

Cesar E. Chavez Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Cesar E. Chavez Elementary School
Street	960 17th Street
City, State, Zip	Richmond, CA 94801
Phone Number	(510) 231-1418
Principal	Jeannette Ramirez
E-mail Address	Jeannette.Ramirez@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=768
CDS Code	07-61796-6114094

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

César 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/Data) 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 2013-14)

Grade Level	Number of Students
Kindergarten	97
Grade 1	103
Grade 2	105
Grade 3	101
Grade 4	107
Grade 5	84
Grade 6	75
Total Enrollment	672

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.0
Asian	1.0
Filipino	0.3
Hispanic or Latino	91.1
Native Hawaiian or Pacific Islander	0.0
White	1.6
Two or More Races	0.3
Socioeconomically Disadvantaged	96.4
English Learners	71.1
Students with Disabilities	8.3

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	25	24	24
Without Full Credential	1	0	1	1
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	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected: October 2013

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan-McGraw Hill Treasures K-6 Macmillan/McGraw-Hill, Tesoros de lectura K-6	Yes	0%
Mathematics	Everyday Math (Grades K-5) Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science (Grades K-5) Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas (Grades K-5)	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 in which data were collected: July 2014				
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]	[]	Floor tiles need to be replace in several classrooms (Work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	Ants found in several areas (Pest control notified)
Electrical: Electrical	[]	[X]	[]	Broken plug plate and hand dryer in restroom (work completed)
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]	[]	Play structure needs repair, playground needs lines repainted, exterior doors sticking (Work orders submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

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)	27	27	28	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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	49
All Student at the School	28
Male	32
Female	24
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	27
English Learners	4
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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	33	35	34	41	43	42	54	56	55
Mathematics	47	50	44	37	38	38	49	50	50
History-Social Science				28	30	32	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	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	3	3	3

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	2011-12	2012-13
All Students at the School	16	16	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	16	-4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	13	16	-8
English Learners	9	18	-3
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 Outcomes

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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.9	20.5	10.8

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 PROGRAMS

- Parents are invited into the school and classroom to help students and teachers.
- Family Math Night
- Family Reading Night
- Cesar Chavez Birthday
- Parent Clean Up Days
- 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 Latina Center
- Parent Workshops lead by Teachers
- Parents support fundraisers, special events, campus security
- ELAC group supports students with intervention
- Gang Prevention workshop provided by Richmond PD
- Local business connections
- Bi-Weekly Parent Coffee Hour
- Pumpkin Patch for Students (Non Profit Event)
- Holiday Winter Store for Students (Non Profit Event)
- Spirit, Heart and Soul Women's Group
- Full Service Community School Pilot School
- Contra Costa Health Services Health Mobile
- Walking School Bus with Shannon Beasley Contra Costa County Health & Wellness

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.6	5.2	2.8	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Safety team annually reviews and updates the disaster plan. 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 7:50 a.m. to 3:00 p.m. The City of Richmond provides a crossing guard on 17th St in the morning and afternoon. All campus visitors have to sign in at the office. We have a closed campus. Two points of entry in the morning between 7:45-8:45 are on 17th Street and 18th Street. For safety reasons, we have one point of exit from 2:20 to 3:00 which is on 17th Street. After school our student 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.

Because of the paramount importance of safety, we are working with our families to create a volunteer program to assist students during their arrival to school and at dismissal. We truly appreciate all the time, energy and effort put forth by all involved with our volunteer program. Parent volunteers will assist students in crossing the streets and provide additional supervision for the purposes of improving student safety in general. Our parents volunteer for the Walking School Bus group with Contra Costa County Health and Wellness Department. We are also very appreciative for all the assistance we have received from our sister school, John Baldwin Elementary School in Danville, CA.

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		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" 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	2011-12				2012-13				2013-14			
	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					28		4		24	1	3	
1	20.8	5	0	0	24		5		26		4	
2	20.4	5	0	0	26		4		26		4	
3	26	1	2	0	27		4		25		4	
4	32.3	0	2	1	21	2	1	1	21	2		3
5	29	1	0	3	19	3		2	21	2		2
6	31.5	0	2	0	21	1	3		19	2	2	
Other												

Note: 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 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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.15	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "----" 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	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,708.41	\$3,472.17	\$4,236.24	\$53,704.24
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-23.6	-2.5
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-23.5	-23.0

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Chavez School include:

- ESEA-Title I
- Economic Impact Aid
- Special Education
- Gifted & Talented Education
- Transitional Bilingual Education
- After School Tutoring
- SES- Supplemental Educational Services (Tutoring 2nd - 6th grade)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
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

Teachers receive professional development during faculty meetings, weekly grade level meetings, 18-hour buyback in-services and Wednesday collaboration meetings. The Principal and Teachers engage in a Peer Coaching model that includes modeling and demo lessons, coaching, and feedback.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the district engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning.

Training is provided to principals to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas.

Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. 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.

1st year Collaborative partnership with Dr. Janice Scott on Growth Mindset (Pilot with 9 teachers)

2nd year Partnership with Selina Jackson on Emotional Competence.

3rd Grade Teacher Mrs. Henderson paving the way to use NEO Boards with Accelerated Reader Program: Peer Modeling & Coaching other teachers

3rd year of implementing Toolbox Project with Dovetail Learning (Problem Solving Strategies) Teacher Liason: Ms. Liepman

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. 1st year pilot of grade level conducting their own TAT's. Liason Teacher: Guzman for Primary & Peters for Upper Grade

School Wide Academic Focus is identified as *Discourse, *Formative Assessment, *Multiple Methods, & *Academic Vocabulary

Integrating a Peer Coaching / Observation system designed by cohort of Lead teachers and Principal.