SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Cesar Chavez Elementary

Address:	2000 Kammerer Ave. San Jose, CA 95116-3016
Principal:	Linda Rodriguez, Principal
Phone:	(408) 928-7300
Email:	linda.rodriguez@arusd.org
Web Site:	
CDS Code:	43693696046239

Alum Rock Union Elementary

Superintendent:	Hilaria Bauer
Phone:	(408) 928-6800
Email:	hilaria.bauer@arusd.org
Web Site:	www.arusd.org

SchoolCity

I   DATA AND ACCESS

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 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 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, 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.

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:	
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 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!

Mission

At Cesar Chavez Elementary School we believe it takes an entire community to develop a well-rounded child. Educators, community partners, students and parents 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 our 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.
How do you engage your staff to ensure that your mission/vision drives all the work being done at the school site?
The vision/mission was the result of a collaborative work of all stakeholders. Therefore, it is easy to refer to it during the decision making process and it should guide the staff when implementing what was decided. Moreover, the vision is posted in all classrooms to inspire daily work.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	86
Grade 1	69
Grade 2	77
Grade 3	84
Grade 4	90
Grade 5	56
Grade 6	0
Total Enrollment	462

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	0.2%
Asian	12.1%
Filipino	1.3%
Hispanic or Latino	82.5%
Native Hawaiian/Pacific Islander	0.6%
White	1.3%
Two or More Races	0.6%
Socioeconomically Disadvantaged	94.4%
English Learners	68.2%
Students with Disabilities	7.4%
Foster Youth	1.3%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	25	24	22	568
Without Full Credential	0	0	1	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	92.31%	7.69%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
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 instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% 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

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); 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 Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	30%	33%	44%
Mathematics (grades 3-8 and 11)	25%	23%	33%

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.

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	93	84	90.3%	48%	26%	20%	6%
Male	93	39	41.9%	51%	31%	18%	0%
Female	93	45	48.4%	44%	22%	22%	11%
Black or African American							
American Indian or Alaska Native							
Asian	93	7	7.5%	–	–	–	–
Filipino	93	1	1.1%	–	–	–	–
Hispanic or Latino	93	76	81.7%	49%	26%	20%	5%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	93	79	84.9%	48%	27%	20%	5%
English Learners	93	61	65.6%	49%	30%	18%	3%
Students with Disabilities	93	13	14%	77%	15%	8%	0%
Students Receiving Migrant Education Services	93	3	3.2%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	94	90	95.7%	41%	22%	24%	9%
Male	94	45	47.9%	49%	22%	20%	4%
Female	94	45	47.9%	33%	22%	29%	13%
Black or African American	94	2	2.1%	–	–	–	–
American Indian or Alaska Native							
Asian	94	8	8.5%	–	–	–	–
Filipino	94	1	1.1%	–	–	–	–
Hispanic or Latino	94	77	81.9%	45%	23%	23%	5%
Native Hawaiian or Pacific Islander	94	1	1.1%	–	–	–	–
White	94	1	1.1%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	94	86	91.5%	43%	23%	24%	6%
English Learners	94	51	54.3%	59%	24%	12%	0%
Students with Disabilities	94	8	8.5%	–	–	–	–
Students Receiving Migrant Education Services	94	3	3.2%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	58	56	96.6%	39%	30%	20%	11%
Male	58	26	44.8%	46%	23%	23%	8%
Female	58	30	51.7%	33%	37%	17%	13%
Black or African American							
American Indian or Alaska Native							
Asian	58	9	15.5%	--	--	--	--
Filipino							
Hispanic or Latino	58	45	77.6%	42%	33%	13%	11%
Native Hawaiian or Pacific Islander							
White	58	1	1.7%	--	--	--	--
Two or More Races	58	1	1.7%	--	--	--	--
Socioeconomically Disadvantaged	58	52	89.7%	40%	29%	21%	10%
English Learners	58	27	46.6%	52%	22%	26%	0%
Students with Disabilities	58	9	15.5%	--	--	--	--
Students Receiving Migrant Education Services	58	2	3.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	93	90	96.8%	44%	29%	22%	4%
Male	93	41	44.1%	46%	29%	22%	2%
Female	93	49	52.7%	43%	29%	22%	6%
Black or African American							
American Indian or Alaska Native							
Asian	93	9	9.7%	–	–	–	–
Filipino	93	1	1.1%	–	–	–	–
Hispanic or Latino	93	80	86%	46%	28%	23%	4%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	93	85	91.4%	47%	28%	21%	4%
English Learners	93	66	71%	47%	27%	23%	3%
Students with Disabilities	93	13	14%	69%	31%	0%	0%
Students Receiving Migrant Education Services	93	3	3.2%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	94	92	97.9%	27%	45%	23%	5%
Male	94	47	50%	30%	49%	17%	4%
Female	94	45	47.9%	24%	40%	29%	7%
Black or African American	94	2	2.1%	–	–	–	–
American Indian or Alaska Native							
Asian	94	8	8.5%	–	–	–	–
Filipino	94	1	1.1%	–	–	–	–
Hispanic or Latino	94	79	84%	32%	46%	20%	3%
Native Hawaiian or Pacific Islander	94	1	1.1%	–	–	–	–
White	94	1	1.1%	–	–	–	–
Two or More Races							
Socioeconomically Disadvantaged	94	88	93.6%	28%	45%	22%	5%
English Learners	94	52	55.3%	37%	44%	17%	2%
Students with Disabilities	94	8	8.5%	–	–	–	–
Students Receiving Migrant Education Services	94	3	3.2%	–	–	–	–
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	58	57	98.3%	53%	30%	12%	5%
Male	58	26	44.8%	62%	23%	12%	4%
Female	58	31	53.4%	45%	35%	13%	6%
Black or African American							
American Indian or Alaska Native							
Asian	58	9	15.5%	--	--	--	--
Filipino							
Hispanic or Latino	58	46	79.3%	59%	28%	9%	4%
Native Hawaiian or Pacific Islander							
White	58	1	1.7%	--	--	--	--
Two or More Races	58	1	1.7%	--	--	--	--
Socioeconomically Disadvantaged	58	53	91.4%	55%	28%	11%	6%
English Learners	58	28	48.3%	54%	39%	7%	0%
Students with Disabilities	58	9	15.5%	--	--	--	--
Students Receiving Migrant Education Services	58	2	3.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
   Level 2 = Standard nearly met
   Level 3 = Standard met
   Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students							
Male							
Female							
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth							

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	52%	49%	26%	50%	52%	47%	59%	60%	56%

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	26%	White	–
Male	26%	Two or More Races	–
Female	26%	Socioeconomically Disadvantaged	22%
Black or African American		English Learners	3%
American Indian or Alaska Native		Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	–
Filipino		Foster Youth	–
Hispanic or Latino	23%		

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.

STATE PRIORITY: OTHER PUPIL OUTCOME

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

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

California Physical Fitness Test Results (School Year 2014-15)

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	22.8%	24.6%	19.3%
7			
9			

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 - 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 Teacher Organozation (PTO)
Los Dichos Program
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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.95	2.4	1.13	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	4			19	5			20	5		
1	23		4		20	3			19	2		
2	20	3	1		19	4			20	4		
3	15	4			18	5			20	5		
4	26		3		24		2		25		3	
5	26		2		24		4		24		3	
6												
Other												

* 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	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.8	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	1	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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$9,629	$3,008	$6,620	$65,122
District	N/A	N/A	$6,466	$70,088
Percent Difference – School Site and District	N/A	N/A	2.38%	-7.09%
State	N/A	N/A	$5,348	$72,993
Percent Difference – School Site and State	N/A	N/A	23.78%	-10.78%

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

Types of Services Funded (Fiscal Year 2014-15)

- Chávez provides the following regular program services and/or activities to ensure underperforming students meet standards:

- Reading Partners

- 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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,266	$43,091
Mid-Range Teacher Salary	$73,584	$70,247
Highest Teacher Salary	$85,887	$89,152
Average Principal Salary (Elementary)	$108,978	$112,492
Average Principal Salary (Middle)	$114,421	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$204,900	$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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 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.