

Cesar Chavez Elementary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Cesar Chavez Elementary



Contact Information (School Year 2014-15)

2000 Kammerer Ave.

San Jose, CA 95116-3016

(408) 928-7300

Principal:

Linda Rodriguez, Principal

Contact E-mail Address:

linda.rodriguez@arUSD.org

County-District-School (CDS) Code: 43693696046239

Alum Rock Union Elementary



Contact Information (School Year 2014-15)

(408) 928-6800

www.arUSD.org

Superintendent:

Hilaria Bauer

Contact E-mail Address:

hilaria.bauer@arUSD.org



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School Accountability Report Card

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.

- 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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

District Name	Alum Rock Union Elementary
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer
E-mail Address	hilaria.bauer@arUSD.org
Web Site	www.arUSD.org

School Contact Information - Most Recent Year

School Name	Cesar Chavez Elementary
Street	2000 Kammerer Ave.
City, State, Zip	San Jose, CA 95116-3016
Phone Number	(408) 928-7300
Principal	Linda Rodriguez, Principal
E-mail Address	linda.rodriguez@arUSD.org
Web Site	http://www.arUSD.org
County-District-School (CDS) Code	43693696046239

School Description and Mission Statement- Most Recent Year

César Chávez Elementary School students are provided a safe, rigorous and engaging environment to ensure they become successful critical thinkers, develop encouraging relationships through collaboration, and are able to adapt to the changing world. Ongoing professional development and continuous collaboration among our teachers and staff provide the best possible education for our students who are bound for higher education and continued learning. At Chávez Elementary, the use of technology in every classroom and the exposure to hands-on science experimentation, makes learning meaningful to students. In addition, parental and community involvement is evident and helps promote student achievement. At Chávez, our students say: ¡Sí se puede! Yes we can!

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	96
Grade 1	66
Grade 2	79
Grade 3	82
Grade 4	63
Grade 5	81
Grade 6	0
Total Enrollment	467

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	11.1
Filipino	1.1
Hispanic or Latino	84.8
Native Hawaiian/Pacific Islander	0.4
White	0.9
Two or More Races	0.2
Socioeconomically Disadvantaged	92.7
English Learners	69.4
Students with Disabilities	7.9

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

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- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	23	25	24	518
Without Full Credential		0	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93.1	6.9
All Schools in District	97.44	2.56
High-Poverty Schools in District	97.44	2.56
Low-Poverty Schools in District	0	0

Note: 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 - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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 recent 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	No apparent problems.
Interior: Interior Surfaces		—	—	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	No apparent problems.
Electrical: Electrical		—	—	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	No apparent problems.
Safety: Fire Safety, Hazardous Materials		—	—	No apparent problems.
Structural: Structural Damage, Roofs		—	—	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	No apparent problems.

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	67%	52%	49%	54%	53%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	49%
Male	47%
Female	51%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	64%
Filipino	N/A
Hispanic or Latino	47%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	48%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45%	50%	52%	48%	52%	50%	54%	56%	55%
Mathematics	63%	65%	72%	57%	58%	58%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	46%	46%	41%	48%	49%	49%

Note: 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	2011	2012	2013
Statewide	4	5	6
Similar Schools	6	9	9

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

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	63	39	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	61	48	10
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	63	39	7
English Learners	70	45	22
Students with Disabilities			

Note: '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.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	22.2%	18.5%	28.4%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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 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 - Most Recent Year

Parent involvement is essential to effective schooling and student academic success. Chávez actively promotes a strong, comprehensive parent involvement policy. Not only does Chávez promote two-way communication about school programs and students' progress, but we also involve 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.

Below are a multitude of services and/or programs offered to parents:

Parent Literacy workshops that provide parents with skills to better support students' academic needs at home

Parenting classes

Technology classes

Parent training provided by Chávez teachers and administrators on topics that address academic achievement and accountability

Community agencies provide counseling and family support to students and parents

Because parents are valued, we provide a variety of other 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 on the school plan, safety plan, the budget, and other programs and activities.

The last Friday of each month we have an open Parent Coffee forum with the principal 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. We host Educational Nights for our parents and students. This is an opportunity for our parents to learn about what our students are learning at school, how to help their children, instructional strategies, and much more. In addition, parents participate in the School Site Council and English Learners Advisory Committee, all of which are conducted in Spanish and English.

In the fall, we hold a Back-to-School event for parents to learn about the curriculum used during the year, and in 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. Parents of students receiving awards are sent an invitation to come to this event and celebrate this wonderful accomplishment with their child.

Our contact person for parent involvement is Linda C. Rodriguez @ 408-928-7300.

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.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	2.4	2	2.4	3.9	3.4	2.3	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

César Chávez Elementary School has a very detailed, comprehensive school 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 annual approval. The Safety Plan and drill procedures were revised in November of 2012 and Board approved in February 2013. 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, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and an intervention policy. The Safety Plan is updated yearly with emergency procedures clearly outlined. All students are supervised during recess, after school and before school by certificated teachers, Para-educators, or the principal. Visitors have to sign in and out of the front office of the school and wear a visitor's badge during the duration of their visit. Grounds are monitored regularly by administrators and teachers.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	45%

Note: Cells with NA values do not require data.

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.5	4	0	0	17	4			19	5		
1	19.8	4	0	0	23		4		13	5		
2	18.8	4	0	0	20	3	1		16	5		
3	20	4	0	0	15	4			16	5		
4	27	0	2	0	26		3		21	1	2	
5	25	0	3	0	26		2		20	1	3	
6												
Other	0	1	0	0								

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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* 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

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)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,937	\$3,392	\$6,546	\$63,601
District	N/A	N/A	N/A	\$68,814
Percent Difference - School Site and District	N/A	N/A	N/A	-7.58
State	N/A	N/A	\$4,690	\$70,788
Percent Difference - School Site and State	N/A	N/A	39.57	-10.15

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

Types of Services Funded (Fiscal Year 2013-14)

Chávez provides the following regular program services and/or activities to ensure underperforming students meet standards:
 Before/after school intervention classes for at-risk students scoring below proficiency in language arts
 An afterschool Academy for underperforming students
 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 underperforming 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

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,567	\$41,507
Mid-Range Teacher Salary	\$72,497	\$67,890
Highest Teacher Salary	\$84,619	\$86,174
Average Principal Salary (Elementary)	\$107,361	\$109,131
Average Principal Salary (Middle)	\$112,730	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$204,900	\$185,462
Percent of Budget for Teacher Salaries	44%	42%
Percent of Budget for Administrative Salaries	6%	6%

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

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

The staff at Cesar Chavez Elementary has had extensive opportunities to participate in professional development during the school year. All teachers attend AB 466 training for Open Court Reading (OCR) and/or Saxon Math (McDougall-Littel 6th grade) during the summer. During the year the staff has been trained in Step-Up-to-Writing as strategies to enhance our OCR programs writing component. Teachers were given the opportunity to visit other schools and classrooms as a follow-up. Some teachers signed up and went to a Summer Science training for 4th and 5th grade teachers - sponsored by National Semiconductor and Intel with follow-up weekend sessions. A consultant visited and coached the teachers on AR and AM. We had teams of teachers attend a variety of conferences:

- Renaissance Learning National Conference in order to build experts at our own site on the uses of Accelerated Reader and Math.

- Love & Logic Conference to support the one the district brought in.

Other professional development opportunities were:

- Title I Conference in Anaheim to see what award winning school were doing and bring back ideas for our team.

- Asilomar Reading Conference

- CSTA - California Science Teacher Association Conference

- Other

As a whole staff we had a team building retreat along with one leadership team retreat. The school leadership team took part in the county sponsored leadership training all year. The Assistant Principal will continue to receive AB75 training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standard.