Cesar E. Chavez Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	aevert@wccusd.net
Website	www.wccusd.net/chavez
County-District-School (CDS) Code	07617966114094

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

School Description and Mission Statement (School Year 2019-20)

Vision: Chavez Scholars think beyond themselves and are problem solvers. They continually develop emotional intelligence and strong moral character as they gain academic proficiency and self-motivation. They are on track for college and career success.

Mission: Through collaboration, reflection, transformative professional development and the use of all available resources, we are a school and community that holds high expectations for teaching and learning to support Chavez Scholars on their path to college and career success.

Theory of Action:
(Teaching & Learning) If we intentionally refine our instructional practices and sharpen the implementation of our Response to Intervention then we will see student achievement soar.
(Student Culture & Climate) If we provide students with tools to collaborate, advocate, solve conflict and communicate then we will be a safe and welcoming community.
(Adult Learning) If we develop as professional learning communities then we will provide teachers with the tools to impact student achievement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	88
Grade 1	65
Grade 2	75
Grade 3	75
Grade 4	84
Grade 5	78
Grade 6	91
Total Enrollment	556

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.9
Asian	1.4
Filipino	0.5
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	0.2
White	2.9
Two or More Races	0.4
Socioeconomically Disadvantaged	94.2
English Learners	66
Students with Disabilities	10.3
Homeless	2.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	21	24	1241
Without Full Credential	2	4	2	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Install a "Storage room" sign and "I/T room" sign in the library storage room.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The drinking fountain by the exterior restrooms is leaking.
Safety: Fire Safety, Hazardous Materials	Fair	Install a "Storage room" sign and "I/T room" sign in the library storage room. Stencil "Fire extinguisher inside" at the front of portable 47 and replace the room number. Remove the portable basketball hoop and the plywood in back of the portable blocking the escape gate at room 53.
Structural: Structural Damage, Roofs	Fair	Repair the ramp deck at portable 51. A roof leak was repaired at room 53 but it is leaking again. Paint the new exterior plywood at room 47.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Replace the door of portable 46. At room 47, adjust the door closer. Restripe the kindergarten playground. Paint the benches in front of the kindergarten playground. Paint the benches in front of the parking lot. The tree roots in the kindergarten playground are lifting the asphalt. Replace missing window shades in room 40. Get an estimate for the cafeteria double entrance doors from the hallway to install magnetic door releases.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	17	15	36	36	50	50
Mathematics (grades 3-8 and 11)	10	11	24	25	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	322	95.27	4.73	14.60
Male	190	179	94.21	5.79	10.06
Female	148	143	96.62	3.38	20.28
Black or African American	14	14	100.00	0.00	0.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	305	290	95.08	4.92	15.52
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	310	297	95.81	4.19	14.48
English Learners	272	258	94.85	5.15	13.57
Students with Disabilities	44	43	97.73	2.27	0.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	336	330	98.21	1.79	10.61
Male	189	187	98.94	1.06	12.83
Female	147	143	97.28	2.72	7.69
Black or African American	14	14	100.00	0.00	0.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	305	300	98.36	1.64	11.00
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	308	302	98.05	1.95	11.26
English Learners	270	267	98.89	1.11	10.86
Students with Disabilities	44	43	97.73	2.27	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	3.8	5.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 (School Year 2019-20)

The following are opportunities to partner with parents:
- Family Nights (Literacy, Math & Technology and Science & Arts)
- Bi-Weekly Parent Coffee Hour (Mondays)
- School Site Council (Education Code Section 52852) and ELAC
- Open House & Back to School Night
- Parent-Teacher Conferences (November)
- Case management for families, provided by BACR Counselors
- Parent Volunteer Opportunities in the classroom and for special events
- 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)
- Parent Group provided by Latina Center
- SSTs to support student success

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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.6	2.5	3.3	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:
1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	3		18	3	1		22	2	2	
1	21	1	2		23	1	2		22	1	2	
2	22	1	2		22	1	2		25		3	
3	25		3		22	1	2		25		3	
4	30		3		25		3		27		3	
5	32		2		33		1	1	24		3	
6	26	1	2	1	27	1	1	2	25	1	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,203.68	$1,135.16	$5,068.52	$63,300.03
District	N/A	N/A	$7,641.88	$70,833.00
Percent Difference - School Site and District	N/A	N/A	-40.5	-11.2
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-38.8	-26.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The following are programs/services available at the school that support and assist students:

- AMAZON.COM
- BAY AREA COMMUNITY R
- BAY AREA DISCOVERY M
- BLUE COTTON
- DOVETAIL LEARNING IN
- ESSEL TECHNOLOGY
- FIRST STUDENT INC
- FOLLETT SCHOOL SOLUT
- FUN EXPRESS
- GROSSMANN DESIGN GRO
- HEINEMANN COMPANY
- LAKESHORE LEARNING
- LEARNING A-Z
- MICHAELS TRANSPORTAT
- MINDFUL PROJECT
- NEWSELA, INC
- OAKLAND ZOO
- SAVE MART SUPERMARK
- SCHOLASTIC INC
- SCHOOL MATE
- SCHOOL SPECIALTY INC
- SENECA CENTER
- SOUTHWEST SCHOOL & O
- WILLBURN-DIAZ CONST

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,360	$48,612
Mid-Range Teacher Salary	$72,730	$74,676

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	$94,500	$99,791
Average Principal Salary (Elementary)	$106,868	$125,830
Average Principal Salary (Middle)	$116,689	$131,167
Average Principal Salary (High)	$129,673	$144,822
Superintendent Salary	$260,000	$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Teachers receive professional development during faculty meetings, weekly collaborations (Wednesdays), one release day per trimester and various optional site and district-provided PDs. 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. Based on our 2018-2019 data, the two main focuses this year are (1) Standards-Based Instruction, (2) Differentiation and (3) Social-Emotional Learning. Teachers are supported in math instruction through teacher-led PDs and our part-time site math coach.

Beyond the content areas, professional development is provided in English Language Development, Data-Driven Instruction, socio-emotional learning, instructional strategies, writing, technology use, and various other topics. The 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.

Additionally, all teachers set and monitor a SMART goal throughout the year to continually develop as a professional educator. New teachers are supported through the district-developed TIP program and/or Teach for America.

Additional Opportunities for professional growth:
- 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)
- District and Union provided Professional Developments on an array of topics