

Cesar Chavez Junior High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Cesar Chavez Junior High School
Street	2701 Eastgate Blvd
City, State, Zip	Ceres, CA 95307
Phone Number	209-556-1830
Principal	Rosemarie Kloepfer
E-mail Address	rkloepfer@ceres.k12.ca.us
Web Site	http://cereschavez.sharpschool.net/
CDS Code	50 71043 0123679

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209-556-1500
Superintendent	Scott Siegel, Ed. D.
E-mail Address	rkloepfer@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

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

Cesar Chavez Junior High School (CCJHS) is located in the community of Ceres in Stanislaus County. The school serves a student population of 665 students (335 7th grade students and 330 8th grade students). CCJHS opened in 2011 and reflects the community in serving a wide range of cultural, linguistic, and socio-economic stakeholders. The school's beautiful boasts state of the art classrooms, a library, a multipurpose room, a dance studio, a music building, an art room, and a gymnasium. The grounds include a quarter-mile track, a football field, basketball courts, a softball diamond, and a baseball diamond. Cesar Chavez offers a variety of core and elective classes to all students: English Language Arts (ELA), mathematics, social studies, science, physical education (PE), and various electives. Special education programs on campus include: resource (RS), learning handicapped (SDC/LH), and severely handicapped (SH).

The School Site Council (SSC) meets throughout the school year to provide input, review, and evaluate the Single Plan for Student Achievement (SPSA), Local Control Accountability Plan (LCAP), and Site Strategic Plan; provide suggestions for future directions; and to oversee the general school improvement process. The English Learner Advisory Committee (ELAC) and Family Engagement Team (FET) also meet throughout the school year. In addition, the school staff encourages parent participation in the classroom in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms (as evidenced by Cesar Chavez's Parent Site Visit) and chaperone supervise school sponsored events (such as school dances and field trips). Information regarding upcoming events and special activities is sent home regularly through the Connect Ed phone messaging system, school website, and monthly Tiger Times newsletter.

Regarding testing, the 2014/2015 SBAC data showed 38% of CCJHS students met or exceeded the standards in ELA, while the 2015/2016 data showed an improvement to 44%. The 2014/2015 SBAC data showed 14% of CCJHS students met or exceeded standards in math, while the 2015/2016 data showed the same (14%). CCJHS focus will continue to focus on incorporating literacy across all content areas, as well as gaining deeper knowledge of the California Math standards. Regarding English Learner (EL) students specifically, CCJHS has 23 that are in the overall Beginning and Early Intermediate levels on the California English Language Development Test (CELDT). These students have been placed in an English Language Development (ELD) class, with the hope that their English will improve enough so that they can drop the ELD course. CCJHS ELs are specifically focused on, especially those that are considered Long Term English Learner (LTEL) students, to ensure academic growth. District instructional coaches work with CCJHS teachers and admin so that all become well versed in strategies to assist these students in growing academically. 43% of CCJHS students most recently tested in the overall Early Advanced and Advanced levels on the CELDT, and because of this, CCJHS staff hope for a high number of students that are Reclassified Fluent English Proficient (RFEP).

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

Grade Level	Number of Students
Grade 7	328
Grade 8	302
Total Enrollment	630

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.6
Asian	7.1
Filipino	0.3
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	1.3
White	14.4
Two or More Races	1.3
Socioeconomically Disadvantaged	84.9
English Learners	14.1
Students with Disabilities	10.2
Foster Youth	0.3

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	26	27	
Without Full Credential	0	2	1	
Teaching Outside Subject Area of Competence (with full credential)	4	5	3	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.3	8.7
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

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 (School Year 2016-17)

Year and month in which data were collected: 2016/December

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school, the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act.

- Holt Literature and Language Arts-2003
- Houghton Mifflin Harcourt Math -2015
- Prentice Hall Science and Technology-2008
- Glencoe Social Science-2006
- American Journey Glencoe 2006
- Holt, Rinehart & Winston, California Science (Earth, Life and Physical)– 2006

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2003	Yes	0%
Mathematics	2015	Yes	0%
Science	2008 and 2006	Yes	0%
History-Social Science	2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cesar Chavez has a safe, clean, well-maintained campus that includes a multipurpose room, a gymnasium, a football field, baseball diamonds, a track, and soccer fields. Many community groups in Ceres utilize the Cesar Chavez facility due to its high level of quality.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/07/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/07/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	43	35	39	44	48
Mathematics	14	13	20	20	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	339	331	97.6	48.0
	8	298	294	98.7	36.4
Male	7	175	169	96.6	40.8
	8	150	148	98.7	29.7
Female	7	164	162	98.8	55.6
	8	148	146	98.7	43.1
Asian	7	26	25	96.2	64.0
	8	20	20	100.0	70.0
Hispanic or Latino	7	236	232	98.3	44.4
	8	221	218	98.6	32.1
White	7	60	58	96.7	58.6
	8	38	38	100.0	44.7
Socioeconomically Disadvantaged	7	286	278	97.2	45.7
	8	259	256	98.8	32.4
English Learners	7	35	33	94.3	6.1
	8	25	25	100.0	4.0
Students with Disabilities	7	26	25	96.2	16.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	39	37	94.9	5.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	339	332	97.9	16.3
	8	339	332	97.9	16.3
Male	7	175	170	97.1	16.5
	8	175	170	97.1	16.5
Female	7	164	162	98.8	16.1
	8	164	162	98.8	16.1
Asian	7	26	25	96.2	28.0
	8	26	25	96.2	28.0
Hispanic or Latino	7	236	233	98.7	15.0
	8	236	233	98.7	15.0
White	7	60	58	96.7	17.2
	8	60	58	96.7	17.2
Socioeconomically Disadvantaged	7	286	279	97.5	15.4
	8	286	279	97.5	15.4
English Learners	7	35	34	97.1	5.9
	8	35	34	97.1	5.9
Students with Disabilities	7	26	25	96.2	4.0
	8	26	25	96.2	4.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55	65	52	56	50	47	60	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.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	298	290	97.3	52.4
Male	150	146	97.3	54.1
Female	148	144	97.3	50.7
Asian	20	20	100.0	85.0
Hispanic or Latino	221	215	97.3	49.8
White	38	37	97.4	51.4
Socioeconomically Disadvantaged	259	252	97.3	50.4
English Learners	25	24	96.0	25.0
Students with Disabilities	39	36	92.3	41.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.2	23.8	29.2

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 (School Year 2016-17)

CCJHS is a family friendly school that offers a variety of opportunities to families so that they may contribute to the success of their students. Parents are encouraged to join the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Family Engagement Team (FET), all of which hold numerous meetings throughout the school year. Opportunities to join such committees and to volunteer for various events are publicized via the annual Welcome to the Jungle event, flyers, Connect-Ed messages, the school website, and the monthly Tiger Times newsletters. Parent education is offered on an annual basis through the Parent Institute for Quality Education (PIQE). Parent Conference Week occurs twice a year, and as needed, additional conferences with specific families occur throughout the school year. All print information and Connect-Ed messages are in both English and Spanish, and translation services are provided as needed via telephone or in person.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	21.3	10.4	13.1	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.3	0.0	0.3	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Safety Plan (SSP) is reviewed each year with the staff and the School Site Council (SSC). Input was reviewed, discussed, and updated with the faculty in December, will be presented to the SSC in January, and will be submitted to the School Board for approval by March. The SSP primarily addresses school climate and the school's physical environment. School climate has three sub goals goals: high-risk behaviors; student motivation; and connections with students, staff, parents, and the community. Activities to address bullying, student activities, conflict resolution, and counseling needs are embedded. The physical environment of CCJHS is also broken into three sub-goals: disaster preparedness, arrival and dismissal procedures, and security and supervision in high need areas.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	4	11	7	30	3	6	11	30	3	6	11
Mathematics	29	3	12	5	28	3	10	8	28	3	10	8
Science	31	2	6	10	28	4	8	9	28	4	8	9
Social Science	29	2	10	7	28	4	9	8	28	4	9	8

Note: 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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	631
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,833.55	\$2,105.90	\$6,727.65	\$76,008.25
District	N/A	N/A	\$6,451.10	\$73,217
Percent Difference: School Site and District	N/A	N/A	4.3	3.8
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	18.5	2.4

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

Types of Services Funded (Fiscal Year 2015-16)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

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)

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Mondays after school are dedicated to department meetings, grade level meetings, staff meetings, and department chair meetings. These meetings allow for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

All Language Arts teachers have had the AB466 Holt Instruction training and have fully implemented the Holt curriculum at Cesar Chavez. In addition to this training, the entire Cesar Chavez staff has had training in instructional strategies that include school-wide literacy training, academic vocabulary, power writing, and EL strategies. Cesar Chavez had 17 collaborative training days in the 2014-2015 school year. In 2016/2017, there are five days set aside for professional development. In addition, there are 18 "late start days", where teachers and admin are able to undergo professional development and work together collaboratively. The district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.