Cesar Chavez Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 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 principal or the district office.

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 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Cesar Chavez Elementary School
Street	2000 Kammerer Avenue
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-7300
Principal	Julio Villalobos, Ed.D.
E-mail Address	julio.villalobos@arusd.org
Web Site	http://www.arusd.org/Domain/84
CDS Code	43-69369-6046239

District Contact Information	
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
E-mail Address	hilaria.bauer@arusd.org
Web Site	www.arusd.org

School Description and Mission Statement (School Year 2018-19)

Mission

At Cesar Chavez, we are committed to provide quality education utilizing 21st century technology and strategies to promote life-long learners with a partnership between educators, community, parents, families and students. We are committed to work collectively every day to provide opportunities to inspire young minds to reach new heights. We hold high expectations not only for our students, but for all who touch the lives of the community.

Parents

Through ongoing communications parents and teachers will work together to provide an environment where students can thrive. Parents will instill the importance of a sound body and mind. Parents will encourage daily school attendance, healthy eating habits, proper study habits and productive extra-curricular activities.

Educators

Educators will live by the values of leadership, collaboration, integrity, accountability, passion and professional development. They will provide a rigorous environment for all students while integrating technology to prepare them for the future.

Community

Through partnerships within and outside our community we will constantly strive to get the best materials and partners to help our students. Community partners will help bridge the economic gap and provide our students with the materials and opportunities to take their love of learning to a higher level.

Instructional Vision

At Chavez elementary, our instructional vision is to deliver standards based content through interdisciplinary instruction and learning, which will enable our students to become 21st century learners which encompasses collaboration, communication, creativity and critical thinking.

Grades: PK - 5
School Type: Public
Student Enrollment: 365
Students Per Teacher: TK-3rd grade 24 students/teacher, 4th and 5th grade 33 students/teacher
After school program: City Year, YMCA
Demographics:
Gender: Male - 50.9%, Female 49.1%
Ethnicity: Hispanic - 83.83%, Asian 9% (Vietnamese, Filipino), Black or African American 1%, Multiple Ethnicity 1%, Native American 0.2%, Pacific Islander 0.5%
Language Proficiency: English Learners 63.8%, English only 24.1%, IFEP 3%, RFEP 9%

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	75
Grade 1	61
Grade 2	57
Grade 3	60
Grade 4	64
Grade 5	56
Total Enrollment	373

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	10.5
Filipino	4.0
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	0.5
White	0.5
Socioeconomically Disadvantaged	94.1
English Learners	66.2
Students with Disabilities	7.2
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	20	20	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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)

Year and month in which data were collected: August 2018

The following are the most recent adoptions for Alum Rock Union Elementary School District:
- • Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/Study Sync 2017- Middle Schools
- • EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- • Scott Foresman Science 2006- Elementary/Glencoe Science 2009-Middle Schools
- • Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016- Elementary/Study Sync 2017- Middle Schools	Yes	0
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Scott Foresman Science 2008- Elementary/Glencoe Science 2007-Middle Schools	Yes	0
History-Social Science	Scott Foresman Social Studies 2006- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood		

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Chavez School was constructed in 1950. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Rm-7: AC unit too old. Rm.-8: A/C Unit is old.
Interior: Interior Surfaces	Fair	Rm-4: 2 ceiling missing. Rm-32: carpet has issues with greases. Rm-11: Most carpet is ripped and bubbly.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Rm.10: Very bad roaches and mice problem. Rm-11: Roaches problem. Rm.-12: Roaches problem.
Electrical: Electrical	Fair	Rm-5: light cover missing. Rm-7: light cover missing. Rm-SOMOS: 10 lights are out, need to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Rm-28: drinking fountain does not turn off. Rm-2: sinks and fountains not functioning.
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Rm-33: door is not functioning correctly.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	**Fair**

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	30.0	33.0	40.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	31.0	32.0	33.0	33.0	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	179	97.28	33.33
Male	89	86	96.63	30.23
Female	95	93	97.89	36.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	19	90.48	57.89
Filipino	--	--	--	--
Hispanic or Latino	148	145	97.97	27.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	178	173	97.19	33.92
English Learners	140	135	96.43	31.58
Students with Disabilities	16	16	100.00	7.14
Students Receiving Migrant Education Services	--	--	--	--
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.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	183	182	99.45	32.42
Male	88	87	98.86	33.33
Female	95	95	100	31.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	147	146	99.32	24.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	33.52
English Learners	140	140	100	30.71
Students with Disabilities	16	15	93.75	0
Students Receiving Migrant Education Services	--	--	--	--
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	39.0	15.3	28.8

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.

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)

There are various parent involvement opportunities in which every family/guardian's obligation and responsibility is to volunteer at least 30 hours per year, of which 10 of those hours should include volunteer time to the student's classroom. In addition, parent involvement programs such as "Los Dichos," SOMOS Mayfair-Raising a Reader is yet another opportunity for parents to be involved in school. Parents also can contact our community liaison for other parent involvement opportunities.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.9	5.1	4.1	3.1	2.8	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. The safety plan was last updated on December 2017 and adopted thereafter for the 2017-2019 academic year. The school safety plan is distributed to all staff members at the beginning of each academic year and its reviewed throughout the school year at staff meetings. The key elements of the comprehensive school safety plan includes having a school safety planning committee, annual safety goals, mandated policies and procedures, child abuse reporting, routine and emergency disaster procedures and annual checklist and forms.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	3		18	2	2		19	1	3	
1	21	1	2		24		2		25		2	
2	24		3		23		3		23		3	
3	24		3		22		3		20	2	1	
4	29		3		28		2		32		2	
5	27		3		29		3		28		2	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist (non-teaching)	1	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,775.58	$2,274.31	$4,501.27	$80,001
District	N/A	N/A	$1,148.34	$81,305
Percent Difference: School Site and District	N/A	N/A	1.0	-19.4
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-0.7	-16.9

Note: Cells with N/A values 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 (Fiscal Year 2017-18)

Chávez provides the following regular program services and/or activities to ensure under performing students meet standards:
- Reading Partners
- Before/after school intervention classes for at-risk students scoring below proficiency in language arts.
- Appropriate grade-level, standards-based, state-adopted intervention programs
- Differentiated instruction in English during a 30-minute English Language Development block in grades kindergarten through 5th
- Differentiated instruction incorporated into our Reading and Language Arts three-hour block for students in grades 1st – 5th
- Time for teachers to plan differentiated instruction in an effort to best serve the under performing student
- An instructional coach who serves as a resource to classroom teachers to provide input on best practices and teaching strategies to meet the needs of students scoring below proficiency in reading and math.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,262	$50,084
Mid-Range Teacher Salary	$86,034	$80,256
Highest Teacher Salary	$102,376	$100,154
Average Principal Salary (Elementary)	$119,374	$125,899
Average Principal Salary (Middle)	$131,610	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$212,178	$222,447
Percent of Budget for Teacher Salaries	38.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

The staff at Cesar Chavez Elementary has had extensive opportunities to participate in professional development during the school year. All teachers attended professional development on the Common Core Standards' implementation including Envision Math which were provided by the Alum Rock School District. In addition, during the year the staff were trained on how to use IReady. i-Ready combines a valid and reliable growth measure and individualized instruction. Teachers were given the opportunity to visit other schools and classrooms. As member of the staff, an instructional coach, coaches the teachers on different educational innovations and Accelerated Reader. Moreover, our school leadership team took part in the district sponsored leadership training all year.