

# ***School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School***

## **Introduction**

Since November, 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal *No Child Left Behind Act* (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving its goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

## **Principal's Message**

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Welcome to César Chávez Elementary where students are inspired and motivated to excel in all academic areas. At Cesar Chavez School, students are challenged to maximize their full potential, both academically and socially. Teachers, parents and administrators work hand in hand in order to provide the best possible education for our college bound students. The expectation is that all students will reach grade level standards mastery and be prepared to embark on a lifelong journey towards academic excellence. There are no limits to what our students can achieve; only endless possibilities. ¡Sí se puede! Yes we can!

Sincerely,  
René Sánchez  
Principal

# **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

## Executive Summary School Accountability Report Card, 2007-08

### Cesar Chavez Elementary School

Address: 2000 Kammerer Ave. , San Jose CA 95116-3016 Phone: 408-928-7300  
Principal: Irma Balderas Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

#### Overview

César Chávez Elementary was one of the first schools constructed in the Alum Rock Union Elementary School District of East San Jose. It is one of the largest elementary schools in the district and currently serves approximately 602 students in grades K-5. Chávez's richly diverse population is comprised of: 86.21% Hispanic, 8.14% Asian, 3.32%, 3.32% Filipino, 1.5% African American, 0.33% American Indian, 0.33% Pacific Islander, and 0.17% White. In addition, 100% of the students participate in the free and reduced lunch program, 77% are English Language Learners, (mostly Spanish-speaking), and 10% receive Special Education services. The César Chávez (Mayfair) community includes a high percentage of first and second-generation immigrant families of limited economic means. The student population and their families are highly mobile, with families moving in and out of the school's attendance area through out the school year. To meet the needs of our students, César Chávez Elementary has Structured English Immersion classrooms and one Special Day Class. César Chávez is determined that all students will meet grade-level standards, be prepared for future academic success, and provide positive contributions to their communities.

Chávez teachers work in collaboration to provide an optimal learning program that includes daily, leveled English Language Development, as well as interventions for EL students. Regularly scheduled Student Study Team meetings address the needs of students at all grade levels, and IEPs are reviewed and updated according to all mandated timelines to provide services to our identified special education students. GATE students are clustered and monitored and provided with additional enrichment activities.

Classroom teachers participate in ongoing collaboration with colleagues, and in staff development to help them acquire the skills for effective instruction, ELD, differentiation, and assessment. Grade level teams map instruction, collaborate on lesson plans and instructional preparation, lesson pacing, and assessment.

In trying to provide the most beneficial learning program for our students, parents and teachers have come together to address concerns and to develop a school plan to bring about change in teaching and learning. A major emphasis has been placed upon improving parent participation and education. Parents receive regular newsletters to keep them informed of school activities, themes, and activities. The School Site Council and the ELAC Committee meet monthly during evening meetings; and monthly coffee meetings provide an opportunity to participate in our continuing dialogue to provide the best possible services to students and families. In addition, teachers provide a parent seminar series to address important topics related to student learning and college goals.

#### Vision & Mission

We see our students:

## ***School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School***

- Making progress into their ELD levels in order to become English proficient
- Meeting or exceeding AYP and API goals
- Becoming responsible citizens

César Chávez is a professional learning community where all students learn the California Standards.

Commitment Statements:

- All staff commits to teach the core programs with fidelity
- All Staff agrees to collaborate and work with grade level teams
- All staff agrees to use data to adjust instruction
- Intervention is focused, standard based and happens at the earliest point for students who need assistance
- Parent connection will be ongoing effort throughout the school year

All staff will use formative assessments to measure students progress toward annual summative goals.

### **Goals**

As expressed in the Single School Plan, Chávez's goals are:

- As part of the AYP target, 35.2% of students in grades K-5 will achieve the performance level of proficient/advanced on the California Standards Test in English/Language Arts.
- As part of the AYP target, 37.0% of students in grades k-5 will achieve the performance level of proficient/advanced on the California Standards Test in Mathematics.
- All English Learners will increase two proficiency levels for students at proficiency level 1 and one proficiency level for students at proficiency levels 2-5 in one year's time as evidence on the annual CELDT.

### **Progress Monitoring**

1. Use of state and local assessments to modify instruction and improve student achievement.  
Chávez has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, CELDT, etc.), district assessments, and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations of student performance are used to measure whether all students are meeting the standards. In addition to state data, these local assessments are used to monitor teaching and learning:
  - District Writing Assessment
  - Reading Lions Assessments/Houghton Mifflin Curriculum Embedded Assessments
  - Saxon Math Unit Assessments
  - Marie Clay Observational Survey
  - DRA (Developmental Reading Assessment)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.
  - Chávez uses the following state and local assessments to modify instruction and improve

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

achievement:

- California Standards Test/STAR Testing
- District Writing Assessment
- Houghton Mifflin Lectura Reading Lions Assessments
- DRA fluency assessment
- CELDT test program
- Entry level placement and diagnostic tests for Holt Literature and Language Arts, High Point, pre-algebra and algebra
- Formative assessments based on California State Standards.
- Standards Based Tests in Spanish
- Observation Survey to assess Kindergarten preparedness

**Schoolwide Programs**

- After School Enrichment/Intervention Program
  - This program provides differentiated instruction for students falling below benchmark on Language assessments. Students receive 8 weeks of intensive instruction per cycle.
  - Every student at *Chávez* attends the after school enrichment program. It is our belief that children will continue to develop academically through different learning modalities. Thus, students at music, drama and sports classes through our after school enrichment program.
- Saturday Academy
  - This program provides intensive English instruction for our 2<sup>nd</sup> and 3<sup>rd</sup> grade students in prep for the end of the year CST (California Standards Test).
- Homework Center
  - Students are provided assistance with their homework as well as tutoring in small groups.

**Student Enrollment**

Group	Percent
African American	1.5%
American Indian or Alaska Native	0.33%
Asian	8.14%
Filipino	3.32%
Hispanic or Latino	86.21%
Pacific Islander	0.33%
White (not Hispanic)	0.17%
Multiple or No Response	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	77.0%
Students with Disabilities	10.0%
<b>Total Number of students</b>	602

**Teachers**

Indicator	Teachers
Teachers with full credential	28
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

**School Facilities**

Summary of Most Recent Site Inspection

The school was assessed in the following 15 categories: Gas Leaks; Mech/HVAC; Windows/Doors, Gates & Fences; Interior Surfaces; Hazardous Materials; Structural Damage; Fire Safety; Electrical; Pest/Vermin Infestation; Drinking Fountains; Restrooms; Sewer; Roofs; Playground/School Grounds; and Overall Cleanliness.

Repairs Needed

The existing air conditioning needs to be replaced throughout the school. In rooms 20 and 21, the thermostat is not working. The locks on the back gate need to be replaced. The paint is peeling in the kitchen. Several flooring tiles in the multipurpose room and the kitchen needs to be repaired. Two ceiling tiles in room 13 are missing and need to be replaced. The paint on the hallway poles is chipped. There is some mold in the Kindergarten hall. Several sprinkler heads will need to be replaced before Spring. The main fire panel constantly beeps. The ballast is out in room 23. There is a flickering light behind the kitchen. There is an ongoing ant problem. There is some cracked asphalt on the playground and front parking area.

Corrective Actions Taken or Planned

The air conditioning will be replaced throughout the school. In rooms 20 and 21, the thermostat has been repaired. The locks on the back gate have been replaced. The paint that was peeling in the kitchen has been removed and repainted. Several flooring tiles in the multipurpose room and the kitchen were repaired. Two ceiling tiles in room 13 were replaced. The paint on the hallway poles was scraped and repainted. The mold in the Kindergarten hall has been removed. Several sprinkler heads were replaced. The main fire panel was repaired so that it does not beep. The ballast in room 23 was replaced. The flickering light behind the kitchen was replaced. The ant problem was eradicated. The cracked asphalt on the playground and front parking area was repaired.

**Curriculum and Instructional Materials**

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

**School Finances**

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,874
District	\$8,491
State	\$5,300

**Student Performance**

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	24%
Mathematics	32%

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

Science	14%
History-Social Science	N/A

**Academic Progress**

<b>Indicator</b>	<b>Result</b>
2008 Growth API Score (from 2008 Growth API Report)	636
Statewide Rank (from 2007 Base API Report)	1
2008-09 Program Improvement Status (PI Year)	In PI

**School Completion**

<b>Indicator</b>	<b>Result</b>
Graduation Rate	N/A

**Postsecondary Preparation**

<b>Measures</b>	<b>Percent of Graduates</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

# **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

## **2007-08 School Accountability Report Card Report (SARC)**

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

### **I. Data and Access**

#### **DataQuest**

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

### **II. About This School**

#### **Contact Information (School Year 2008-09)**

This section provides the schools contact information.

<b>School</b>		<b>District</b>	
School Name	Cesar Chavez Elementary	District Name	Alum Rock Union Elementary
Street	2000 Kammerer Ave.	Phone Number	408-928-6800
City, State, Zip	San Jose , CA 95116-3016	Web Site	<a href="http://www.arusd.org">www.arusd.org</a>
Phone Number	408-928-7300	Interim Supt.	José Manzo
Principal	René Sánchez	E-mail Address	<a href="mailto:jose.manzo@arusd.org">jose.manzo@arusd.org</a>
E-mail Address	<a href="mailto:rene.sanchez@arusd.org">rene.sanchez@arusd.org</a>	CDS Code	43-69369-6046239

#### **School Description and Mission Statement (School Year 2007-08)**

This section provides information about the school's goals and programs.

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## ***School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School***

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## **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

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- Homework Center
  - Students are provided assistance with their homework as well as tutoring in small groups.

### **Opportunities for Parental Involvement (School Year 2007-08)**

**FOR MORE PARENT INVOLVEMENT INFORMATION, PLEASE CONTACT  
RENE SANCHEZ AT 408-928-7300**

## **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

Cognizant that a parent involvement is essential to effective schooling, Chávez aggressively promotes a strong, comprehensive parent involvement policy. Not only does Chávez promote two-way communication about school programs and students' progress, but it also involves parents in instructional and support roles at the school. In addition to preparing parents to actively participate in school decision making and developing their leadership skills in governance and advocacy, Chávez also provides parents with strategies and techniques to assist their children with learning activities at home. Finally, to ensure that parents receive the health, social, and other support services that are necessary to live healthy lives and promote student achievement, Chávez provides parents with the skills and resources to access community and support services.

- The CBET Program assists parents in developing English skills.
- Parent Institute for Quality Education provides parenting education.
- Parent training is provided by Chávez teachers and administration on topics that address academic achievement and accountability.
- Parent workshops are provided for targeted students to help parents support learning in the home.
- Community agencies provide counseling and family support to students and parents.

Because parents are valued, we provide a variety of opportunities for our parents to be collaborative partners in the education of their children. We have monthly School Site Council Meetings in order to gather their input for the school plan, safety plan, budget, and other programs and activities. The Migrant Education department uses our school to offer CBET classes. We also have an active Gifted and Talented Program, which addresses the needs of students with high academic achievement.

The first Friday of each month we have an open forum Principals Coffee so we can share upcoming events, plan events and have time for questions and answers on issues related to the school and the children's education. Three to four times a year, we host Parent Curriculum Nights for all grade levels. This is an opportunity for our parents to learn about the grade level specific curriculum, how to help their children, instructional strategies, and much more. In addition, parents participate in the School Site Council, English Language Learners Council, Title I Parents Meetings and Gifted and Talented Education meetings, which are all conducted in Spanish and English.

In the Fall, we hold a *Back to School* Event for parents to learn about the curriculum presented during the year, and in the Spring, we hold an *Open House* to showcase student work and projects. We also hold quarterly assemblies where students are rewarded for their academic achievement.

Finally, we have a variety of school events such as the September 16<sup>th</sup> (Mexican Independence Day), Black History Week Celebrations, Pacific Islanders/Asian Month, César Chávez March, Cinco de Mayo celebration, International Day, student performances, grade level specific events (spelling bee, field trips, pot-lucks, etc.) which allow all parents to become involved in a way in which they are comfortable.

### **Student Enrollment by Grade Level (School Year 2007-08)**

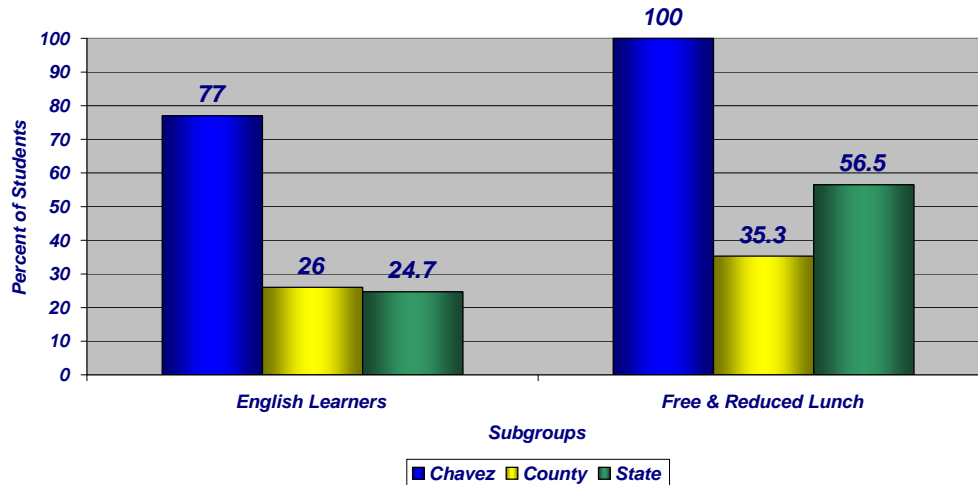
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	109
Grade 1	85
Grade 2	119
Grade 3	89
Grade 4	93
Grade 5	107
Grade 6	0
Grade 7	0
Grade 8	0

## School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School

Ungraded Elementary	0
Total Enrollment	602

**2008 Enrollment Comparison: César Chávez Elementary School  
Santa Clara County and California**



### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.5 %
American Indian or Alaska Native	0.33 %
Asian	8.14 %
Filipino	3.32 %
Hispanic or Latino	86.21 %
Pacific Islander	0.33 %
White (not Hispanic)	0.17 %
Multiple or No Response	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	77.0%
Students with Disabilities	10.0%

**Average Class Size and Class Size Distribution (Elementary)** This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	3	2		18.0	5			18.2	4	2	
1	19.5	4			22.0	5	1	1	21.3	1	3	
2	18.4	5			20.5	2	2		19.8	6		
3	18.8	5			19.0	5			20.3	2	2	
4	30.8	1		3	33.0			2	22.0	1	3	
5	32.0		3		32.0		2		26.5		4	

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

6	34.0			2								
K-3												
3-4												
4-8					27.0		1					
Other												

**III. School Climate**

**School Safety Plan (School Year 2007-08)**

This section provides information about the school's comprehensive safety plan.

César Chávez Elementary School has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the César Chávez Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The César Chávez Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior Policy
- Rules and Regulations
- Dress Code Policy
- Protocols for Safety/Emergency Drills
- Tardy Policy
- Attendance Policy
- Referral Policy
- Nondiscriminatory Policy on Student Rights and Responsibilities
- Campus Security Policy
- Harassment Policy
- Conflict Management Policy
- Internet Safety Policy
- Intervention and Referral System Policy

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.8	0.2	2.0	15.0	11.6	10.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0

**IV. School Facilities**

**Facility Conditions and Planned Improvements (School Year 2008-09)**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The District makes every effort to ensure that 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.

## ***School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School***

School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. In the event that asbestos and lead containing building materials are found, they are managed and removed according to EPA and State and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projected are completed in a timely manner.

School facilities are upgraded whenever possible 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 and Grounds staff, in conjunction with day and night custodians, ensures 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 and grounds crews ensure that grass and landscaped areas are well maintained and that the school's buildings, grounds and play areas are safe for use.

All visitors are required to check-in at the school office. Fire drills and disaster procedures are specifically outlined and regularly updated and practiced. Safety programs include drug awareness, personal safety, and personal growth. To ensure a safe environment, the district provides extra yard duty supervisors, and all yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they well-supervised by staff before, during, and after school.

### ***Age of School Buildings***

Although the main school campus was constructed in 1961, portable buildings have been added to accommodate the growing school population and diverse program needs.

### ***Maintenance and Repair***

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### ***Cleaning Process and Schedule***

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to maintain cleaning schedules to ensure a clean and safe school.

### ***Deferred Maintenance Budget***

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

### ***Modernization Projects***

During the 2007-2008 school year, local Measure A funds and state-matching funds were used to renovate existing facilities. The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, School facilities were constructed and are being renovated according to the Field Act requirements of the State Building Code that is heavily focused on earthquake safety. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance

## **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

projects are completed in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Major projects for the past year included painting, heating, flooring, and roofing.

### **School Facility Good Repair Status (School Year 2008-09)**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems		√		The air conditioning will be replaced throughout the school. In rooms 20 and 21, the thermostat has been repaired
Windows/Doors/Gates (interior and exterior)	√			The locks on the back gate have been replaced.
Interior Surfaces (walls, floors, and ceilings)		√		The paint that was peeling in the kitchen has been removed and repainted. Several flooring tiles in the multipurpose room and the kitchen were repaired. Two ceiling tiles in room 13 were replaced.
Hazardous Materials (interior and exterior)	√			The paint on the hallway poles was scraped and repainted.
Structural Damage	√			The mold in the Kindergarten hall has been removed.
Fire Safety	√			Several sprinkler heads were replaced. The main fire panel was repaired so that it does not beep.
Electrical (interior and exterior)	√			The ballast in room 23 was replaced. The flickering light behind the kitchen was replaced.
Pest/Vermin Infestation		√		The ant problem was eradicated.
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			The cracked asphalt on the playground and front parking area was repaired.
Roofs	√			
Overall Cleanliness	√			

### **Overall Summary of School Facility Good Repair Status (School Year 2008-09)**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		GOOD Condition		

## **V. Teachers**

### **Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

[DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	33	31	28	658
Without Full Credential	0	2	4	98
Teaching Outside Subject Area of Competence	0	0	0	N/A

**Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers  
(School Year 2007-08)**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	86.2	13.8
All Schools in District	96.9	3.1
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	90.9	9.1

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2007-08)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other Health Aide	0.5	N/A

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

**VII. Curriculum and Instructional Materials**

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
Reading/Language Arts	100% SBE Approved SRA Open Court (2003) Open Court ELD Adopted in (2003) Hampton Brown Highpoint (2003) Sopris West Language! (2006)	0%
Mathematics	100% SBE Approved Saxon Math (2002) Prentice-Hall PreAlg (2002) McDougal-Littell Course 1(2002)	0%
Science	100% SBE Approved California Science (2006) Focus on Earth (2006)	0%
History-Social Science	100% SBE Approved History/Soc Sci for California (2006) The Ancient World (2006) The Medieval World & Beyond (2006)	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	NA	N/A

**VIII. School Finances**

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental)</b>	<b>Expenditures Per Pupil (Basic)</b>	<b>Average Teacher Salary</b>
School Site	\$4,673	\$799	\$3,874	\$58,279
District	N/A	N/A	\$8,491	\$63248
Percent Difference – School Site and District	N/A	N/A	54%	7.8%
State	N/A	N/A	\$5300	\$64702
Percent Difference – School Site and State	N/A	N/A	26.9%	9.9%



# **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

## **Types of Services Funded (Fiscal Year 2007-08)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Chávez provides the following regular program services to enable under-performing students to meet standards:

- ◆ Summer school intervention provided additional learning opportunities for students in grades 2- 5.
- ◆ Before/after school intervention classes were offered to at-risk students scoring below proficiency levels in language arts.
- ◆ A Supplementary Educational Service Program after school and/or Saturday were offered to all underperforming students.
- ◆ Appropriate grade level, standards-based, state-adopted curriculum were used in the intervention programs. Newcomers (non-English speakers, in the country less than one year) participate in 20-30 minutes of intensive English language instruction daily.
- ◆ Students received differentiated instruction in English levels for a 50-minute ELD block in grades 1, 2, 3, 4 and 5.
- ◆ Students in Grades 2 and 3 received differentiated instruction incorporated into Reading and Language Arts 3-hour block.
- ◆ Teachers differentiated instruction during the school day in an effort to best serve the under-performing students.
- ◆ Saturday writing/language arts academies were offered to students scoring below basic and basic on the district writing assessment.
- ◆ The *Reading First* Specialist served as a resource to classroom teachers to provide input on best practices and teaching strategies to meet the needs of students scoring below the proficiency level in reading
- ◆ The Technology Resource Teacher served as a resource to classroom teachers to provide input on how to incorporate technology into the district-adopted curriculum.

## **Teacher and Administrative Salaries (Fiscal Year 2006-07)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45211	\$40667
Mid-Range Teacher Salary	\$70385	\$66167
Highest Teacher Salary	\$82154	\$84142
Average Principal Salary (Elementary)	\$94543	\$104640
Average Principal Salary (Middle)	\$99083	\$107227
Average Principal Salary (High)	\$108,995	\$131,881
Superintendent Salary	\$190266	\$167564
Percent of Budget for Teacher Salaries	41.2 %	42.3 %
Percent of Budget for Administrative Salaries	7.4 %	5.4 %

## **IX. Student Performance**

### **California Standards Tests**

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

## **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### **CST Results for All Students - Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	20	19	24	33	33	35	42	43	46
Mathematics	29	28	32	38	41	43	40	40	43
Science	9	8	14	21	27	37	35	38	46
History-Social Science				25	27	29	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### **CST Results by Student Group – Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	N/A
American Indian or Alaska Native	*	*	N/A	N/A
Asian	56	64	*	N/A
Filipino	50	64	*	N/A
Hispanic or Latino	21	28	14	N/A
Pacific Islander	*	*	N/A	N/A
White (not Hispanic)	*	*	N/A	N/A
Male	18	32	18	N/A
Female	28	31	11	N/A
Economically Disadvantaged	24	32	14	N/A
English Learners	17	25	7	N/A
Students with Disabilities	5	18	*	N/A
Students Receiving Migrant Education Services	7	11	*	N/A

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### **California Physical Fitness Test Results (School Year 2007-08)**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	27.8
7	N/A

## School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School

9	N/A
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Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### X. Accountability

#### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	1	1	1
Similar Schools	5	2	3

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6046239

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

#### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	1	-12	-2	636
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	-4	-11	-7	618
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	5	-12	-2	636

## **School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09: César Chávez Elementary School**

English Learners	-1	-29	10	600
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

### **Adequate Yearly Progress**

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics  
Percent proficient on the state's standards-based assessments in ELA and mathematics  
API as an additional indicator  
Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

### **AYP Overall and by Criteria (School Year 2007-08)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### **Federal Intervention Program (School Year 2008-09)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	28.6

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

**XI. School Completion and Postsecondary Preparation**

**Admission Requirements for California Public Universities**

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

**California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

**Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	N/A	N/A	N/A	N/A	N/A	N/A	3.1	3.5	4.4
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	85.0	83.0	79.5

**Completion of High School Graduation Requirements**

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A

**School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School**

English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

**Career Technical Education Programs (School Year 2007-08)**

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Currently, the district is negotiating with the local Trades Union and the feeder high school district to establish a vertical slice career technical educational program partnership which will provide students with structured pathways for immediate entry into technical apprenticeships; prepare them for additional vocational training; and or prepare them to enter 4-year college/university technical programs. However, at this time, there are no Career Technical Education Programs at this school. However, technology is integrated into all curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments as well as to provide them with the skills that are necessary to compete for jobs in a technology-based society.

**Career Technical Education Participation (School Year 2007-08)**

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

**Courses for University of California and/or California State University Admission (School Year 2007-08)**

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

**XII. Instructional Planning and Scheduling  
Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Professional development is driven by student data and directly linked to teaching and learning. All professional development opportunities are personalized to address the needs of all teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual needs at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities and

***School Accountability Report Card Reported for School Year 2007-08  
Published During 2008-09: César Chávez Elementary School***

teachers have multiple opportunities to select from a menu of ongoing staff development opportunities to broaden their knowledge, enhance their classroom management skills, and learning support strategies. Teachers have multiple opportunities to participate in District workshops; attend conferences; participate in District-sponsored new teacher workshops on classroom management, teaching and learning, etc.; in the Beginning Teacher Support and Assessment Program (BTSA); Peer Assistance and Review (PAR); and many literacy and teaching and learning seminars. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. Teacher selection for paid professional development activities is predicated on the value of the activity to identified student learning needs, teacher needs (based on assignment and performance data), and resource availability. To ensure that all school staff have the same opportunities for ongoing learning, the district offers classified staff a number of professional development activities that are designed to address their individual job descriptions. For example, classes are offered in Excel, eSchoolPlus, and other computer applications; safety and organizational maintenance; landscaping; and computer maintenance and repair. Similarly, administrators are offered ongoing professional development through their monthly meetings, professional organizations (Association of California School Administrators), and conferences.

To ensure that professional development opportunities are effective, teachers and administrators regularly analyze data and use their findings to inform decisions regarding teaching and learning, use of time, and overall professional development program integrity. To support teachers to implement new strategies, the site administrator makes frequent classroom visits and provides timely feedback to increase instructional effectiveness. In addition, the district employs literacy and math coaches who are available to work with teachers in developing and implementing appropriate and innovative instructional strategies that are aligned with the California Standards, are infused with higher level thinking skills, and are differentiated to accommodate the needs of all students.

Because teachers share "best practices", work towards common goals, collaboration and collegiality permeate the school culture. Consequently, teachers, as a group, realize the need to reach consensus about curriculum, instruction, discipline, teacher and program evaluation, and school operations. School wide and grade-level meetings are held routinely so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. In addition to collaborating with their peers, our teachers also collaborate with middle schools to articulate curricula, gather data on student performance with which to refine the instructional program, share best practices, and gain new perspectives.