Up a Storm.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,473	\$51,004
Mid-Range Teacher Salary	\$73,939	\$82,919
Highest Teacher Salary	\$103,036	\$104,604
Average Principal Salary (ES)	\$112,875	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$200,850	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

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

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. Eureka Mathematics training is a focus for this year as well with the assistance of our curriculum and instruction department. With the goal of equity for all students we have implemented a school wide music program for all students pre-school through 6th grade. All students receive integrated music instruction throughout the day, 1 day a week for the entire school year.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,310	\$637	\$3,673	\$66,650
District	N/A	N/A	\$5,459	\$74,617
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-39.1	-11.3
School Site/ State	-71.4	-23.2

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