

# Cesar Chavez Elementary School

12100 East Walnut Street • Norwalk, CA 90650 • (562) 868-3565 • Grades TK-6

Gabriela Galvez-Reyna, Principal  
GGalvez-Reyna@nlmusd.k12.ca.us  
<http://www.chavezelem.org>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Norwalk-La Mirada Unified School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
[www.nlmusd.org](http://www.nlmusd.org)

#### **District Governing Board**

Karen Morrison President  
Sean M. Reagan Vice President  
Darryl R. Adams Member  
Jesse Urquidi Member  
Chris Pflanzner Member  
Margarita L. Rios Member  
Ana Valencia Member

#### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Albert Clegg  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
Wayne Shannon  
**Assistant Superintendent, Human  
Resources**

### **School Description**

Welcome to Chavez Elementary School, where learning is alive. We have an incredible campus that was built in 1923. Walking down the hallways you will see student work and pictures of student successes. A beautiful garden sits in the middle of our courtyard. We continue to make great progress toward enriching student learning through real-world experiences.

We are proud to say that we have high standards for all our students. We are proud to offer a Math Academy for students to help them excel in mathematics. A writing coach who supports students and teachers to become better writers is available as well. Our Reading/ELD Coordinator has continued to help implement our Reading Intervention program, Success for All, Systematic English Language Development (ELD), and balanced literacy approaches. We are the only school in the district with a Smart Board in EVERY class. We have an appreciation for the arts and continue to provide enrichment opportunities, including technology (Media Center), music, art, drama, and dancing.

A key to a school's success is parent involvement. Parents can get information from the school regarding parent education, the English Language Advisory Committee (ELAC), and PTA. Please stop by and see our incredible school. We welcome visitors.

## About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (562) 868-3565 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	77
Grade 1	82
Grade 2	63
Grade 3	59
Grade 4	59
Grade 5	62
Grade 6	26
<b>Total Enrollment</b>	<b>428</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	0.7
Filipino	0.5
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.2
White	2.6
Two or More Races	3.3
Socioeconomically Disadvantaged	93.7
English Learners	40.4
Students with Disabilities	13.1
Foster Youth	1.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Cesar Chavez Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	17	19	19
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	1	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	94.2	5.8
<b>High-Poverty Schools</b>	93.9	6.1
<b>Low-Poverty Schools</b>	99.1	0.9

\* 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 2015-16)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 95.93% - Good

School is very clean and well kept

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/17/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			100%
<b>Interior:</b> Interior Surfaces	X			95.45 Plaster/Paint issues
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X	X		100%
<b>Electrical:</b> Electrical	X			100%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			100%
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100%
<b>Structural:</b> Structural Damage, Roofs	X			100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	31	43	44
Math	29	25	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	37	53	43	55	54	52	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.90	17.20	20.30

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	52
All Student at the School	43
Male	46
Female	39
Black or African American	--
Hispanic or Latino	43
White	--
Two or More Races	--
English Learners	15
Students with Disabilities	43
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	56	56	100.0	36	30	25	9
	4	59	58	98.3	53	29	16	2
	5	65	64	98.5	41	19	30	9
	6	27	27	100.0	33	33	15	19
Male	3		28	50.0	32	32	29	7
	4		37	62.7	57	22	22	0
	5		36	55.4	42	22	22	11
	6		12	44.4	42	50	0	8
Female	3		28	50.0	39	29	21	11
	4		21	35.6	48	43	5	5
	5		28	43.1	39	14	39	7
	6		15	55.6	27	20	27	27

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		1	1.7	--	--	--	--
	5		1	1.5	--	--	--	--
	6		1	3.7	--	--	--	--
Asian	4		1	1.7	--	--	--	--
Hispanic or Latino	3		51	91.1	35	31	25	8
	4		52	88.1	56	29	13	2
	5		60	92.3	38	20	30	10
	6		26	96.3	31	35	15	19
Native Hawaiian or Pacific Islander	4		1	1.7	--	--	--	--
White	3		2	3.6	--	--	--	--
	4		3	5.1	--	--	--	--
	5		2	3.1	--	--	--	--
Two or More Races	3		3	5.4	--	--	--	--
	5		1	1.5	--	--	--	--
Socioeconomically Disadvantaged	3		50	89.3	32	32	28	8
	4		52	88.1	52	33	13	2
	5		56	86.2	41	20	30	9
	6		24	88.9	33	33	17	17
English Learners	3		13	23.2	54	23	23	0
	4		23	39.0	70	26	4	0
	5		21	32.3	71	19	10	0
	6		8	29.6	--	--	--	--
Students with Disabilities	3		6	10.7	--	--	--	--
	4		13	22.0	77	23	0	0
	5		11	16.9	100	0	0	0
	6		4	14.8	--	--	--	--
Students Receiving Migrant Education Services	3		3	5.4	--	--	--	--
	4		7	11.9	--	--	--	--
	5		3	4.6	--	--	--	--
	6		2	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	56	56	100.0	32	29	25	14
	4	59	58	98.3	52	29	16	3
	5	65	63	96.9	48	27	14	11
	6	27	27	100.0	41	22	22	15
<b>Male</b>	3		28	50.0	32	29	21	18
	4		37	62.7	51	24	22	3
	5		35	53.8	40	23	17	20
	6		12	44.4	75	17	0	8
<b>Female</b>	3		28	50.0	32	29	29	11
	4		21	35.6	52	38	5	5
	5		28	43.1	57	32	11	0
	6		15	55.6	13	27	40	20
<b>Black or African American</b>	4		1	1.7	--	--	--	--
	5		1	1.5	--	--	--	--
	6		1	3.7	--	--	--	--
<b>Asian</b>	4		1	1.7	--	--	--	--
<b>Hispanic or Latino</b>	3		51	91.1	31	29	25	14
	4		52	88.1	54	29	13	4
	5		59	90.8	47	27	14	12
	6		26	96.3	38	23	23	15
<b>Native Hawaiian or Pacific Islander</b>	4		1	1.7	--	--	--	--
<b>White</b>	3		2	3.6	--	--	--	--
	4		3	5.1	--	--	--	--
	5		2	3.1	--	--	--	--
<b>Two or More Races</b>	3		3	5.4	--	--	--	--
	5		1	1.5	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		50	89.3	32	26	28	14
	4		52	88.1	50	31	15	4
	5		56	86.2	50	23	16	11
	6		24	88.9	38	25	25	13
<b>English Learners</b>	3		13	23.2	46	31	8	15
	4		23	39.0	74	26	0	0
	5		21	32.3	81	14	5	0
	6		8	29.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		6	10.7	--	--	--	--
	4		13	22.0	77	15	8	0
	5		11	16.9	100	0	0	0
	6		4	14.8	--	--	--	--
Students Receiving Migrant Education Services	3		3	5.4	--	--	--	--
	4		7	11.9	--	--	--	--
	5		3	4.6	--	--	--	--
	6		2	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### 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

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our SSC (School Site Council), which works with administration to help make financial decisions. Parents of English Learners are vital to our ELAC (English Learner Advisory Committee) and to our outreach efforts on behalf of new families. Parent volunteers help with special projects in the classroom and chaperone on field trips. The PTA sponsors student study trips and assemblies. Parents and volunteers are welcome to maintain our new butterfly garden and plant flowers around the grounds with their children. We ask all parents to attend Back-to-School Night in the fall, and parent-teacher conferences in October and January. We always need new volunteers! Please contact the school secretary at (562) 868-3565 to find out how you can help.

#### 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.

#### School Safety Plan

Staff monitors the school grounds for 30 minutes before and 15 minutes after school as well as at all recesses and at lunchtime. Playworks Site Coordinator trains peer tutors called Playworks Junior Coaches to promote a safe, positive playground environment. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor or volunteer badge to wear throughout their stay.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire and earthquake drills throughout the year and hold trainings for staff on emergency preparedness annually.

We are proud to offer Playworks at Chavez. Playworks is a highly regarded program to teach children the value of exercise and playing well together. Playworks has been shown to dramatically increase quality time on learning, and dramatically reduce bullying. More information is available in our office or at the Playworks website: [www.playworks.org](http://www.playworks.org).

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	3.60	1.61	1.27
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2009-2010
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	88.9	

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	28	22	19		2	4	3	4				
1	25	26	25				2	2	3			
2	28	27	30				2	2	2			
3	22	29	29				3	2	2			
4	29	29	26				2	2	2			
5	26	24	24	1	1	1	2	2	2			
6	34	32	26					1	1	1		
Other	10		10	1		1						



Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In response to the data collected, which includes CAASPP, CST, CMA, CAPA, CAA, CELDT, NLMUSD Local Assessments, IEP Progress Reports, and i-Ready Diagnostic and Instruction Assessments, Behavioral Trends (office referrals, suspensions, teacher reports), we have created a plan to address the underlying challenges faced by families living served by Cesar Chavez Elementary School.

Area of concentration 1: RTI, Chavez has created a plan of tiered interventions at all grade levels to rapidly address the individual needs of all students. 100% of the students at Chavez will be taking the i-Ready Online Assessment and instruction. Teachers will group 100% of students according to their assessed strengths and challenges for small group instruction in ELA and Math. All students will be assigned a full instructional account for i-Ready and be given a minimum of 40 minutes daily on the system, within their class small group instruction/intervention time. Students may also log in at home or during ASES for additional time. Staff make themselves available to students before or after school who do not have access at home, or simply choose to use this instructional resource. Students will be reassessed on a regular timetable and interventions adjusted accordingly.

Area of concentration 2: Increasing the performance for students living in poverty. According to peer reviewed research cited in the goals of the SPSA, students living in poverty improve their performance under specific compensatory program of health, social/emotional well being, rich learning environments of arts, music, structured play and positive peer interactions all day. According to data on office referrals, suspensions, and the performance of students living in poverty on CAASPP, CST, CMA, CAPA, CAA, CELDT, NLMUSD Benchmarks, i-ready Diagnostic and Instruction Assessments, Teacher and Parent input we have created programs specifically designed to meet the needs of all students living in poverty. Additional teachers and tutors have been hired and supported by the school and the district through the LEA plan. Playworks.org has created an environment of healthy, positive peer interventions and cooperative, exercise dense, brain challenging play. The performance of Students with Disabilities fell significantly last year and contributed significantly to our continuing PI status. SWD are now much better integrated into the social environment at Chavez and as a result are showing excellent growth in the academic environment. Playworks' mission here is to continue to concentrate efforts on fully integrating SWD systematically into the social and academic environment at Chavez. We plan to continue this program as a key part in the continuing growth in performance of our school and demographic groups. As a result, the number of suspensions and office referrals has steadily decreased. Teachers report

### Professional Development provided for Teachers

The primary foci of professional development at Chavez school is Common Core State Standards through:

- Professional Learning Communities
- Systematic Response to Interventions
- Positive Behavior Intervention Support
- Integrated Instructional Technology

Professional development is delivered in several ways. Primarily, staff receives direct onsite training every other Wednesday by the Principal, District Coaches and Common Core Lead Teachers. Other delivery methods include district lead professional development, conference attendance, and online training. Teachers are supported by the principal, and district coaches.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10586.89	3733.82	6853.07	79,862.16
District	♦	♦	6913.40	\$76,984
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-0.9	3.7
Percent Difference: School Site/ State			28.1	11.7

\* Cells with ♦ do not require data.

an increase of 10-15 minutes per day of quality instructional time. Parents report that their students love school and are highly motivated to learn. Interpersonal conflicts between students have decreased significantly. According to peer reviewed research cited in the goals of this SPSA, this is a highly effective practice that leads to long term performance gains for schools and students as they advance through school.

Area of concentration 3: High Quality, Technology Enhanced ELD instruction for 100% of English Learners. According to CELDT data as well as trend data over 5 years, the performance of English learners and the reclassification rate of English Learners to English Proficient has grown. Chavez has one of the highest rates of reclassification in NLMUSD. Before we began this intervention, we had one of the lowest reclassification rates. Technology to enhance the performance of English learners in the form of up to date computers, iPads, and IWBs (Smart Boards) is purchased and maintained. Flat panel HD displays with wireless connectivity are available in 100% of classrooms. Training and PLCs meet regularly to plan for and to improve instruction for English Learners. The addition if handheld technologies and supporting software and hardware infrastructure is ongoing.

Area of concentration 4: Full implementation of the NLMUSD LCAP Plan. Chavez school will work diligently as a member of and partner with NLMUSD in its efforts to raise the performance of all students. Categorical funds are used to supplement the LCAP plan and its positive effect on student achievement.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.