

Cesar E. Chavez Elementary School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Alisal Union Elementary School District

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Educational Services

Mr. James Koenig
Assistant Superintendent,
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School Description

Our mission at César E. Chávez Elementary School is 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 engage in rigorous learning environment and learn to effectively communicate, develop technological 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 865 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (831) 753-5224.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	117
Gr. 1	116
Gr. 2	147
Gr. 3	121
Gr. 4	120
Gr. 5	125
Gr. 6	128
Total	874

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.2
Hispanic or Latino	91.8
Native Hawaiian/Pacific Islander	0.0
White	0.3
Two or More Races	0.5
Socioeconomically Disadvantaged	92.2
English Learners	80.9
Students with Disabilities	5.5

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			
Cesar E. Chavez Elementary School	12-13	13-14	14-15
Fully Credentialed	29	31 out	29
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	299
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar E. Chavez Elementary	12-13	13-14	14-15
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

2013-14 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	97.0	3.0
Districtwide		
All Schools	97.0	3.0
High-Poverty Schools	97.0	3.0
Low-Poverty Schools	0.00	0.00

* 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 2014-15)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas is being recommended to fill gaps in the Treasures curriculum and those that have also been found in the Everyday Math 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 state standards and fill gaps in our current adoption materials.

In Language Arts:

K-1-2 will continue to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.

3-6 will use Engage NY solely to teach all Language Arts standards.

Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms will continue to use Tesoros and adapt it as needed to meet the common core state standards.

In Math:

At K-6, teachers will use 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 will be able to use the Engage NY Math because student materials have just recently become available.

Textbooks and Instructional Materials Year and month in which data were collected: 2012

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

School Facility Conditions and Planned Improvements (Most Recent Year)

César E. Chávez School is 17 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: September, 2014

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]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	12	22	23	35	34	33	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	31	35	34	34	39	40	54	56	55
Math	43	46	51	49	53	58	49	50	50
HSS				25	25	30	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	2
Similar Schools	5	5	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.2	18.3	6.7

* 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.

2013-14 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	33
All Student at the School	23
Male	26
Female	21
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	23
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	21
English Learners	4
Students with Disabilities	
Students Receiving Migrant Education Services	27

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-15	15	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-14	14	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-15	15	0
English Learners	-8	13	6
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

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.

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

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 continuously supervise our campus to maintain a safe environment for all students. All visitors are asked to check with the office 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. Our campus has a closed campus policy.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.9	3.0	2.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	0.7	2.1	1.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	Yes
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Yes	Yes
First Year of Program Improvement	2005	2005
Year in Program Improvement	5	3
Number of Schools Currently in Program Improvement		10
Percent of Schools Currently in Program Improvement		83.3

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	0
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist	1
Instructional Coach	
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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	28.4	28	29	0	0	0	5	4	4	0	0	0
Gr. 1	31	30	29	0	0	0	3	5	4	1	0	0
Gr. 2	30.5	32	25	0	0	0	4	3	6	0	1	0
Gr. 3	31.3	31	30	0	0	0	3	4	4	1	0	0
Gr. 4	32.3	25	30	0	0	0	3	4	4	1	0	0
Gr. 5	29	33	31	0	0	0	4	2	2	0	2	2
Gr. 6	33.3	29	32	0	0	0	0	4	3	3	0	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,743	\$41,507
Mid-Range Teacher Salary	\$61,371	\$67,890
Highest Teacher Salary	\$84,569	\$86,174
Average Principal Salary (ES)	\$96,789	\$109,131
Average Principal Salary (MS)	\$0	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$179,000	\$185,462
Percent of District Budget		
Teacher Salaries	36	42
Administrative Salaries	5	6

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

FY 2012-13 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	\$64,853
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-32.7	2.8
Percent Difference: School Site/ State			-21.7	-5.8

Types of Services Funded at Cesar E. Chavez Elementary School

In order to serve our students better, new projectors were purchase and mounted for 16 classrooms. Every classroom received funding for classroom libraries to support and promote a classroom reading environment. Teachers were provided with release time for grade level collaboration and planning.

Professional Development provided for Teachers at Cesar E. Chavez Elementary School

The major areas of professional development for teachers in 2012-2013 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Side by Side (for teachers facilitating Structured English Immersion classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teachers)

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 Academic Coach.