Cesar E. 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 E. Chavez Elementary School
Street	960 - 17th Street
City, State, Zip	Richmond, CA 94801-2400
Phone Number	(510) 231-1418
Principal	Alison Evert
E-mail Address	aevert@wccusd.net
Web Site	www.wccusd.net/Page/768
CDS Code	07-61796-6114094

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

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

César E. Chávez Elementary works to create a safe, positive, nurturing, multicultural environment that helps students achieve their full academic and social potential. We build self-esteem and encourage learning through mutual respect for and cooperation with all students. We are focused on validating our students' diverse cultures in all areas of education.

The Chavez Instructional Leadership Team will model and lead the school's change process (SMART Goals), will help ensure quality instruction (Academic School Focus and Data Driven Instruction) for all students and will communicate the school's beliefs, vision, and priorities, to our staff and community. Our belief and vision is that every child has an equitable opportunity at learning while being physically and mentally safe.

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

Grade Level	Number of Students
Kindergarten	86
Grade 1	65
Grade 2	72
Grade 3	90
Grade 4	93
Grade 5	86
Grade 6	77
Total Enrollment	569

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0
Asian	1.6
Filipino	0.5
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	0
White	2.1
Two or More Races	0.4
Socioeconomically Disadvantaged	95.6
English Learners	71
Students with Disabilities	9.7
Foster Youth	0.2

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	23	22	22
Without Full Credential	1	2	2	2
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	91.3	8.7
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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: November 2016

Chavez Elementary School provides standards-based, grade-level appropriate texts to all students. In additon, we offer Academic Language Development instruction using Steck-Vaughn; Academic English Language Development, Supplamental ALD, and Academic Biliteracy Development using materials from the Tennessee Academic Vocabulary Project and Academic Vocabulary: Explicit Vocabulary Instruction Lesson Design.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

There is one two-story main building, an administration building, and eight portable classrooms. There is an outdoor table area.

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: July 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	Paint is chipping in stairs by riser room, room 6, portable 53, cafeteria, and front office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			One light fixture out in portable 51
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace missing sink in girls outside restroom. Loose faucets in boys outside restroom
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repair wood ramp of portable 49
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair play structure mats

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 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	21	19	33	35	44	48
Mathematics	11	13	23	25	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	91	89	97.8	15.7
	4	96	95	99.0	24.2
	5	91	86	94.5	11.6
	6	84	79	94.0	22.8
Male	3	52	51	98.1	11.8
	4	47	46	97.9	23.9
	5	44	40	90.9	7.5
	6	43	41	95.3	17.1
Female	3	39	38	97.4	21.1
	4	49	49	100.0	24.5
	5	47	46	97.9	15.2
	6	41	38	92.7	28.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	86	84	97.7	15.5
	4	83	82	98.8	25.6
	5	79	74	93.7	10.8
	6	75	70	93.3	21.4
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	91	89	97.8	15.7
	4	95	94	99.0	23.4
	5	89	86	96.6	11.6
	6	83	78	94.0	23.1
English Learners	3	68	66	97.1	1.5
	4	55	54	98.2	11.1
	5	50	45	90.0	4.4
	6	45	40	88.9	2.5
Students with Disabilities	3	--	--	--	--
	4	15	15	100.0	
	5	--	--	--	--
	6	15	15	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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	91	90	98.9	20.0
	4	96	96	100.0	18.8
	5	91	91	100.0	2.2
	6	84	83	98.8	9.6
Male	3	52	51	98.1	17.6
	4	47	47	100.0	25.5
	5	44	44	100.0	
	6	43	42	97.7	14.3
Female	3	39	39	100.0	23.1
	4	49	49	100.0	12.2
	5	47	47	100.0	4.3
	6	41	41	100.0	4.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	86	85	98.8	20.0
	4	83	83	100.0	18.1
	5	79	79	100.0	1.3
	6	75	74	98.7	9.5
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	91	90	98.9	20.0
	4	95	95	100.0	17.9
	5	89	89	100.0	2.3
	6	83	82	98.8	9.8
English Learners	3	68	67	98.5	13.4
	4	55	55	100.0	9.1
	5	50	50	100.0	
	6	45	44	97.8	4.5

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	**3**	--	--	--	--
	4	15	15	100.0	
	5	--	--	--	--
	6	15	15	100.0	6.7
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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)	27	25	13	48	46	40	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	91	91	100.0	13.2
Male	44	44	100.0	20.5
Female	47	47	100.0	6.4
Hispanic or Latino	79	79	100.0	11.4
Socioeconomically Disadvantaged	89	89	100.0	13.5
English Learners	50	50	100.0	2.0

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	Percent of Students Meeting Fitness Standards		
Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.4	4.4	2.2

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)

Parents are invited into the school and classroom to help students and teachers. Our School Community Workers coordinate parent volunteers and helps oversee opportunities for parents to be involved at Chavez.

The following are opportunities to partner with parents:
- Family Nights (Reading, Math and Arts)
- Bi-Weekly Parent Coffee Hour
- School Site Council (Education Code Section 52852)
- Open House & Back to School Night
- Parent-Teacher Conferences
- Case management for families, provided by BACR Counselor
- Parent Volunteer Opportunities
- Information about community shelters, medical, legal, and employment resources
- ESL classes for parents provided by Adult Education
- Parent Workshops provided by Building Blocks for Kids (BBK)
- Parent University (sponsored by WCCUSD)

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

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	2.8	2.2	2.3	6.6	6.2	6.3	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)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

The Safety Plan is reviewed and updated annually. It is presented to teachers in the handbook and reviewed at Faculty Meetings. Fire drills are conducted monthly. Other emergency procedures are practiced throughout the year: Shelter in Place, Earthquake/Intruder Drills. Following school-wide practices, a report is sent to the district office. Staff members provide supervision from 8:00 a.m. to 3:00 p.m. The City of Richmond provides a crossing guard on 17th Street in the morning and afternoon. We have a closed campus and all campus visitors are required to sign in at the office. Two points of entry in the morning between 7:45 a.m.-8:45 a.m. are on 17th Street and 18th Street. For safety reasons, we have one point of exit from 2:20 p.m. to 3:00 p.m. which is on 17th Street. After school our students are supervised while waiting for parents/guardians to pick-up. The school discourages students from getting picked up by parents at the park as it is not a part of the school campus and is not supervised.

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	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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	24	1	3		22	1	3		22	1	3	
1	26		4		20	3	1		22	1	2	
2	26		4		23		4		25		3	
3	26		3		24		4		22	1	3	
4	32		1	3	33			3	30		3	
5	33			2	28		3		33		1	2
6	27		3		26	1	2		30		2	
Other	17	1							14	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	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist	1.00	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	5148.98	1078.17	4070.81	61036.95
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-36.5	-6.2
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-28.3	-19.5

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Chavez School include:

CENTRAL SUPPLEMNTL/CONCENT
ENGLISH LANG LEANRS-WHOLECHILD
LRN CENTERS/RESPONSE TO INTERV
PARENT ENGAGEMENT
SCH SUPPORT-DATA&ACCOUNTABILTY
VISUAL&PERFORMING ARTS-WHOLECH
IASA-TITLE I BASIC
TITLE I PARENT INVOLVEMENT
TITLE I PROFESSIONAL DEV

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	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)

Teachers receive professional development during faculty meetings, weekly collaborations (on Wednesdays) and are offered 5 additional hours of professional development per trimester. The Instructional Leadership Team (ILT) met before the start of the school year to set SMART goals as well as to map out the Wednesday Collaboration Calendar for the school year.

Beyond the content areas, professional development is provided in English Language Development, socio-emotional learning and support, instructional strategies, Writing, technology use and various other topics relevant to teachers. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Additional Opportunities:
- 4th year of implementing Toolbox Project with Dovetail Learning (Problem Solving Strategies) .
- MOU with District: for the following Committees: Technology Teacher Lead, Academic Subcommittee, Common Core State Standard Working Group.
- TAT (Teachers Assisting Teachers) Early detection of Academic or Behavioral Needs before submitting student through an SST (Student Study Team) 5th year implementation.
- School Wide Academic Focus is identified as: Writing, Socio-emotional Learning, and Technology.
- District and Union provided Professional Developments on an array of topics