

School Accountability Report Card

School Year 2005-06

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Cesar Chavez Elementary School

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Section I - About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Driving through the heart of the Mission District, it is difficult to miss the rich and vibrant murals of Cesar Chavez Elementary School. Incorporated in these multi-colored images are the core values that this school community strives for: excellence in academic achievement, respect for diversity, and strength in character and personal growth. We focus on a rigorous academic program emphasizing reading, writing, math, science and the arts.

Our dedicated and caring staff of teachers and support staff work together to provide a safe and nurturing environment for learning. Partnering our efforts with a committed parent community, Cesar Chavez Elementary School, like its namesake, works toward a better future for all our children.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Cesar Chavez School prides itself on its open door policy. Families are given a wide range of opportunities for participation. Parents are encouraged to volunteer in the classroom, as well as on field trips and other schoolwide cultural activities. To help govern our school, families are actively recruited for the Parent Organization, the School Site Council, the English Learner Committee, the School Advisory Committee, and/or the Pre-K Committee. Opportunities are also given families to support learning at home by assisting children with their homework, and taking their children to the local libraries. In addition, families are given opportunities to participate on site for the Even Start Program which promotes literacy and the CBET Program for English as a Second Language classes.

Student Enrollment By Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	79
1	76
2	52
3	52
4	61
5	63
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	383

Student Enrollment By Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.1
American Indian or Alaska Native	2.1
Asian	5.0
Filipino	3.9
Hispanic or Latino	81.5
Pacific Islander	0.3
White (Not Hispanic)	1.6
Multiple or No Response	2.6
Socioeconomically Disadvantaged	83.5
English Learners	69.0
Students with Disabilities	21.0

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2003-04			Avg Class Size	2004-05			Avg Class Size	2005-06		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	3			19.3	4			19.8	4		
1	19.3	3			16.7	3			19.0	4		
2	15.0	4			19.0	3			17.3	3		
3	19.0	3			18.7	3			16.3	3		
4	26.0		1		22.3		3		23.5		2	
5	24.7		3		22.0		2		21.7		3	
6												
K-3												
3-4	6.0	1										
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 that participated in the Class Size Reduction Program. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K-3	99.3	99.3	99.3

Section II - School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Cesar Chavez has a comprehensive safety plan in place. The school and classrooms are neat and orderly which promotes a positive learning environment for students. A Conflict Manager Program, run by the Student Advisor is in place, and selected students receive conflict resolution training. These conflict managers help to keep our schoolyard and hallways safe. Earthquake and fire drills are practiced regularly, and procedures are reviewed on a regular basis. There is a Disaster Committee composed of teachers, principal, student advisor, and ancillary staff. Meetings are held regularly to evaluate our procedures for emergencies. All classrooms have an emergency backpack, and a directory with updated emergency numbers. The office also maintains updated information on all our students.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Student and Parent/Guardian Handbook for the San Francisco Unified School District 2006-2007 is the book followed to enforce district wide rules which will allow all of our students to be safe and free of distractions in their schools. One of the Pupil Services highest priorities this year is to enforce trunacy laws. We encourage all students to practice respect for themselves and others to avoid any disciplinary issues.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003/04	2004/05	2005/06	2003/04	2004/05	2005/06
Suspensions	0%	0%	0%	4.58%	4.74%	5.75%
Expulsions	0%	0%	0%	.07%	.03%	.08%

Section III - School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school facility is in excellent shape - from the well maintained classrooms to the outside of the building painted with beautifully colored murals. There have been many renovations completed recently - including the painting of the inside of the building and upgrading our building to make it ADA accessible. All students and families have access to the building - including the stage. The computer lab is safe and secure, as is the building. In addition, our garden is maintained by families, and the fence to protect our garden was recently replaced. The padding under the play structure in the yard has recently been replaced.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls, floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Section IV - Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	24	23	25	3117
Without Full Credential	0	2	0	111
Teaching Outside Subject Area of Competence	2	0	0	—

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	85.7	14.3
All Schools in District	72.0	28.0
High-Poverty Schools in District	53.0	47.0
Low-Poverty Schools in District	65.0	35.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

SFUSD realizes the importance of having a high quality teacher in the classroom everyday. To accomplish this goal while accommodating teacher absences and professional development days, we provide permanent substitutes to STAR schools and recently implemented a new substitute system to better facilitate the placement of substitutes at all schools. The new substitute system features web and phone access - saving users' time and providing better reporting capabilities to administrators.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

SFUSD's teacher evaluation system is primarily based on the California Standards for the Teaching Profession (CSTP), which includes a pre-observation protocol to review the Content and Performance Standards, a teacher post-observation self-reflection opportunity and a post-observation protocol.

Administrators are trained in CSTP evidence based observations, as well as in reflective questions and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in SFUSD. For teachers who are not performing at a satisfactory level, the district has a Peer Assistance and Review (PAR) program.

Section V - Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist		----
Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Section VI - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. The following new instructional materials were adopted by the SFUSD Board of Education for the 2006-2007 school year, and were provided for all high school students enrolled in: 10th grade world history, physics, and some AP science classes. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2006 meeting of the Board of Education. Insufficiencies exist for some high schools in the areas of health and world languages, but class sets are available. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2006-2007, new history/social studies instructional materials were provided for all students in grades K-8, and replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2006 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	4679	911	3768	53751
District	----	----	3768	53751
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	4743	57560
Percent Difference - School Site and State	----	----	-20.6%	-6.6%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Cesar Chavez Elementary School offers a number of programs including English Language Development, Spanish Bilingual, American Sign Language, and special education classes such as inclusion, speech and occupational therapy. It houses two literacy specialists who work with identified students kindergarten through fifth grades. Arts education is funded liberally and all students receive instruction from art specialists. Field trips are an integral component of our program and all students have an opportunity to participate in a variety of enrichment experiential programs - including overnight camping trips. In addition, our school offers after school programs in conjunction with Jamestown, Sports4Kids, as well as a YMCA after school program.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35548	37540
Mid-Range Teacher Salary	55213	59426
Highest Teacher Salary	70407	73925
Average Principal Salary (Elementary)	88394	96377
Average Principal Salary (Middle)	92831	100144
Average Principal Salary (High)	96582	109130
Superintendent Salary	250000	185251
Percent of Budget for Teacher Salaries	34.5 %	40.9 %
Percent of Budget for Administrative Salaries	5.2 %	5.3 %

Section VIII - Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 10 and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	22	22	31	40	45	47	36	40	42
Mathematics	32	42	39	40	46	48	34	38	40
Science	7	9	13	27	30	39	25	27	35
History-Social Science				35	40	38	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	58	67	*	
Filipino	*	*	*	
Hispanic or Latino	29	39	8	
Pacific Islander				
White (not Hispanic)	*	*		

CST Results by Student Group - Most Recent Year (continued)

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	32	45	11	
Female	32	34	16	
Economically Disadvantaged	30	38	10	
English Learners	26	35	11	
Students with Disabilities	29	20	0	
Students Receiving Migrant Education Services	17	25	*	

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling and mathematics in grades 3 and 7 only. The results are reported as a percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	19	55	31	46	43	45	43	41	42
Mathematics	38	76	52	58	59	61	51	52	53

NRT - Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	% of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	32	51
Pacific Islander		
White (not Hispanic)	*	*
Male	28	45
Female	37	63
Economically Disadvantaged	30	52
English Learners	28	49
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
Grade 5	11.1
Grade 7	
Grade 9	

Section IX - Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	1	3	4
Similar Schools	1	8	9

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: 'N/A' means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	69	48	13	736
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	96	50	21	723
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	53	52	12	729
English Learners	----	----	18	721
Students with Disabilities	----	----		

State Award and Intervention Programs

This section contains information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2006-2007
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement	----	29
Percent of Schools Currently in Program Improvement	----	26.61 %

Section X - School Completion and Postsecondary Preparation

Not Applicable.

Section XI - Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Our school provides a number of programs on site including: an English Language Development Program, a Spanish Bilingual Program, an American Sign Language Program, Special Education (including a Spanish Bilingual Special Day class, RSP, Inclusion, Speech, Occupational Therapy) and an Aural/Oral class. Teachers plan at grade level meetings, as well as at strand meetings to develop an articulated schoolwide program for our students. In addition, our leadership team, composed of representatives from all programs meets on a regular basis and continues to build on our school focus. Staff development opportunities are offered to all, ie, all teachers have received Reading First Coaching. Together, using data, we assess our students' educational needs and plan for them accordingly.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three full days fo professional development during the academic year.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade. Total instruction days in SFUSD is 180 days.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	50,850	36,000
1	50,850	50,400
2	53,400	50,400
3	54,300	50,400
4	54,300	54,000
5	54,300	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In all San Francisco Unified District schools in grades K through 8: 10 minimum days provide time for parent and teacher conferences during the Fall and Spring Parent Conference weeks, also three minimum days per year make time for teachers to participate in professional development during Professional Development Institutes. High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian.