

Cesar E. Chavez Middle School
2013-14
SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

**Cesar E. Chavez
Middle**

Contact Information (School Year 2014-15)

161 South Plainsburg Rd.

Planada, CA 95365

(209) 382-0768

Principal: Idefonso Nava, Principal

Contact E-mail Address: inava@planada.k12.ca.us

County-District-School (CDS) Code: 24658216120448

Planada Elementary

Contact Information (School Year 2014-15)

(209) 382-0756

www.planada.k12.ca.us

Superintendent: Mr. Jose Gonzalez

Contact E-mail Address: jgonzalez@planada.org



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

District Name	Planada Elementary
Phone Number	(209) 382-0756
Superintendent	Mr. Jose Gonzalez
E-mail Address	jgonzalez@planada.org
Web Site	www.planada.k12.ca.us

School Contact Information - Most Recent Year

School Name	Cesar E. Chavez Middle
Street	161 South Plainsburg Rd.
City, State, Zip	Planada, CA 95365
Phone Number	(209) 382-0768
Principal	Ildefonso Nava, Principal
E-mail Address	inava@planada.k12.ca.us
Web Site	www.planada.k12.ca.us
County-District-School (CDS) Code	24658216120448

School Description and Mission Statement- Most Recent Year

The mission of Cesar E. Chavez Middle School is to prepare students to become productive citizens and life-long learners.

The Vision of Cesar E. Chavez Middle School is create a safe, positive, well-balanced learning environment in which our students are respectful and motivated to create the opportunity to experience success.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	96
Grade 7	78
Grade 8	74
Total Enrollment	248

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	0
Hispanic or Latino	96.4
Native Hawaiian/Pacific Islander	0
White	2
Two or More Races	0.00
Socioeconomically Disadvantaged	91.9
English Learners	29.4
Students with Disabilities	12.5

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

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	12	12	12	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Adopted 2002 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: McDougal Littell	0%
Mathematics	Adopted 2001 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th Grade: Scott Foresman 7th Grade: Prentice Hall 8th Grade: Glencoe	0%
Science	Adopted 2000 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: Holt	0%
History-Social Science	Adopted 2006 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: Glencoe	0%
Foreign Language	N/A	N/A	0%
Health	Adopted 2001 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: Glencoe	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements - Most Recent Year

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, a computer lab, a multi-purpose room and a staff room. At the time this report was published 100% of the restrooms at Chavez Middle School were in good working conditions.

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

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

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	✔	—	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	56%	59%	41%	56%	57%	48%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48%
All Students at the School	41%
Male	67%
Female	16%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	38%
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	41%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43%	48%	48%	41%	49%	48%	54%	56%	55%
Mathematics	28%	40%	31%	48%	59%	53%	49%	50%	50%
History-Social Science	35%	24%	31%	35%	24%	31%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	4	4
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	9	32	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	30	3
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	9	32	2
English Learners	13	14	13
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	21.8%	33.3%	N/A
9	N/A	N/A	N/A

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.

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 - Most Recent Year

The entire community of the Planada Elementary School District have ample amount of opportunities to become involve with school activities. The School Site Council provides funding and resources to enhance the school and its programs. CEC Middle School also has an active parent booster club that works on providing students with opportunities and activities. Parents and the community are invited to participate and attend yearly events such as Educational workshops, Student Science Fair, Open House, student productions and a variety of athletic events.

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.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	0	29.8	29.7	0	11.9	12.4	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1

School Safety Plan - Most Recent Year

CEC Middle School Provides an ideal environment for students to reach their highest academic potential. The goal for CEC Middle School's disciplinary program is to teach students a variety of ways to deal with 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 successes or display positive behavior through the POWER program.

The same high expectations that the school has for academics applies to behavior as well; students are expected to behave. All disciplinary rules are procedures at the school center around the concept of respect: respect for oneself, respect for others, and respect for property, to create a peaceful, safe environment. There are few incidents of misbehavior at school, a thorough Discipline Plan is in place nonetheless.

The Discipline Plan is contained in the Student Directory, which is sent home with student at the beginning of the school year. The plan stresses students' rights and responsibilities and lays down specific behaviors expectations students must follow during their time at school. All rules are clearly defined, fair, and consistently enforced.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

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%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.2	6	4	4	16	14	4	4	17	15	2	2
Mathematics	20.7	6	1	2	20	4	3	2	20	4	5	
Science	27	2	2	2	22	3	2	2	26	1	3	2
Social Science	26.7	2	3	2	22	3	3	1	19	5	3	

* 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.33	243
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non - teaching)	1	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$63,004
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$57,931
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, CEC Middle School receives State and Federal funding for the following categorical, special education and support programs:

- Home to School Transportation
- Special Education
- Lottery
- Economic Impact Aid
- 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

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,970	\$38,970
Mid-Range Teacher Salary	\$58,805	\$56,096
Highest Teacher Salary	\$73,390	\$71,434
Average Principal Salary (Elementary)	\$93,959	\$91,570
Average Principal Salary (Middle)	\$93,959	\$97,460
Average Principal Salary (High)	\$0	\$99,544
Superintendent Salary	\$122,752	\$107,071
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Over the last three years the district has dedicated three days for staff development per year. The emphasis of the staff development has been on student achievement with a focus on English Language Development for English Learners and Common Core implementation.