

# Cesar E. Chavez Middle School

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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.

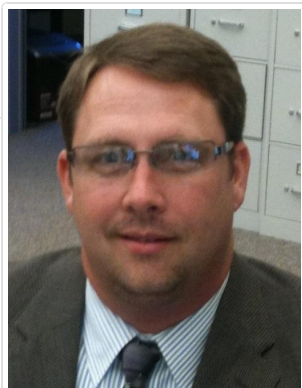
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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.



### Dr. Christopher A. Busch, Principal

Principal, Cesar E. Chavez Middle School

#### About Our School

Cesar E. Chavez Middle School learning community works diligently at providing learning experiences for all. Our focus is on the growth of student performance and mastery of Common Core State Standards. Each day every person in our learning community comes to the CEC campus with passion and goals, and no learning opportunity is overlooked or dismissed. I have the pleasure of working with a dedicated faculty and staff. They model their intrinsic motivation to learn as well as be an active part of the community. In middle school students' learn so much in so many different ways which are taught by many different types of teachers. Students learn before school, during class, whether they are on or off task, and after school; however, the most effective learning occurs while students are engaged in school learning projects, as well as after school in our many extracurricular activities. Teaching is our job and learning is our passion, come visit our small school.

In middle school students' learn so much in so many different ways. Students learn before school, during class, whether they are on or off task, and after school; however, the most effective learning occurs while students are engaged in hands on school learning projects, as well as after school in our many extracurricular activities. Teaching is our job and learning is our passion, come visit our school, and share your passion for learning.

#### Contact

*Cesar E. Chavez Middle School  
161 South Plainsburg Rd.  
Planada, CA 95365*

*Phone: 209-382-0768  
E-mail: [AskDrBusch@planada.org](mailto:AskDrBusch@planada.org)*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Planada Elementary
<b>Phone Number</b>	(209) 382-0756
<b>Superintendent</b>	Jose Gonzalez
<b>E-mail Address</b>	<a href="mailto:jgonzalez@planada.org">jgonzalez@planada.org</a>
<b>Web Site</b>	<a href="http://www.planada.org">www.planada.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Cesar E. Chavez Middle School
<b>Street</b>	161 South Plainsburg Rd.
<b>City, State, Zip</b>	Planada, Ca, 95365
<b>Phone Number</b>	209-382-0768
<b>Principal</b>	Dr. Christopher A. Busch, Principal
<b>E-mail Address</b>	<a href="mailto:AskDrBusch@planada.org">AskDrBusch@planada.org</a>
<b>Web Site</b>	<a href="http://cec.planada.org/">http://cec.planada.org/</a>
<b>County-District-School (CDS) Code</b>	24658216120448

Last updated: 1/26/2017

### School Description and Mission Statement (School Year 2016-17)

**Our Mission:** Cesar E. Chavez Middle School instills a desire for lifelong learning while preparing students to become productive citizens through the mastery of 21st-century skills.

**Our Vision:** The vision of Cesar E. Chavez Middle School is to create an inclusive, safe, and supportive learning environment where our students R.O.A.R. (Respectful, Own Your Actions, Appropriative and attentive, and Responsible citizens). In order for our students to be successful across content areas, they will become critical thinkers who can communicate and collaborate using technology with the facilitation of rigorous curriculum.

**Our Goals:**

1. Place Students at the Center
2. Achieve Academic Excellence
3. Forge Relationships & Partnerships
4. Establish a Sense of "Place"
5. Create Opportunity

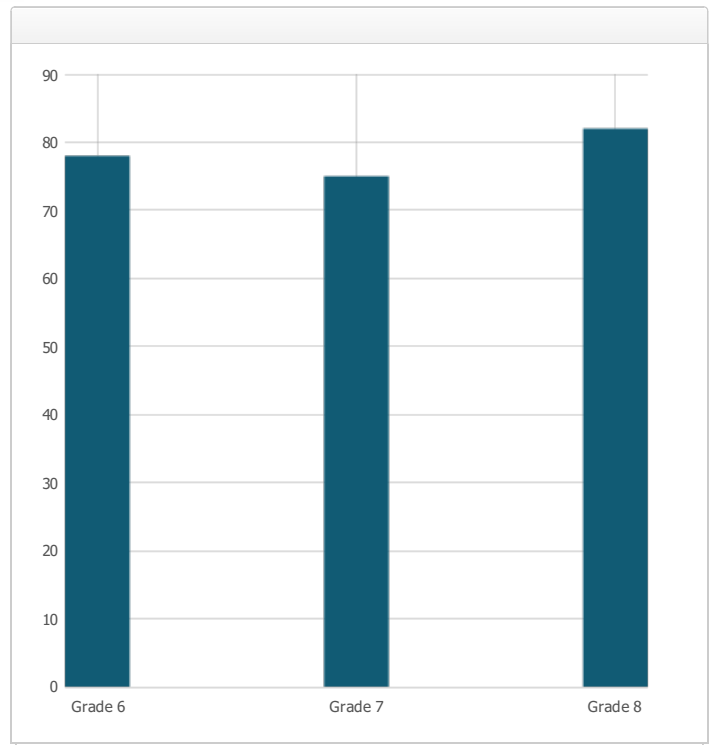
**Our Core Values:**

1. Scholarship
2. Citizenship
3. Ownership
4. Leadership



**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 6	78
Grade 7	75
Grade 8	82
<b>Total Enrollment</b>	<b>235</b>



*Last updated: 1/26/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	97.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.7 %
English Learners	25.5 %
Students with Disabilities	14.2 %
Foster Youth	0.0 %

*Last updated: 1/30/2017*

## A. Conditions of Learning

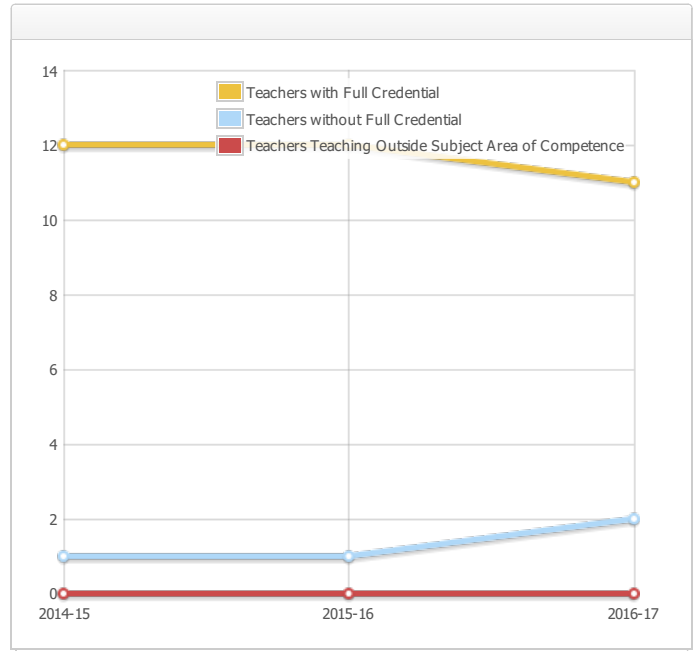
### State Priority: Basic

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

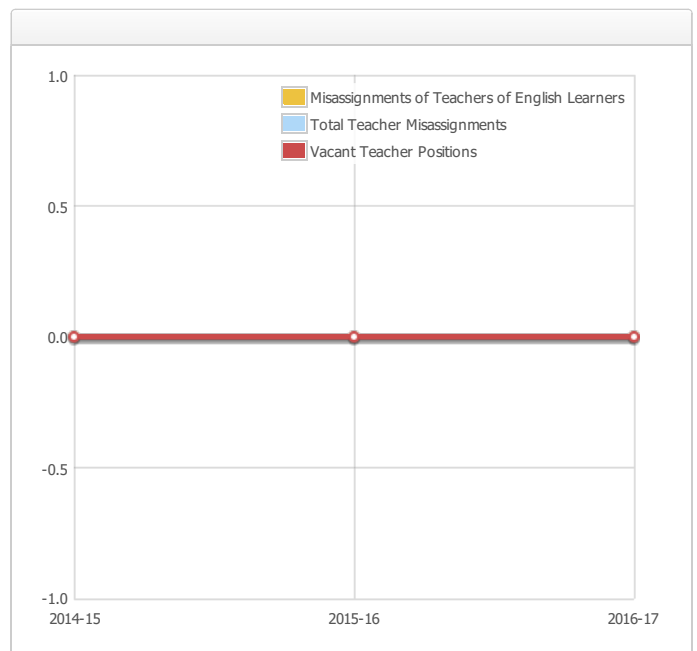
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	12	11	36
Without Full Credential	1	1	2	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 1/26/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	91.0%	9.0%
All Schools in District	91.0%	9.0%
High-Poverty Schools in District	91.0%	9.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: 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.

*Last updated: 1/26/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Collections 2016. 6-8 grade.  The school has sufficient and good quality textbooks and instructional materials for all students.	Yes	0.0 %
Mathematics	Adopted 2001 - The school has sufficient and good quality textbooks and instructional materials for all students	Yes	0.0 %
Science	Adopted 2000 - The school has sufficient and good quality textbooks and instructional materials for all students.	Yes	0.0 %
History-Social Science	Adopted 2006 - The school has sufficient and good quality textbooks and instructional materials for all students.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Adopted 2001 - The school has sufficient and good quality textbooks and instructional materials for all students.	No	0.0 %
Visual and Performing Arts	N/A	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/26/2017*

## School Facility Conditions and Planned Improvements

CEC has passed all facility inspections and meets the stands set forth by the state and district. Improvements this year included tree trimming and sidewalk shaving to reduce the risk of tripping hazards.

*Last updated: 1/26/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New water fountains were installed on campus that now include water bottle fillers.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	The campus received a fresh coat of paint.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

## Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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*Last updated: 1/26/2017*

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	28.0%	31.0%	20.0%	25.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	10.0%	14.0%	11.0%	13.0%	34.0%	36.0%

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.

*Last updated: 1/26/2017*



**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	75	75	100.0%	23.3%
Male	30	30	100.0%	17.2%
Female	45	45	100.0%	27.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	74	100.0%	23.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.0%	21.7%
English Learners	15	15	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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.

*Last updated: 1/24/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	83	82	98.8%	28.1%
Male	39	38	97.4%	18.4%
Female	44	44	100.0%	36.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	79	98.8%	29.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.7%	25.0%
English Learners	26	25	96.2%	--
Students with Disabilities	17	17	100.0%	5.9%
Students Receiving Migrant Education Services	14	13	92.9%	23.1%
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/24/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	92	89	96.7%	39.3%
Male	49	47	95.9%	34.0%
Female	43	42	97.7%	45.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	85	96.6%	38.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	81	96.4%	38.3%
English Learners	17	14	82.4%	7.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/24/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	75	75	100.0%	6.8%
Male	30	30	100.0%	6.9%
Female	45	45	100.0%	6.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	74	100.0%	6.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.0%	7.1%
English Learners	15	15	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/24/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	83	83	100.0%	10.8%
Male	39	39	100.0%	2.6%
Female	44	44	100.0%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	80	100.0%	11.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.0%	11.7%
English Learners	26	26	100.0%	3.9%
Students with Disabilities	17	17	100.0%	--
Students Receiving Migrant Education Services	14	14	100.0%	21.4%
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/24/2017*

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	92	100.0%	23.1%
Male	49	49	100.0%	26.5%
Female	43	43	100.0%	19.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	88	88	100.0%	23.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	84	100.0%	22.9%
English Learners	17	17	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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.

*Last updated: 1/24/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	39.0%	45.0%	36.0%	47.0%	43.0%	39.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/24/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	92	92	100.0%	35.9%
Male	49	49	100.0%	36.7%
Female	43	43	100.0%	34.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	88	88	100.0%	36.4%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	84	84	100.0%	34.5%
English Learners	17	17	100.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

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.

*Last updated: 1/24/2017*

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.0%	22.5%	15.0%

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.

*Last updated: 1/24/2017*



## 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 2016-17)

Planada Elementary School District is firmly rooted in the belief of creating opportunities for community involvement. As such, at Cesar E. Chavez Middle School we provide many opportunities for the community to come onto campus and participate in collaboration with our teachers and students in various activities. We offer many athletic events throughout the year for parents to attend as well as a back to school night, pentathlon competition, educational workshops, Zumba, and sewing classes. More formal opportunities for parents to participate in our learning community include community outreach events, LCAP meetings, parent booster club meetings, as well as School Site Council and English Language Arts Committee meetings.

### State Priority: Pupil Engagement

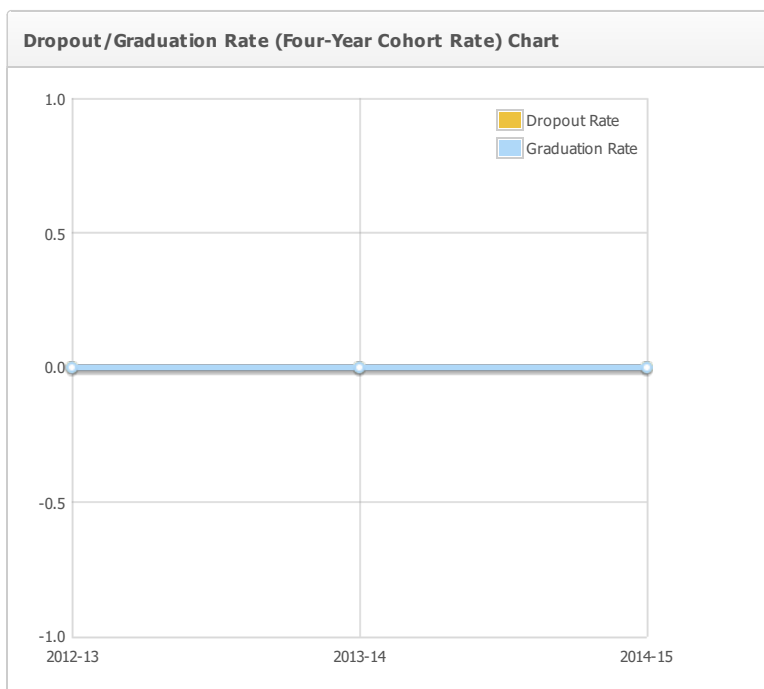
*Last updated: 1/26/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	0.00	80.44	80.95	82.27



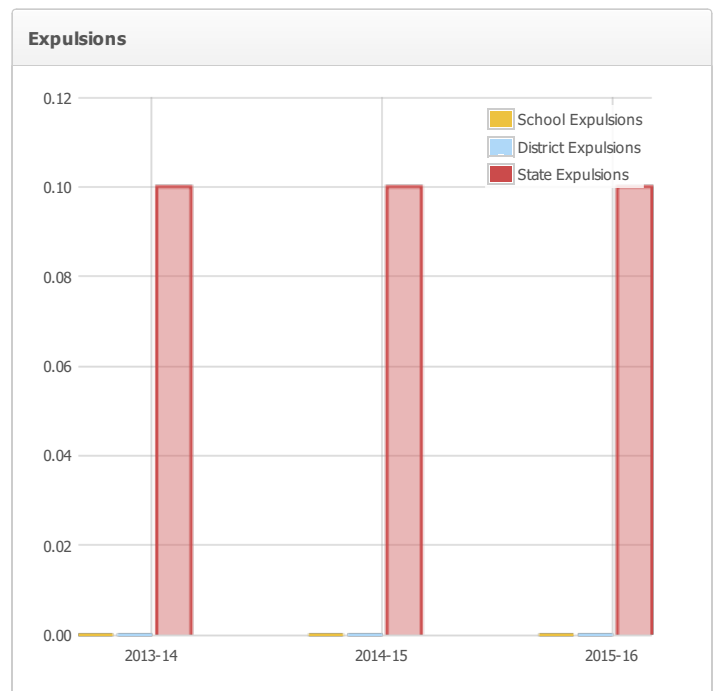
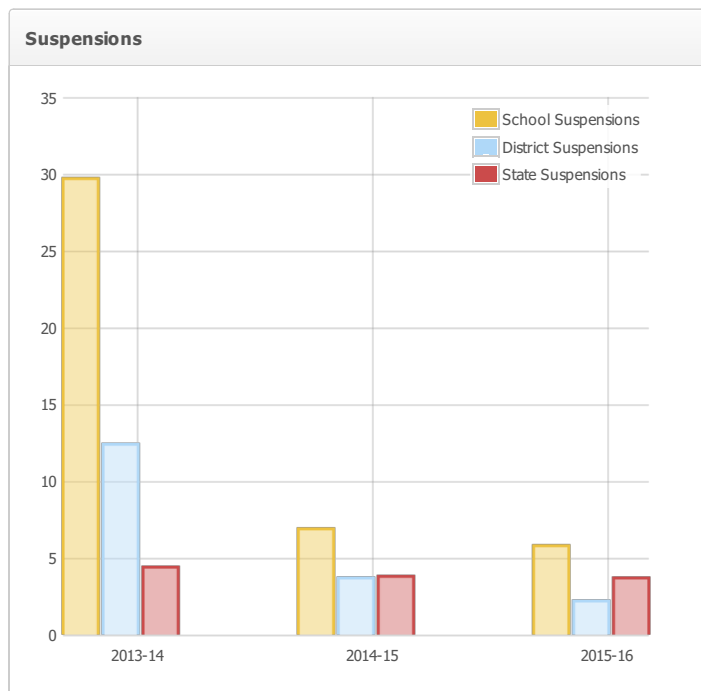
# State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	29.7	6.9	5.8	12.4	3.7	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/26/2017

## School Safety Plan (School Year 2016-17)

Cesar E. Chavez Middle School provides an ideal environment for students to reach their highest academic potential. The district and school site safety plans contain the student discipline plan. These plans are reviewed and refined each year. Currently, we are in the process of an extensive review and revision of our safety plans and are in consultation with safety experts. Our goal is to provide the safest place for our students to learn. The safety of students, parents, faculty, and staff are at the forefront of PESD's attention.

The goal for CECMS disciplinary program is to teach students a variety of strategies to use when dealing with personal issues. Conflict resolution techniques are used to stress a positive approach to changing student behavior. Positive student behavior is reinforced through praise and encouragement. Staff members are purposeful about recognizing students when they achieve success or display positive behavior through the PBI S program. The same high expectations that the school has academic applies to behavior as well; students are expected to behave. All disciplinary rules or procedures at the school center around the concept of respect: respect for oneself, respect others, and respect for property, to create a peaceful, safe environment. There are few incidents of misbehavior.

The same high expectations that the school has for academic applies to behavior as well; students are expected to behave. All disciplinary rules or procedures center around the concept of respect: respect for oneself, respect others, and respect for property, to create a peaceful, safe environment. Our motto is ROAR, Responsible, Ownership, Appropriate and Attentive, and Respect. Again, there are few incidents of misbehavior at school; however, a thorough discipline plan is in place nonetheless.

The discipline plan is contained in the student handbook, which is sent home with the student at the beginning of the school year. The Student Handbook stresses the students' rights and responsibilities as well as, establishes specific behavior expectations for student behavior during the school year. All rules are clearly defined, fair, and consistently enforced. We are fortunate to have the learning community we have which constantly works to help each other achieve and participate in successful learning experiences.

*Last updated: 1/26/2017*

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017

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

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	22.0	1	11	1	25.0	6	7	5	27.7	2	10	
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/26/2017

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

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.0	15	2	2	19.0	12	9	0	27.0	1	9	0
Mathematics	20.0	4	5	0	12.0	2	0	0	26.9	0	9	0
Science	26.0	1	3	2	27.0	0	6	0	27.0	0	9	0
Social Science	19.0	5	3	0	25.0	2	6	0	26.9	0	9	0

\* 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.

Last updated: 1/26/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	243.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

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

\*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.

Last updated: 1/26/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	\$58805.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	0.0%	--
State	N/A	N/A	\$5677.0	\$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/30/2017

### Types of Services Funded (Fiscal Year 2015-16)

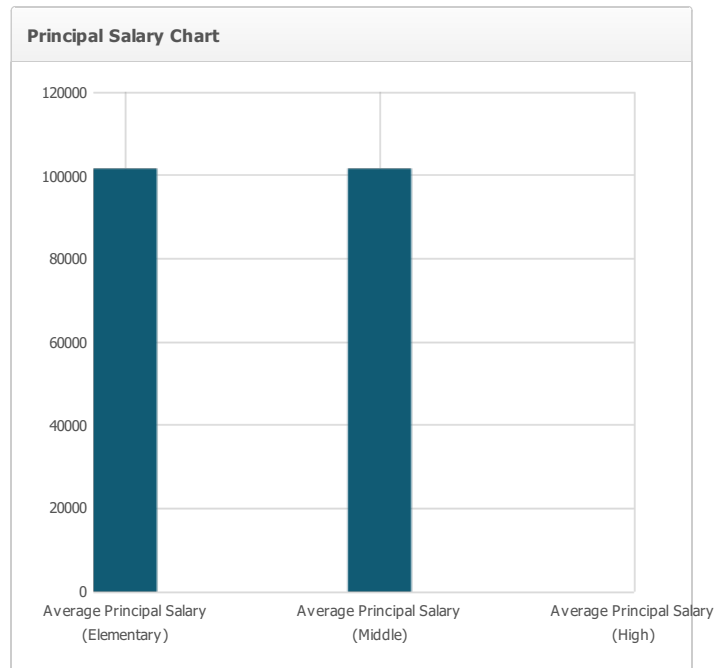
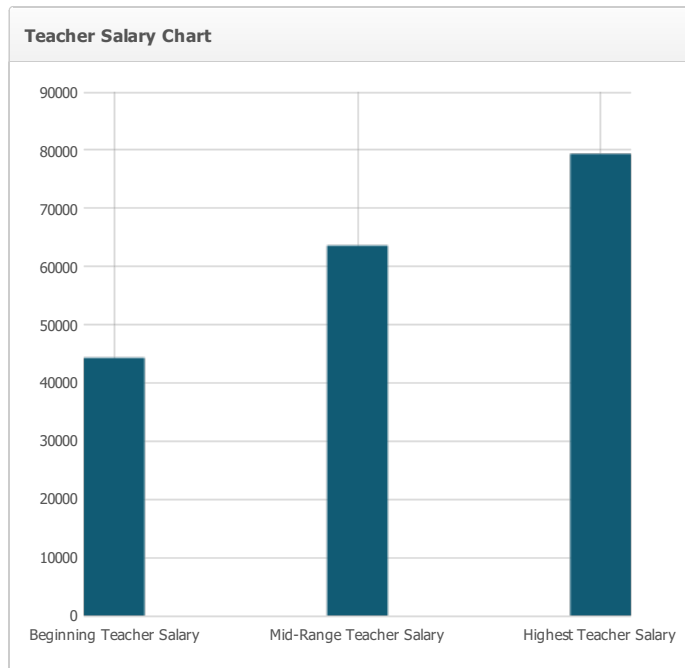
CECMS is 1:1 Chromebooks, meaning one Chromebook for each student. We are transitioning to allowing students to take Chromebooks home with them each day. Being 1:1 affords our learning community to stay connected and provide improved continuity with coursework and teacher-student communication. Additionally, we use Google Apps for Education. This allows students and teachers the opportunity to share information between each other to extend learning time and collaboration.

Last updated: 1/26/2017

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,313	\$41,085
Mid-Range Teacher Salary	\$63,603	\$59,415
Highest Teacher Salary	\$79,379	\$75,998
Average Principal Salary (Elementary)	\$101,626	\$100,438
Average Principal Salary (Middle)	\$101,626	\$101,868
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$150,532	\$116,069
Percent of Budget for Teacher Salaries	34.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Last updated: 1/26/2017

## Professional Development

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This year PESD and CECMS have focused on professional development in 3 areas: ELA & ELD Curriculum, AVID and STEAM Electives, and technology integration. Our faculty has spent many hours working on the integration of Google Apps for Education, iPad Apps, and specific programs for online platforms for student use. This year we adopted two new curriculums HMH Collections and English 3D also by HMH. Teachers participated in workshops, district-wide professional development days, and curriculum focused professional development days.

In addition to the schoolwide professional development the district has provided many opportunities for faculty and staff to attend workshops, seminars, and conferences all focused on improving their pedagogical skills. Furthermore, faculty and staff are attending various CUE or GAFE technology workshops supporting teachers with their technology use and understanding.

*Last updated: 1/26/2017*