

# César E. Chávez Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

## California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	César E. Chávez Elementary School
<b>Street</b>	1225 Towt St.
<b>City, State, Zip</b>	Salinas CA, 93905
<b>Phone Number</b>	(831) 753-5224
<b>Principal</b>	Veronica Medina
<b>Email Address</b>	veronica.medina@alisal.org
<b>School Website</b>	<a href="https://www.alisal.org/Domain/10">https://www.alisal.org/Domain/10</a>
<b>County-District-School (CDS) Code</b>	27659616113542

## 2022-23 District Contact Information

<b>District Name</b>	Alisal Union School District
<b>Phone Number</b>	(831) 753-5700
<b>Superintendent</b>	James Koenig, Superintendent
<b>Email Address</b>	jim.koenig@alisal.org
<b>District Website Address</b>	www.alisal.org

## 2022-23 School Overview

Our mission is to develop well-rounded citizens in all academic areas, including technology, emphasizing English Language Learners. Through social-emotional support and differentiated instruction, we will cultivate a positive, collaborative school culture that fosters high academic achievement in all subject areas.

César E. Chávez Elementary School serves approximately 625 students from preschool through sixth grade. Our student population includes 96.5 percent Hispanic students and 62 percent English Learners.

The Chávez teaching staff is committed to collaboration and articulation within and across grade levels. Our teaching staff is well-trained to meet the needs of our English learners and our English-speaking students. Chavez Social Emotional Learning Message: César Chávez Elementary is a safe place that aims to empower our students to identify and validate feelings (self and others). By modeling for our students, we can teach them how to self-regulate and use communication skills that will positively affect their social and academic growth.

The school counselor and principal work closely with the school and community to work on projects during the school year. In

## 2022-23 School Overview

In addition, the School Site Council and Site Leadership (Learning) Team meet monthly to review student achievement data, analyze the effectiveness of programs, determine the progress of actions in the school plan, and revise the school plan as needed.

All Cesar E. Chavez School community members work together to provide each child with a successful school experience.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	94
Grade 2	108
Grade 3	84
Grade 4	104
Grade 5	105
Grade 6	105
<b>Total Enrollment</b>	<b>682</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.1
Asian	0.1
Black or African American	0.0
Filipino	0.1
Hispanic or Latino	96.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	2.3
English Learners	63.9
Foster Youth	0.0
Homeless	17.7
Migrant	12.5
Socioeconomically Disadvantaged	98.2
Students with Disabilities	8.9



## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.00	93.55	298.50	85.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	14.00	4.01	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	6.45	22.00	6.29	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.00	1.43	12115.80	4.41
<b>Unknown</b>	0.00	0.00	10.00	2.86	18854.30	6.86
<b>Total Teaching Positions</b>	31.00	100.00	349.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.00	86.67	294.00	86.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.33	11.00	3.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.33	18.00	5.28	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.33	5.00	1.47	11953.10	4.28
<b>Unknown</b>	1.00	3.33	13.00	3.81	15831.90	5.67
<b>Total Teaching Positions</b>	30.00	100.00	341.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>1.00</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>1.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.40	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards.

In K-6, teachers use Eureka Math.

**Year and month in which the data were collected**

2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018	Yes	0
<b>Mathematics</b>	Eureka Math, Adopted 2018	Yes	0
<b>Science</b>	Twig Science Tk-6- Adopted 2020	Yes	0
<b>History-Social Science</b>	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019	Yes	0
<b>Foreign Language</b>	Not applicable	No	0
<b>Health</b>	Not applicable	No	0
<b>Visual and Performing Arts</b>	Not applicable	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Not applicable	No	0

## School Facility Conditions and Planned Improvements

César E. Chávez School is 23 years old. The school garden has been remolded and turned into an outdoor classroom. The grass area has been upgraded by replacing a lime-treated area with new grass. This motivates the students to keep their school safe and clean. A second play structure has been added to the playground area in order to service the student population better. Our custodial and district maintenance staff work hard to maintain a safe and clean campus.

**Year and month of the most recent FIT report**

August, 2022

<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	23	N/A	27	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	17	N/A	16	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	392	392	100.00	0.00	23.02
<b>Female</b>	199	199	100.00	0.00	27.14
<b>Male</b>	193	193	100.00	0.00	18.75
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	380	380	100.00	0.00	23.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	209	209	100.00	0.00	7.66
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	63	63	100.00	0.00	26.98
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	383	383	100.00	0.00	23.04
<b>Students Receiving Migrant Education Services</b>	38	38	100.00	0.00	18.42
<b>Students with Disabilities</b>	34	34	100.00	0.00	2.94

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	393	391	99.49	0.51	16.62
<b>Female</b>	200	199	99.50	0.50	15.58
<b>Male</b>	193	192	99.48	0.52	17.71
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	381	379	99.48	0.52	17.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	209	207	99.04	0.96	9.66
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	63	63	100.00	0.00	19.05
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	384	382	99.48	0.52	16.49
<b>Students Receiving Migrant Education Services</b>	38	37	97.37	2.63	18.92
<b>Students with Disabilities</b>	34	34	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	6.19	NT	11.7	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	97	97	100	0	6.19
<b>Female</b>	54	54	100	0	5.56
<b>Male</b>	43	43	100	0	6.98
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	97	97	100	0	6.19
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	56	56	100	0	3.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	15	15	100	0	6.67
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	93	93	100	0	5.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	14	14	100	0	0

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	96

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

At Cesar E. Chávez School, we believe that parents play a critical role in their children's success and we recognize and value the importance of parental involvement. We at Chavez have numerous ways parents can be involved at César E. Chávez Elementary School. In addition to helping with homework and attending parent conferences, parents are also involved in school events. They also take on leadership roles in our school through the Parent Teacher Club and our School Site Council.

We welcome all parents and encourage our parents and family members to visit or volunteer in the classrooms or at the site during on-site instruction. A true effort is made to maintain ongoing and collaborative home-to-school communication in English and Spanish. Parents at César E. Chávez also continue to participate in Parenting Partners remotely for the 2021-2022 school year.

In addition to attending Back-to-School Night and Open House, parents can volunteer in classrooms, chaperone field trips, support school fund-raisers, and attend parent-teacher conferences in the Fall and Spring. We also have several fun events throughout the school year, which include movie nights and PBIS school-wide events. We reach out to support and communicate with parents in all segments of our community. Our parents provide vital support to our students and staff! Due to Covid-19, there have been limitations to parents being on campus, but we welcome parents to reach out to us. Parents chaperone field trips, attend student performances, and are invited to our Student of the Month Awards and trimester academic, attendance, and Positive Behavior Intervention Support awards ceremonies (virtually for now). Parents may reach out to any staff member to express their interest in being more involved in school activities. For more opportunities to participate at our school, please call your school Principal, Veronica Medina (831) 753-5224.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	726	704	239	33.9
Female	363	356	126	35.4
Male	363	348	113	32.5
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	694	673	230	34.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	19	18	6	33.3
English Learners	467	452	156	34.5
Foster Youth	5	2	0	0.0
Homeless	122	122	43	35.2
Socioeconomically Disadvantaged	706	687	235	34.2
Students Receiving Migrant Education Services	91	87	31	35.6
Students with Disabilities	72	72	33	45.8

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.87	0.59	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.79	0.01	1.09	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.79	0.00
Female	1.10	0.00
Male	2.48	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.26	0.00
English Learners	0.64	0.00
Foster Youth	0.00	0.00
Homeless	0.82	0.00
Socioeconomically Disadvantaged	1.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00



## 2022-23 School Safety Plan

Student safety and well-being are of utmost importance here at César E. Chávez. To succeed in a rigorous learning environment, students must feel safe and believe they can learn. The school maintains a strict student code of conduct and strongly supports each classroom environment by responding proactively to student discipline issues through the PBIS school-wide implementation.

We revise our School Safety Plan annually, which will be reviewed and approved by our School Site Council by February 2022. School Site Council members are also informed of the mandated contents and procedures. School Site Council has the opportunity to provide input and feedback. The School Site Council approves the plan by the end of February, and then the plan is submitted to the Monterey County Office of Education by March 1st. The plan includes procedures for emergencies, exit routes, and the location of emergency shut-off stations. We make the plan available in the school office and share it with all staff during one of our staff meetings of the school year. The school site's safety plan is reviewed annually by staff and School Site Council. Staff is informed of the contents of the plan, where the plan is located, and how the plan can be used. School Site Council members are also informed of the mandated contents and procedures. School Site Council has the opportunity to provide input and feedback.

Student safety and well-being continue to be of the utmost importance at César. Chávez School. We have emergency, earthquake, lockdown, and monthly fire preparedness drills. Campus supervisors monitor school grounds before and after school, at recess, and at lunchtime with administrators' support. In addition, two teachers are assigned to yard-duty supervision before school, morning, and during mid-morning recess. Supervisors attend monthly meetings with administrators on campus safety to review the rules for safe, respectful, and responsible behavior resulting in an entire campus systemic supervision process. In class, students receive character education matched to our PBIS behavioral expectations: Be Respectful, Responsible, and Safe.

Our PBIS is a school-wide positive behavior intervention and support program. Our Whole-Child division counselor provides in-class training to our students and teachers on topics around bullying and prevention. Teachers regularly review the rules for safe and responsible behavior. We require all visitors to enter the school through the main office door, where they sign in and receive a visitor's badge. Most recently, our staff has begun training on ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training, which focuses on providing preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event.

### D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	10		
1	23	2	2	
2	21	3	2	
3	27		4	
4	25		4	
5	27		4	
6	29		3	
Other	11	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	21	3	2	
2	22	3	1	
3	26		4	
4	26		4	
5	25		4	
6	27		4	
Other	14	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	6		
1	24		4	
2	22	3	2	
3	28		3	
4	26		4	
5	25		4	
6	25		4	
Other	10	1		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,310	\$637	\$3,673	\$66,650
District	N/A	N/A	\$5,459	\$78,497
Percent Difference - School Site and District	N/A	N/A	-39.1	-16.3
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-56.9	-26.8

## 2021-22 Types of Services Funded

To serve our students better, every classroom received funding for classroom libraries to support and promote a classroom reading environment and to purchase math manipulatives to assist with the language demands of the new standards.

Teachers were provided with release time for grade-level collaboration and planning.

This year, all teachers all being trained on Wilda Storm's writing strategies, English Language Development strategies, and new curriculum. In addition, all teachers have also been trained on GLAD strategies. Eureka Mathematics training is a focus for this year with the assistance of our curriculum and instruction department. With the goal of equity for all students, we have implemented a school-wide music program for all students from pre-school through 6th grade.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,838	\$52,641
Mid-Range Teacher Salary	\$76,157	\$83,981
Highest Teacher Salary	\$106,127	\$107,522
Average Principal Salary (Elementary)	\$131,232	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$220,000	\$242,166
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

The major areas of professional development for teachers in 2021-22 included the following:

- Standards-based planning for instruction, learning, and assessment
- Explicit Direct Instruction
- Lesson Design and Engagement for Close Reading
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards Eureka Math
- Guided Reading
- Wilda Storm Writing Strategies
- Active Shooter Training for All Staff
- Renaissance Learning Programs Training
- Achieve 3000 training

Professional development was delivered through grade-level sessions during regular workdays with release time for classroom teachers.

Teachers were supported during implementation by the site's Instructional Coach.

During the 2020-2021 and 2021-22 school years, we continued with the same professional development and we added writing. Our data showed that writing was an area of weakness for our students and a teacher survey also showed that they were interested in professional development in this area. We used the program Write Up a Storm.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8