Cesar E. Chavez Middle

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 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 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.

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.

Mrs. Diana Jimenez, Principal

Principal, Cesar E. Chavez Middle

About Our School

Welcome to Cesar E. Chavez Middle School! I am honored to be serving as your new principal.

Cesar E. Chavez Middle School is unconditionally committed to every student. We are dedicated to providing an environment where our students engage in deeply meaningful learning in a school culture that is accepting, caring and safe.

Middle school is the key that unlocks the door to college and career readiness. It is during middle school that students set long-term expectations and chart the course of who they want to be. Middle school students who are on target with college and career readiness skills will be able to successfully face the challenges of high school and beyond. College and career readiness is not a dream; it's a plan, and that plan starts here at Cesar E. Chavez Middle School with all of us working together and supporting each other.

Parent and community participation and involvement is essential to the success of our students. As your principal, my door is always open for you. We are partners in your student's education. Please do not hesitate to contact me with questions, and ideas. Together we are the key to unlocking every student's potential.
Looking forward to an exciting and successful school year.

With Tiger Pride,
Diana M. Jiménez

Contact

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

Phone: 209-382-0768
E-mail: djimenez@planada.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Planada Elementary
Phone Number	(209) 382-0756
Superintendent	Jose Gonzalez
E-mail Address	jgonzalez@planada.org
Web Site	www.planada.org

School Contact Information (School Year 2017-18)	
School Name	Cesar E. Chavez Middle
Street	161 South Plainsburg Rd.
City, State, Zip	Planada, Ca, 95365
Phone Number	209-382-0768
Principal	Mrs. Diana Jimenez, Principal
E-mail Address	djimenez@planada.org
Web Site	www.planada.k12.ca.us
County-District-School (CDS) Code	24658216120448

Last updated: 1/22/2018

School Description and Mission Statement (School Year 2017-18)

Cesar E. Chavez Guiding Principles

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.

Vision

The vision of Cesar E. Chavez Middle School is to create an inclusive, safe, and supportive learning environment where our students are Respectful, Own their actions, are Appropriative and attentive, and who are Responsible citizens (R.O.A.R.). In order for our students to be successful across content areas, they will become critical thinkers who can communicate, engage, and collaborate with the facilitation of rigorous curriculum while maximizing the effective use of technology.

Expectations

We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to their school and local community.

Last updated: 1/28/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	82
Grade 7	75
Grade 8	83
Total Enrollment	240
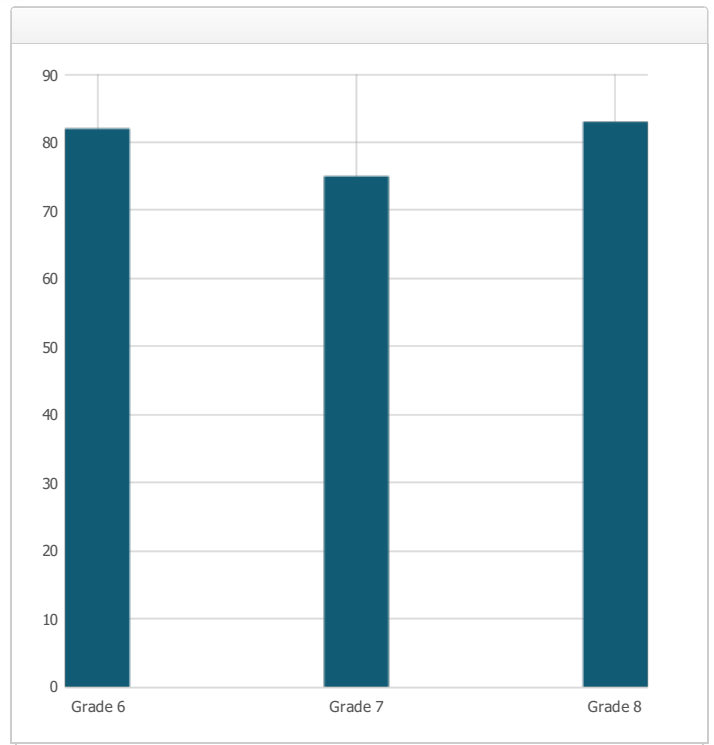
Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	98.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.3 %
Two or More Races	0.0 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.1 %
English Learners	29.2 %
Students with Disabilities	12.1 %
Foster Youth	0.4 %

Last updated: 1/25/2018

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	11	11	41
Without Full Credential	2	3	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
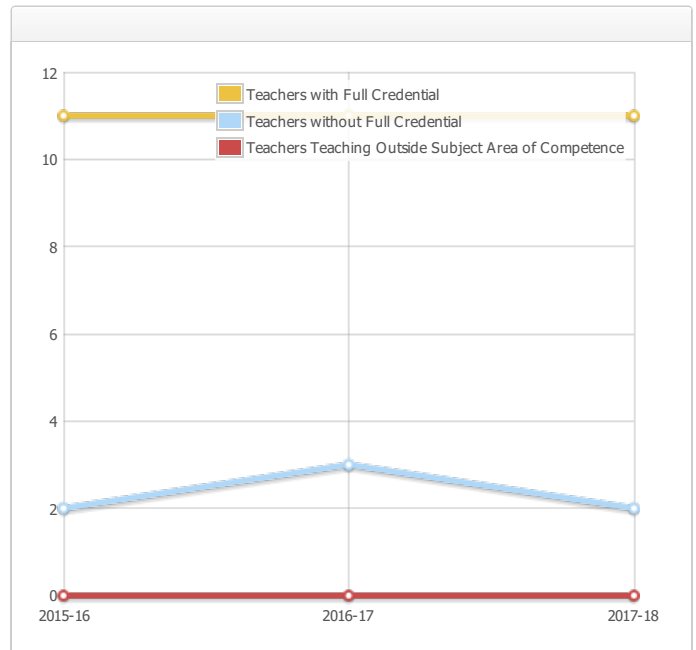
Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	2	3	2
Total Teacher Misassignments*	2	3	2
Vacant Teacher Positions	0	0	0
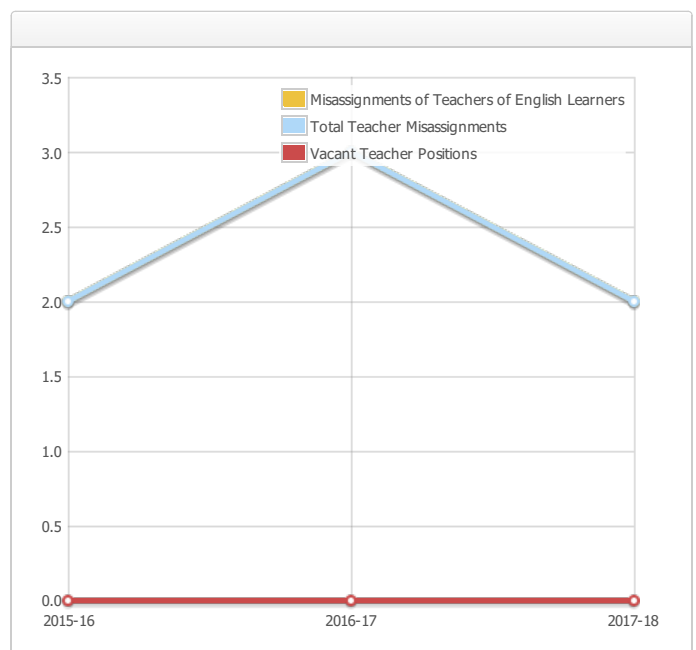
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

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

Year and month in which the data were collected: December 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. California Collections (2017)	Yes	0.0 %
Mathematics	Holt California Mathematics Course 1 (2008) Course 2 (2008) Algebra (2008)	No	0.0 %
Science	Holt Science: Life Science (2007) Physical Science (2007) Earth Science (2007)	No	0.0 %
History-Social Science	Glencoe Publishing: Ancient Civilizations (2006) Medieval Period to Early Modern Times (2006) The American Journey (2006)	No	0.0 %
Foreign Language	N/A		0.0 %
Health	Glencoe Health (2003)	No	0.0 %
Visual and Performing Arts	N/A		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: 1/28/2018

School Facility Conditions and Planned Improvements

Built in 2002. Chavez Middle School offers a safe, clean, and secure campus for students, staff and visitors. Currently Chavez Middle School consists of 18 classrooms, a library, an administration building, a multi-purpose room and a staff room.

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of califomia Office of Public School Construction. This survey was completed on August 1, 2017 and is available at the Maintenance, Operations and Transportation office.
Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Last updated: 1/29/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Areas have been inspected and cleaned. Pest issue has been addressed.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Exemplary

Last updated: 1/25/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	31%	27%	25%	26%	48%	48%
Mathematics (grades 3-8 and 11)	14%	10%	13%	13%	36%	37%

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: 1/28/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	240	233	97.08%	27.47%
Male	115	112	97.39%	19.64%
Female	125	121	96.80%	34.71%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	234	228	97.44%	28.07%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	221	214	96.83%	27.10%
English Learners	143	137	95.80%	21.90%
Students with Disabilities	29	28	96.55%	--
Students Receiving Migrant Education Services	29	27	93.10%	22.22%
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 (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.

Last updated: 1/22/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	240	238	99.17%	--
Male	115	113	98.26%	--
Female	125	125	100.00%	12.80%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	234	233	99.57%	--
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	221	219	99.10%	--
English Learners	143	142	99.30%	--
Students with Disabilities	29	28	96.55%	--
Students Receiving Migrant Education Services	29	29	100.00%	13.79%
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 (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.

Last updated: 1/22/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45.0%	36.0%	43.0%	39.0%	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.

Last updated: 1/22/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	13.0%	24.7%	10.4%

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: 1/28/2018

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)

The entire community of the Planada Elementary School District have ample amount of opportunities to become involve with school activities.

Parent Involvement activities include, but are not limited to:

- The School Site Council- provides funding and resources to enhance the school and its programs

- Active Parent Booster Club that works on providing students with opportunities and activities

- Back-to-School Night

- Parent workshops (tech, ELPAC, etc.)

- STEAM Museum presentations

- Parent/Teacher Conferences

- Student Success Team

- Home School Compact

- Communications via email and Parent Square

- 8th grade Promotion Parent meeting

- Athletic Events

- ASB Student dances (Fall and Spring)

- MASTERS program

- Tri-District Medical Academy Fall Conference

- Tri-District Medical Academy Community Showcase

- LCAP Community Meetings

- Migrant Education Program

For more information on any of these opportunities, please call 209-382-0768

State Priority: Pupil Engagement

Last updated: 1/25/2018

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	81.0%	82.3%	83.8%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
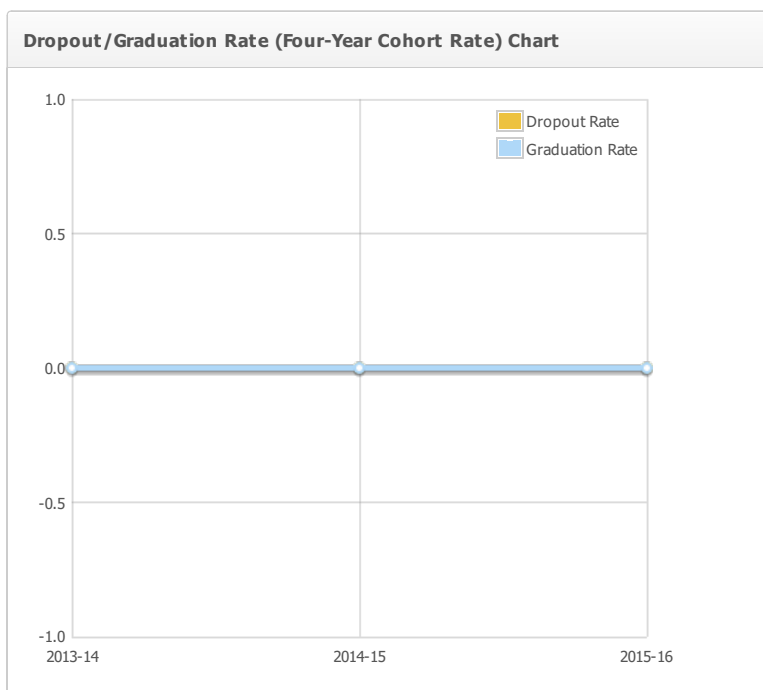
State Priority: School Climate

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.9%	5.8%	8.7%	3.7%	2.2%	3.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
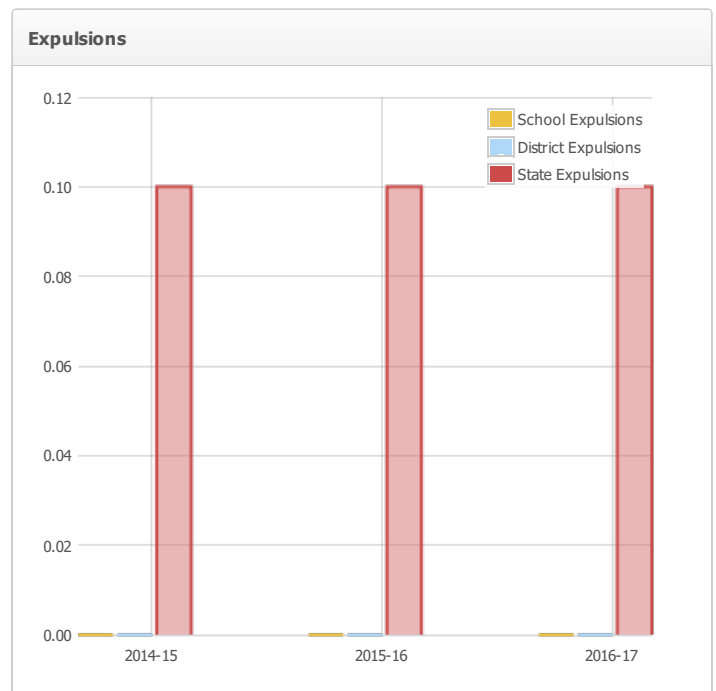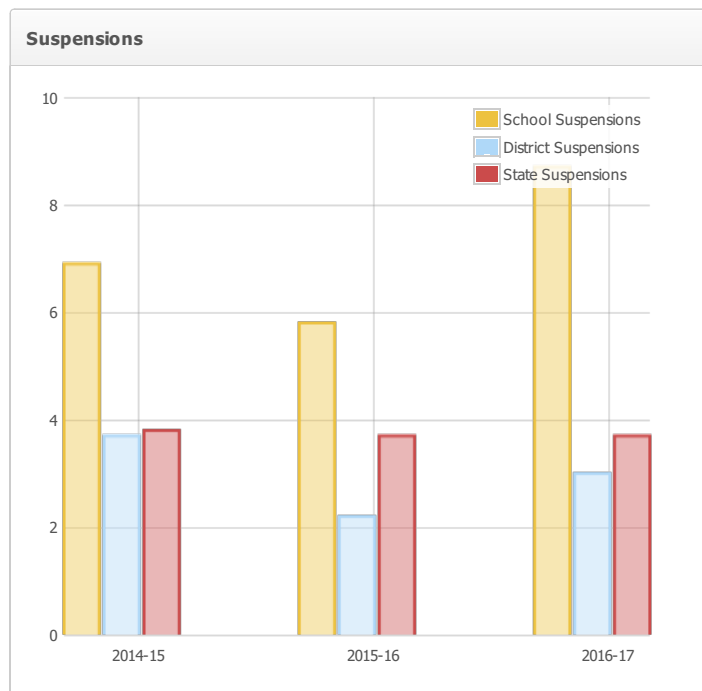
School Safety Plan (School Year 2017-18)

Cesar E. Chavez Middle School is focused on providing a positve, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safety School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that promotes campus safety and focuses on the analysis of the school's physical and social environments. The plan includes response protocols and strategies for specific emergencies including disaster preparedness.   The School Safety Plan is updated annually.

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 2017-18)

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%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	25.0	6	7	5	21.0	4	10	0	23.0	6	15	0
Other	0.0	0	0	0	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: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+	2016-17 Average Class Size	Number of Classes * 1-22	23-32	33+
English	19.0	12	9	0	18.0	9	3	0	16.0	10	4	0
Mathematics	12.0	2	0	0	19.0	3	1	0	23.0	1	2	0
Science	27.0	0	6	0	30.0	0	2	1	23.0	2	6	0
Social Science	25.0	2	6	0	28.0	1	3	0	26.0	0	6	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: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	240.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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: 1/25/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11181.4	$2118.7	$9062.6	$64358.4
District	N/A	N/A	$9165.8	$67211.0
Percent Difference – School Site and District	N/A	N/A	-1.1%	-4.3%
State	N/A	N/A	$6574.0	$61939.0
Percent Difference – School Site and State	N/A	N/A	31.8%	3.8%

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

Last updated: 1/28/2018

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, CEC Middle School receives State and Federal funding for the following categorical, special education and support programs. These include:
-Home to School Transportation
-Special Education
-Lottery
-Title 1, Part A - Low Income and Neglected
-Title II - NCLB Title II PTA Teaching Quality
-Title II, Part D-Tech
-Title III Limited English
-Local Control Accountability Plan

Last updated: 1/28/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,723	$42,598
Mid-Range Teacher Salary	$67,416	$62,232
Highest Teacher Salary	$81,754	$80,964
Average Principal Salary (Elementary)	$105,691	$102,366
Average Principal Salary (Middle)	$105,691	$104,982
Average Principal Salary (High)	$	$
Superintendent Salary	$170,639	$117,868
Percent of Budget for Teacher Salaries	32.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart
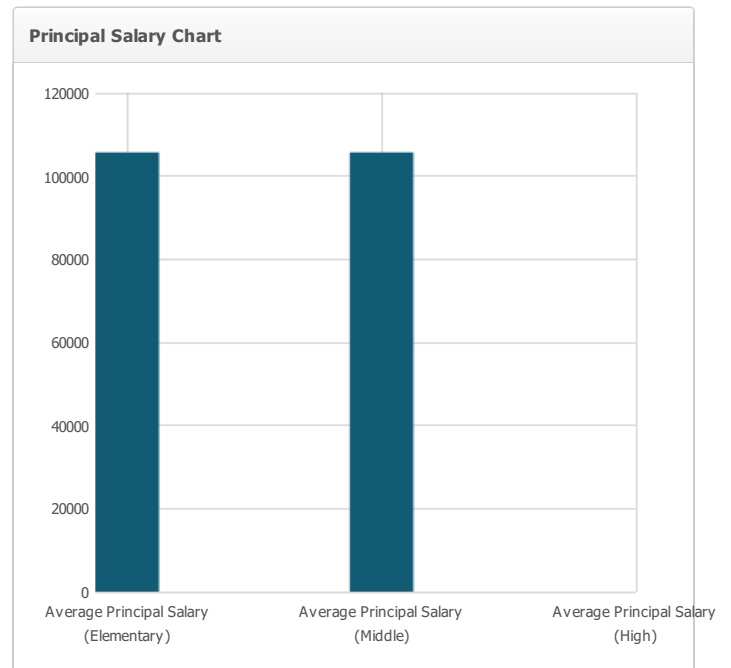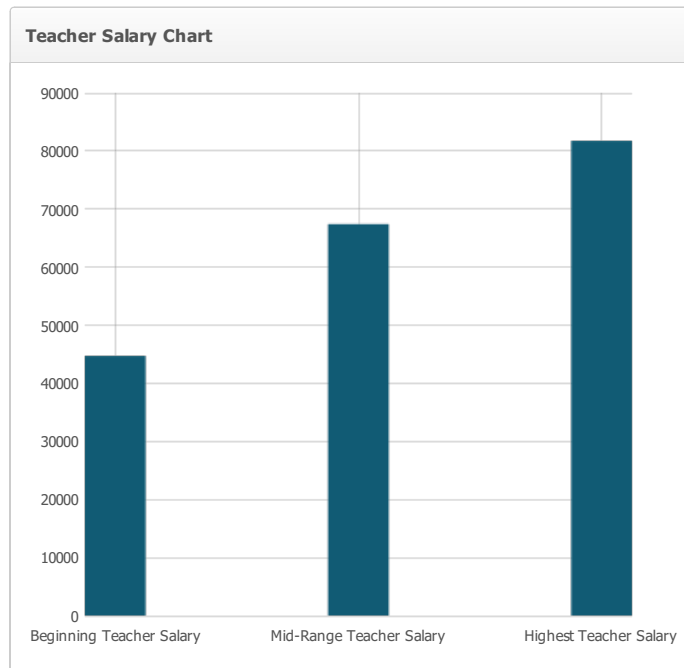
Last updated: 1/28/2018

Professional Development

Staff enhance their skills through participation in conferences, workshops, and grade/subject level collaboration throughout the year. Over the last three years the district has dedicated three full days for professional development per year, in addition to part-day professional development sessions. Collaborative time is built into the school day on Wednesdays, which is designated for teachers to engage in collaborative professional learning. Such communities of practice afford

our teachers the opportunity to deepen their content knowledge and strengthen their instructional repertoire.

For the past two years, the emphasis of the professional development has been on student achievement, with a focus on English Language Development for English Learners and Common Core implementation. English Language Arts staff also received professional development with the adoption of new ELA curriculum in 16-17.

Currently, the mathematics department is piloting a new Common Core aligned math curriculum. In addition to collaboration time, math teachers have received two full days of professional development on the math pilot.

Last updated: 1/29/2018