

Cesar Chavez Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

Mission

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

Parents

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

Educators

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

Community

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

School Profile:

- Grades: PK - 5
- School Type: Public
- Student Enrollment: 413
- Students Per Teacher: TK-3 24 students/teacher, 4th and 5th 30 students/teacher
- After school program: City Year

Demographics:

- Gender: Male - 48.2%, Female 51.8%
- Ethnicity: Hispanic - 83.7%, Vietnamese 7.7%, Filipino 3.3% other 5.3%
- Language Proficiency: Redesignated Fluent English Proficient 10.1%, English Learners 52.5%, English only 21.3%, To be determined 13.8%

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 85 |
| Grade 1 | 62 |
| Grade 2 | 71 |
| Grade 3 | 71 |
| Grade 4 | 86 |
| Grade 5 | 81 |
| Total Enrollment | 456 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 9.6 |
| Filipino | 2 |
| Hispanic or Latino | 85.5 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 1.1 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 94.7 |
| English Learners | 68.4 |
| Students with Disabilities | 7.7 |
| Foster Youth | 0.7 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 24 | 22 | 20 | 496 |
| Without Full Credential | 0 | 1 | 1 | 43 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 86.4 | 13.6 |
| All Schools in District | 86.3 | 13.7 |
| High-Poverty Schools in District | 86.3 | 13.7 |
| Low-Poverty Schools in District | 0.0 | 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 (School Year 2016-17)

Year and month in which data were collected: January 2016

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|---|
| Reading/Language Arts | Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools | Yes | 0 |
| Mathematics | EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools | Yes | 0 |
| Science | Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools | Yes | 0 |
| History-Social Science | Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School | Yes | 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)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: December 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: December 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 2016 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 30 | 25 | 34 | 39 | 44 | 48 |
| Mathematics | 25 | 24 | 25 | 30 | 34 | 36 |

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 72 | 71 | 98.6 | 22.5 |
| | 4 | 90 | 88 | 97.8 | 21.6 |
| | 5 | 81 | 78 | 96.3 | 32.0 |
| Male | 3 | 35 | 35 | 100.0 | 17.1 |
| | 4 | 40 | 39 | 97.5 | 12.8 |
| | 5 | 40 | 40 | 100.0 | 27.5 |
| Female | 3 | 37 | 36 | 97.3 | 27.8 |
| | 4 | 50 | 49 | 98.0 | 28.6 |
| | 5 | 41 | 38 | 92.7 | 36.8 |
| Black or African American | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | 11 | 11 | 100.0 | 27.3 |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 60 | 59 | 98.3 | 22.0 |
| | 4 | 82 | 80 | 97.6 | 20.0 |
| | 5 | 69 | 66 | 95.7 | 30.3 |
| Native Hawaiian or Pacific Islander | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| White | 5 | -- | -- | -- | -- |
| Two or More Races | 4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 71 | 70 | 98.6 | 21.4 |
| | 4 | 84 | 82 | 97.6 | 19.5 |
| | 5 | 78 | 75 | 96.2 | 29.3 |
| English Learners | 3 | 53 | 52 | 98.1 | 19.2 |
| | 4 | 56 | 54 | 96.4 | 14.8 |
| | 5 | 39 | 37 | 94.9 | 18.9 |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 72 | 71 | 98.6 | 32.4 |
| | 4 | 90 | 90 | 100.0 | 18.0 |
| | 5 | 81 | 79 | 97.5 | 24.1 |
| Male | 3 | 35 | 35 | 100.0 | 28.6 |
| | 4 | 40 | 40 | 100.0 | 15.4 |
| | 5 | 40 | 40 | 100.0 | 22.5 |
| Female | 3 | 37 | 36 | 97.3 | 36.1 |
| | 4 | 50 | 50 | 100.0 | 20.0 |
| | 5 | 41 | 39 | 95.1 | 25.6 |
| Black or African American | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Asian | 3 | 11 | 11 | 100.0 | 54.5 |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 60 | 59 | 98.3 | 28.8 |
| | 4 | 82 | 82 | 100.0 | 16.1 |
| | 5 | 69 | 67 | 97.1 | 17.9 |
| Native Hawaiian or Pacific Islander | 3 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| White | 5 | -- | -- | -- | -- |
| Two or More Races | 4 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Socioeconomically Disadvantaged | 3 | 71 | 70 | 98.6 | 31.4 |
| | 4 | 84 | 84 | 100.0 | 15.7 |
| | 5 | 78 | 76 | 97.4 | 22.4 |
| English Learners | 3 | 53 | 52 | 98.1 | 30.8 |
| | 4 | 56 | 56 | 100.0 | 8.9 |
| | 5 | 39 | 38 | 97.4 | 10.5 |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 49 | 26 | 41 | 52 | 47 | 49 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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 Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 81 | 79 | 97.5 | 40.5 |
| Male | 40 | 40 | 100.0 | 32.5 |
| Female | 41 | 39 | 95.1 | 48.7 |
| Hispanic or Latino | 69 | 67 | 97.1 | 37.3 |
| Socioeconomically Disadvantaged | 78 | 76 | 97.4 | 39.5 |
| English Learners | 39 | 38 | 97.4 | 26.3 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 28.4 | 24.7 | 16 |

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 (School Year 2016-17)

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

State Priority: School Climate

The SARC provides the following information relevant to the 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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 2.4 | 1.1 | 3.9 | 2.3 | 3.2 | 3.1 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. The safety plan was last updated on December 2014 and adopted thereafter for the 2015-2017 academic year. The school safety plan is distributed to all staff members at the beginning of each academic year and its reviewed throughout the school year at staff meetings. The key elements of the comprehensive school safety plan includes having a school safety planning committee, annual safety goals, mandated policies and procedures, child abuse reporting, routine and emergency disaster procedures and annual checklist and forms.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

| 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 N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19 | 5 | | | 20 | 5 | | | 22 | | 4 | |
| 1 | 20 | 3 | | | 19 | 2 | | | 21 | 1 | 2 | |
| 2 | 19 | 4 | | | 20 | 4 | | | 24 | | 3 | |
| 3 | 18 | 5 | | | 20 | 5 | | | 24 | | 3 | |
| 4 | 24 | | 2 | | 25 | | 3 | | 29 | | 1 | |
| 5 | 24 | | 4 | | 24 | | 3 | | 27 | | 1 | |

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

Academic Counselors and Other Support Staff (School Year 2015-16)

| 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) | 1 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | | N/A |
| Other | | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$9,629 | \$3,008 | \$6,620 | \$65,122 |
| District | N/A | N/A | \$6,466 | \$74,018 |
| Percent Difference: School Site and District | N/A | N/A | 2.4 | -12.0 |
| State | N/A | N/A | \$5,677 | \$75,137 |
| Percent Difference: School Site and State | N/A | N/A | 16.6 | -13.3 |

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,684 | \$44,573 |
| Mid-Range Teacher Salary | \$75,792 | \$72,868 |
| Highest Teacher Salary | \$88,464 | \$92,972 |
| Average Principal Salary (Elementary) | \$106,896 | \$116,229 |
| Average Principal Salary (Middle) | \$112,241 | \$119,596 |
| Average Principal Salary (High) | | \$121,883 |
| Superintendent Salary | \$185,000 | \$201,784 |
| Percent of Budget for Teacher Salaries | 41% | 39% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

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