

Cesar E. Chavez Middle 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 Middle School |
| Street | 161 South Plainsburg Rd. |
| City, State, Zip | Planada, CA 95365 |
| Phone Number | (209) 382-0768 |
| Principal | Ildefonso Nava |
| Email Address | inava@planada.org |
| Website | https://cec.planada.org/ |
| County-District-School (CDS) Code | 24658216120448 |

| Entity | Contact Information |
|-----------------------|---|
| District Name | Planada Elementary School District |
| Phone Number | (209) 382-0756 |
| Superintendent | Jose Gonzalez |
| Email Address | jgonzalez@planada.org |
| Website | http://www.planada.org/ |

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

Mission:

The mission of Cesar E. Chavez Middle School is to help students become:

- High academic achievers
- Respectful and responsible individuals
- Cooperative and independent learners
- Critical thinkers and problem-solvers

Vision:

Together with family and community, all students at Cesar E. Chavez Middle School will reach their highest academic potential and become responsible, productive citizens in a multicultural, global society. CECMS will provide a positive and safe learning environment where all students will be given equal opportunity to achieve maximum growth academically, socially and physically according to state and district guidelines. It is our belief that every child can be successful and the goal of the faculty and staff is to prepare our students for middle school and beyond. We work hard to help our students achieve and we believe in celebrating the cultural diversity of our students. The goals we have established to achieve our vision are: 1) Keeping students as our main focus, 2) School staff working collaboratively to support student learning and success and 3) Involving parents in the education process for the success of their children.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 102 |
| Grade 7 | 92 |
| Grade 8 | 78 |
| Total Enrollment | 272 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.4 |
| Hispanic or Latino | 98.2 |
| White | 0.7 |
| Socioeconomically Disadvantaged | 86 |
| English Learners | 34.2 |
| Students with Disabilities | 8.8 |
| Homeless | 2.6 |

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 | 13 | 12 | 13 | 38 |
| Without Full Credential | 1 | 2 | 1 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

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: December 2019

Science soft pilot began during the 19-20 school year. Science hard pilot will begin in 20-21, with possible adoption Spring of 2021.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| Reading/Language Arts | California Collections Houghton - Mifflin- Harcourt. Adopted 2017. | Yes | 0.0% |
| Mathematics | GoMath Houghton - Mifflin- Harcourt. Adopted 2018. | Yes | 0.0% |
| Science | California HMH Science Dimensions Houghton - Mifflin- Harcourt. Adopted 2007. | Yes | 0.0% |
| History-Social Science | Discovering Our Past Glencoe Publishing. Adopted 2006. | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 2002, Cesar E. Chavez Middle School offers a safe a secure campus for students, staff, and visitors. The school is completely fenced and equipped with a camera system to enhance safety. Currently CECMS consists of 18 classrooms, a library, Multi-purpose room and an administration building. At the time of this report was published the buildings and grounds were in excellent condition.

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: August 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|-----------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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) | 27 | 32 | 32 | 35 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 10 | 15 | 13 | 19 | 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 | 265 | 262 | 98.87 | 1.13 | 32.44 |
| Male | 138 | 136 | 98.55 | 1.45 | 29.41 |
| Female | 127 | 126 | 99.21 | 0.79 | 35.71 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 260 | 257 | 98.85 | 1.15 | 31.91 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 232 | 229 | 98.71 | 1.29 | 31.88 |
| English Learners | 140 | 138 | 98.57 | 1.43 | 15.22 |
| Students with Disabilities | 18 | 17 | 94.44 | 5.56 | 11.76 |
| 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 | 265 | 262 | 98.87 | 1.13 | 15.27 |
| Male | 138 | 136 | 98.55 | 1.45 | 15.44 |
| Female | 127 | 126 | 99.21 | 0.79 | 15.08 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 260 | 257 | 98.85 | 1.15 | 14.79 |
| 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 | 232 | 229 | 98.71 | 1.29 | 16.16 |
| English Learners | 140 | 138 | 98.57 | 1.43 | 4.35 |
| Students with Disabilities | 18 | 17 | 94.44 | 5.56 | 5.88 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| 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 | N/A | N/A | N/A |
| 7 | 17.0 | 15.9 | 11.4 |
| 9 | N/A | N/A | N/A |

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)

Parents at CECMS are welcome to participate in all school-sponsored activities. The school encourages parents to serve as members of the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Parent Booster Club. There are also various parent workshops that are offered throughout the year. For example, English Learner Parent Trainings, PBIS Trainings, and Ed Tech Workshops just to name a few. Parents are also encouraged to participate in the development of the various school and district plans such as the SPSA and LCAP. Parents are also encouraged to participate in parent /teacher conferences, attend student field trips and extracurricular activities. Parents can visit or call the school office for more information.

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 | 8.7 | 8.7 | 3.5 | 2.9 | 3.1 | 1.1 | 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 school's safety plan is reviewed and updated annually by the School Safety Committee. The plan was reviewed and updated in the spring of 2019. The school practices monthly fire drills, quarterly lockdown drills and an annual earthquake drill.

Safety tips are communicated to students, staff and the community on a monthly basis.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
| | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English | 16 | 10 | 4 | | 18 | 6 | 7 | | 16 | 9 | 8 | |
| Mathematics | 23 | 1 | 2 | | 24 | 1 | 9 | | 17 | 5 | 6 | |
| Science | 23 | 2 | 6 | | 23 | 3 | 6 | | 26 | 1 | 8 | |
| Social Science | 26 | | 6 | | 27 | | 7 | | 20 | 5 | 5 | |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 544.0 |

*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) | .5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | .8 |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist (non-teaching) | .3 |

*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 | 24926.96 | 4925.31 | 20001.65 | 84892.00 |
| District | N/A | N/A | 9701.38 | \$73,418.00 |
| Percent Difference - School Site and District | N/A | N/A | 69.4 | 14.5 |
| State | N/A | N/A | \$7,506.64 | \$64,941.00 |
| Percent Difference - School Site and State | N/A | N/A | 90.8 | 26.6 |

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)

In addition to General State Funding, Cesar E. Chavez Middle School receives Federal and State funding from the following categorical, special education and support programs:

Lottery Funding
Title I
Title II
Title III-LEP
Title III-Immigrant
Title IV
Special Education
Home to School Transportation
Local Control Funded

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,870 | \$45,252 |
| Mid-Range Teacher Salary | \$73,667 | \$65,210 |
| Highest Teacher Salary | \$89,335 | \$84,472 |
| Average Principal Salary (Elementary) | \$126,202 | \$107,614 |
| Average Principal Salary (Middle) | \$122,526 | \$112,242 |
| Average Principal Salary (High) | \$0 | \$ |
| Superintendent Salary | \$180,320 | \$124,686 |
| Percent of Budget for Teacher Salaries | 32% | 31% |
| Percent of Budget for Administrative Salaries | 7% | 7% |

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 | 35 | 35 | 35 |

The Planada Elementary School District allotted 2 days as non-instructional days. These 4 days are used to provide all staff with professional development on various topics. These topics included: PBIS Training, Common Core State Standards, NGSS, math, Technology, Lesson and Unit Design, Best Teaching Practices, English Learner Strategies, Smarter Balanced Assessment, DIBELS, Renaissance Learning Programs, and aligning current school adoptions to Common Core. Additionally, the Planada Elementary School District allocates every Wednesday as an early release day. These Wednesdays are used for additional Professional Development training, teacher collaboration, reviewing student data or other site-specific PD centered on student/school improvement. The school also provides release time for staff to participate in professional development events during the school year. Many of Cesar E. Chavez's teachers also choose to participate in professional development outside of their workday.

All of the Professional Development training and events are centered on providing teachers with additional resources which will lead to improved student achievement and closing the achievement gap. As we continue to fully transition to Common Core State Standards and the Smarter Balanced Assessment Consortium, teachers are provided with on-going professional development. The district remains committed to providing all staff with the PD to transition to the Common Core, providing all students with access to technology, providing teachers with support to embed technology into their teaching and providing ALL students with a rigorous academic program that will prepare them with the tools necessary to succeed.