

Cesar Chavez Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Cesar Chavez Academy
Street	1150 Paseo Grande
City, State, Zip	Corona CA 92882
Phone Number	(951) 736-4640
Principal	Dr. Stuart Payne
E-mail Address	stuart.payne@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/ccas
CDS Code	33670336114151

District Contact Information	
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
E-mail Address	mclin@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Mission: "Our mission is to provide a child-centered environment that promotes personal growth and lifelong learning."

Vision: What we must do to accomplish our Mission.

A. Provide a Child-Centered Environment

How we provide a child-centered environment:

1. Create a welcoming environment in which all students feel safe.
2. Promote rigor and engagement in all subject areas.
3. Design differentiated and developmentally appropriate lessons.
4. Build relationships based on trust and mutual respect.
5. Provide interventions (academic and social/emotional) for students in need of extra support.

B. Promote Personal Growth

How we promote personal growth:

1. Promote a growth mindset.
2. Foster creativity and intellectual curiosity.
3. Develop empathy for others and personal responsibility for oneself.
4. Build self-reliance and independence.
5. Recognize and encourage positive, pro-social behaviors.

C. Promote Life-long Learning

How we promote life-long learning:

1. Develop a college and career-ready mindset.
2. Nurture an effort-based model of success.
3. Challenge our students to be critical thinkers.
4. Cultivate good and ethical citizens.
5. Help students find their voice and contribute to society.

At Cesar Chavez Academy, our mission is to provide a child-centered environment that promotes personal growth and lifelong learning. Cesar Chavez Academy is a K-8 school that offers a variety of curricular opportunities and our staff is committed to high expectations for all students by providing them with the best possible learning environment. We also promote a growth mindset by encouraging our students to do their very best and work hard in order to become successful at whatever they endeavor to do as they move through their K-8 experience.

Cesar Chavez Academy is located in the western region of Corona and serves students in grades kindergarten through eight following a traditional calendar. Cesar Chavez Academy is nestled in the foothills of the Cleveland National Forest and has beautiful scenic vistas in all directions. Those who visit Cesar Chavez Academy are struck at what a clean and beautiful campus we have. This Fall, wildfires occurred near Cesar Chavez Academy which forced our school and other schools in the region to close due to fire danger, road closures, and poor air quality.

At the end of the first Trimester of the 2018-19 school year, 918 students were enrolled (531 K-6 + 387 7-8 = 918), including 12.8% identified as Students with Disabilities, 175 students (19%) are identified as English Language Learners, and 522 students (58.9%) qualify for Free or Reduced Lunch.

At Cesar Chavez Academy, we not only want our students to be good thinkers, we also want them to be good people by making positive choices, being respectful, being responsible and being safe. We set high expectations for our students through the implementation of Common Core State Standards which calls on our students to problem solve with greater depth and complexity; by introducing the AVID program to our elementary grades this year, we are preparing our students to for the challenge of college and career readiness.

Cesar Chavez Academy is also dedicated to preparing our students technologically for our fast-paced world. We demonstrate this commitment to our students by providing them with four computer labs, two labs for our elementary students and two labs for our intermediate students. We have also added two mobile carts with laptops and upgraded our Wi-Fi infrastructure so that our students can conduct research using laptops or tablets in every classroom on campus.

Because your child's years at Cesar Chavez Academy represent a time for growth and endless opportunities, your involvement is critical in making sure your child gets to school on time each and every day. Within the classroom, our teachers will challenge your child to think critically, pose questions, examine possibilities, and find solutions. We look forward to partnering with you to make your child's year productive and successful. Below is a description of some of the programs and strategies we employ at Cesar Chavez to help our students grow academically, socially, and emotionally:

PBIS: PBIS stands for Positive Behavioral Intervention and Support. PBIS is a systematic school-wide approach that supports proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience.

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm. Instead of using a punitive and piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within our school is implemented in areas including the classroom and non-classroom settings (such as the lunch tables, the playground, the walkways, the computer labs, classrooms, the bus, restrooms, etc.). At Cesar Academy, our staff uses a PBIS school-wide behavior matrix to define behavior expectations in each school setting. We use the acronym Thunderbirds S.O.A.R. to outline our character values (S=Safe, O=Organized, A=Achieving, and R=Respectful) to regularly remind our students how they are to behave at all times in all settings. We also convey our school-wide behavior expectations to students via assemblies, video tutorials, classroom discussions, one-on-one counseling, recognizing adaptive behaviors and positive incentives such as SOAR bucks which can be redeemed for prizes in our SOAR Raffle.

AVID: Advancement Via Individual Determination (AVID), is dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. In 2015, we began implementing AVID strategies in our middle school classrooms. Based on the success of AVID in our middle school setting, our staff decided to implement AVID strategies in our Elementary classrooms in 2016. Our AVID-trained teachers instruct our students using AVID skills and behaviors for academic success by: (a) providing intensive support with tutorials and strong student/teacher relationships, (b) creating a positive peer group for students, (c) developing a sense of hope for personal achievement gained through hard work and determination. The AVID support structure is known as WICOR, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that our staff uses to guide our students in comprehending materials and concepts, and articulating ideas at increasingly complex levels of difficulty called Depths of Knowledge (DOK).

Two-Way Dual Language Immersion: In 2017-18, Cesar Chavez Academy became a Dual Language Immersion (DLI) school with its inaugural Kindergarten class. This program affords students the opportunity to become bilingually and bi-literately proficient in both Spanish and English. Our program reflects the 90:10 model where the instructional day consists of 90% Spanish and 10% English in Kindergarten, increasing to 50% English and 50% Spanish by fourth grade. Eventually, DLI will phase into the secondary level, where instruction will consist of approximately 30% Spanish and 70% English instruction. The greatest benefit of participating in the Dual Language Immersion program is achieved by students committed to the full K – 12 DLI program wherein they can receive the State Seal of Biliteracy.

PAL: The Peer Assistance and Leadership program (PAL) is an award-winning and Nationally Recognized Evidence-Based Prevention Program. Our middle school PAL course uses the potential of young people to make a difference in their lives, schools and communities. PAL recognizes an innate capacity for social understanding, personal well-being, and community participation within every student. PAL nurtures and builds capacities to help our students increase resiliency and build protective factors to help them achieve school and social successes which lead to a productive life. Our PAL course develops students who participate in productive pursuits with peers, using decision making, higher order thinking skills, and resiliency building. Our PAL students learn to adapt the power of peer pressure to influence others positively and, ultimately, make a difference in the lives of others. Positive peer influence is utilized as a central strategy for addressing issues like bullying, low achievement, and other at-risk behaviors. Above all, PAL is both fun and transformational for our students who participate in this program.

STEM: STEM stands for Science, Technology, Engineering, and Math. This year, our Middle School Science Department added an elective 7th Period Success for School STEM wheel for our eighth grade students. During each of the three trimesters of our school year, student enrolled in the STEM wheel rotate through various pursuits: In Google CS First, Students use computer science and technology to explore storytelling, art, fashion/design, social media, sports, music/sound, animation and game design. In Engineering & Design, Students design and develop various machines and tools to solve everyday problems. Projects include Super Slingers, Rocket Rally, Battle of the Boats, Zoom Machines, Drop Zone and Bridge Challenge. On any given day, students in the STEM program can be seen behaving as scientists by recording observations, carrying out experiments, or conducting their own research. Learning is project-based and sometimes messy because students learn by doing, not by rote memorization. Our STEM teachers encourages collaboration as students discuss their work and challenge each other's ideas.

Leadership: As the name implies, students will learn to take on leadership roles and help organize important events that take place at Cesar Chavez Academy. Students must be hardworking, collaborative, and creative. Leadership students promote Spirit Days on campus and organize campus activities like school dances, food drives, UNITY Day, Red Ribbon Week, and support many other school-wide activities and events.

Honors Classes: All interested students will be considered for our honors classes. We encourage all academically talented and highly motivated students to apply. Students must have meets standards or above on State and District assessments in Math and Language Arts and an A or B in the chosen subject(s). Students are challenged in these classes and can expect to experience more rigorous curriculum and assignments. Students are evaluated each trimester to make sure they are still eligible to remain in honors classes. Students may be removed from honors classes if they cannot maintain an A or B. Core subjects offered in the honors program are: Language Arts, History, and Science. Math honors (accelerated) classes are based on criteria set by the district office based on District, State, and placement exam test scores.

Music: In Middle School, students have the option to take Band or Choir as an elective. Band has three levels: Beginning, Intermediate, and Advanced (as determined by teacher). Band is a year-long commitment emphasizing the fundamentals of music education. Special emphasis is placed on tone production, technical development, basic music theory concepts, and all elements related to successful public performance. Students will be exposed to a wide variety of music with a goal of performing. Students are placed in the appropriate level of band based upon prior playing experience, current ability, and teacher assessment. As a general rule, beginning band is for students that have never played their instrument, intermediate band is for those students that have previously played in elementary school or through private tutors, and advanced band is for those that are very proficient in their instrument and reading music. All levels of ability are welcome! Choir is a year-long commitment emphasizing the fundamentals of music education where students are placed based on their grade level and are exposed to a wide variety of music with a goal of performing. Additionally, our music program features a Jazz Band as a 7th Period elective.

Technology/Computers: Computer electives include Technology, Desktop Publishing and Career Technology. In Technology class (7th Grade), Students extract concepts they have learned in their core courses and apply that knowledge through the implementation of various technological tools. Students demonstrate both their content knowledge and technological expertise through project-based learning. Students work with a wide array of technology and mediums including video production, digital music production, digital photography, and/or digital portfolios. Technology instruction sets a foundation of understanding in terms of how technology is used in many professions today. This course also provides strong college and career preparedness as students continue their education into adulthood. In Desktop Publishing (8th Grade), students enhance their previous computer application skills, and are given the opportunity to explore the elements and principles of web page design, photo editing and multimedia. Students also learn photography skills that build upon what was learned in 7th grade. Additionally, students utilize and integrate technology, which includes the Internet, HTML & other coding languages, multimedia presentations, desktop publishing, and graphic editing. In Career Technology (8th Grade), in an advanced computer class that focuses on learning the basics of video production including script writing, video editing, set design and directing. Students also integrate computer skills learned in beginning computers to create multimedia presentations.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	83
Grade 1	62
Grade 2	55
Grade 3	66
Grade 4	70
Grade 5	86
Grade 6	68
Grade 7	185
Grade 8	212
Total Enrollment	887

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	3.8
Filipino	2.3
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.1
White	21.6
Socioeconomically Disadvantaged	60.2
English Learners	19.6
Students with Disabilities	10.9
Foster Youth	0.5

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	37	39	40	41.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 15, 2017

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, August 15, 2017, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2004 Hampton Brown, High Point 2016 Hampton Brown, Inside: Language, Literacy & Content 2017 Houghton Mifflin Harcourt, Collections 2014 Pearson, Opening the World of Learning		0
Mathematics	2014 Pearson, Connected Mathematics 3 2014 Pearson, Connected Mathematics 3 2008 Prentice Hall, Algebra 1, CA Edition 2008 Prentice Hall, Pre-Algebra California Edition 2009 Scott Foresman Addison Wesley, enVision Math 2008 Scott Foresman Addison Wesley, enVision Math		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	2008 Macmillan/McGraw-Hill, California Science 2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science		0
History-Social Science	2006 Harcourt School Publishers, Reflections: Ancient Civilizations 2006 Harcourt School Publishers, Reflections: California Series 2006 Holt, US History, Independence to 1914 2006 Holt, World History, Medieval to Early Modern Times		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cesar Chavez Academy's original facilities were built in 1997; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Creation of new security fence at front office
- Install new middle school track and field
- Install new elementary playground

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and two evening custodians are assigned to Cesar Chavez Academy. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	RM K1: 4. WATER STAIN CEILING TILES B 102: 4. WATER STAIN CEILING TILES RM 22: 4. WATER STAIN CEILING TILES RM 9: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	RM K 2: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/5/2018	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	57.0	56.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	40.0	36.0	45.0	46.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	672	671	99.85	55.74
Male	340	340	100.00	50.59
Female	332	331	99.70	61.03
Black or African American	17	17	100.00	58.82
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100.00	79.31
Filipino	13	13	100.00	76.92
Hispanic or Latino	443	443	100.00	50.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	153	152	99.35	63.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	403	403	100.00	44.91
English Learners	172	172	100.00	33.14
Students with Disabilities	81	81	100.00	18.52
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	672	670	99.7	36.12
Male	342	342	100	33.92
Female	330	328	99.39	38.41
Black or African American	17	16	94.12	18.75
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100	61.29
Filipino	13	13	100	61.54
Hispanic or Latino	443	443	100	32.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	150	99.34	44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	403	402	99.75	29.1
English Learners	172	172	100	22.09
Students with Disabilities	81	81	100	7.41
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.3	18.1	39.8
7	24.0	29.5	26.8

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, email, newsletters, school marquee, school website, text messages, and the bulletin board. Contact the school office at (951) 736-4640 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

Chaperone Field Trips
Classroom Helper
Fundraising Activities
Library Volunteer
After School Events
Chaperone Dances

Parent Organizations and/or Committees:

English Learner Advisory Council
Parent Teacher Association
School Site Council
Dads All In
Action Team for Partnership

School Activities for Parents to Attend:

Back to School Night
Winter Festival
Open House
Book Fairs
Musical Performances
Red Ribbon Week
Parent Information Night

Talent Show
 Turkey Feast in the Fall
 Winter Band and Choir Concert
 Spring Band and Choir Concert
 BBQ Day in the Spring
 Daddy Daughter Dance
 Mother Son Picnic
 Family Movie Nights
 English Language Advisory Council

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.3	3.3	1.7	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.1	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Cesar Chavez Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2018.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		2		18	1	1		28	2		1
1	32		2		29		2		31		2	
2	32		2		26		2		28		2	
3	28		3		26		3		27		2	
4	33		1	1	29		3		27		3	
5	27		3		33			2	29		3	
6	34			2	28		3		34			2

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	918
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	1042	5907	96539.69
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-6.3	4.3
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-10.7	23.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2017-18 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds

- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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)

All training and curriculum development activities at Cesar Chavez Academy revolve around the California State Standards. Cesar Chavez Academy held staff development training devoted to:

- Data analysis
- Close Reading
- Common Core State Standards
- InnovatedED
- Professional Learning Communities
- Technology Training
- Reader by Nine
- Positive Behavior Interventions and Supports (PBIS)
- AVID
- Step up to Writing
- Ascend Math
- Accelerated Reader
- Triumph Math
- PALS
- iReady Training
- Istation Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Cesar Chavez Academy supports ongoing professional growth throughout the year on early release days and during Professional Collaboration Time. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Cesar Chavez Academy's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Vertical Teaming
- Writing for the 21st Century Student

Cesar Chavez Academy offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.