Cesar Chavez Elementary School

12100 East Walnut Street • Norwalk, CA 90650 • (562) 868-3565 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Norwalk-La Mirada Unified School District
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Assistant Superintendent - Educational Services

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Assistant Superintendent, Business Services

Dr. John Lopez
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 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 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	60
Grade 2	59
Grade 3	75
Grade 4	55
Grade 5	53
Total Enrollment	383

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0
Asian	0.8
Filipino	0.5
Hispanic or Latino	93.7
Native Hawaiian or Pacific Islander	0.3
White	1.6
Two or More Races	1.8
Socioeconomically Disadvantaged	90.9
English Learners	35.2
Students with Disabilities	16.4
Foster Youth	0

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			
Cesar Chavez Elementary School	15-16	16-17	17-18
With Full Credential	19	17	16
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	782
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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: 2017-18	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2017, Benchmark Advanced **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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating 97.32% - Good
School is 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**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%
Interior: Interior Surfaces		X		85.71%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			92.86%
Electrical: Electrical	X			100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100%
Safety: Fire Safety, Hazardous Materials	X			100%
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	43	32	52	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

	2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	39	32	46	44	48	48
Math	32	28	29	30	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	18.9	20.8	9.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	61	60	98.4	31.7
Male	34	34	100.0	32.4
Female	27	26	96.3	30.8
Hispanic or Latino	56	55	98.2	29.1
Socioeconomically Disadvantaged	57	57	100.0	29.8
English Learners	23	23	100.0	8.7
Students with Disabilities	13	13	100.0	38.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	187	186	99.47	31.72
Male	95	95	100	27.37
Female	92	91	98.91	36.26
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100	31.79
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	169	169	100	30.18
English Learners	86	86	100	23.26
Students with Disabilities	35	35	100	2.86
Students Receiving Migrant Education Services	14	14	100	42.86

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	187	186	99.47	28.49
Male	95	95	100	25.26
Female	92	91	98.91	31.87
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	100	28.9
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	169	169	100	26.04
English Learners	86	86	100	18.6
Students with Disabilities	35	35	100	11.43
Students Receiving Migrant Education Services	14	14	100	42.86

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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 State priority: School Climate (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.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.3	0.0	2.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.8	2.7	2.6
Expulsions Rate	0.1	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 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

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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	19	24	26	4	1	1		2	3		1	
1	25	28	27				3	2	1			
2	30	23	27				2	3	2			
3	29	29	25				2	2	3			
4	26	23	31				2	2	1			
5	24	22	27	1	1	1	2	2				2
6	26	25					1	1				
Other	10		10	1		1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$50,411	$48,522
Mid-Range Teacher Salary	$78,162	$75,065
Highest Teacher Salary	$102,538	$94,688
Average Principal Salary (ES)	$130,561	$119,876
Average Principal Salary (MS)	$132,232	$126,749
Average Principal Salary (HS)	$142,956	$135,830
Superintendent Salary	$241,500	$232,390
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	12112.19	4029.62	8082.57	84011.88
District	♦	♦	8112.64	84898.44
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-0.4	-1.0
Percent Difference: School Site/ State			20.6	7.6

* Cells with ♦ do not require data.

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 30 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 simple 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 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 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.