

Cesar Chavez Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Cesar Chavez Elementary School
Street	2600 East Pecan
City, State, Zip	Madera CA 93638
Phone Number	(559) 664-9701
Principal	Stephanie Mcpherson
Email Address	stephaniemcpherson@ maderausd.org
School Website	https://www.madera.k12.ca.us/chavez
County-District-School (CDS) Code	20652430110957

2023-24 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2023-24 School Description and Mission Statement

Principal's Message

Cesar Chavez Elementary School, established in 2006, is situated in southeast Madera and serves a diverse student population of around 700, ranging from preschool to sixth grade. Surrounded by picturesque orchards, our school is located within a mile of Madera Community College. The parents and community members take great pride in our neighborhood school, and our dedicated teachers uphold high standards for student achievement and behavior, offering various opportunities for excellence in multiple disciplines. Through the Community Schools Grant, we promote collaborative problem-solving between parents, community resources, and our school to better meet the social and emotional needs of our students. We recognize that our relationships with parents and the broader community are vital to the success of our school, and we actively encourage parent participation in various school events, councils, and meetings. By fostering strong connections between the school and the community, we create a collaborative environment that supports the holistic development of our students.

We are deeply committed to providing each child with a high-quality educational and social experience. We believe in fostering a well-rounded education that addresses the needs of the whole child. Recognizing the diversity and cultural experiences of our students, we have created an inclusive culture that honors the unique gifts and assets each student brings to their learning journey. Our teachers collaborate closely to make decisions that support students' academic, social, emotional, and personal well-being. We believe in fostering a well-rounded experience that addresses the needs of the whole child, including daily physical exercise, artistic and social expression, and increased exposure to literature. Our students attend a variety of classes each week, such as art, STEM, library, music, and physical education. Additionally, students in grades five and six can participate in extracurricular sports and music activities, and students from every grade level participate in curriculum-related field trips. Throughout our school, we prioritize literacy and writing skills. Our Literacy Coach Reading Specialist provides

2023-24 School Description and Mission Statement

rigorous support to teachers in the primary grades, ensuring a strong foundation for literacy development. We encourage students to use writing as a means of communication and expressing their knowledge of grade-level standards. To monitor the progress of our students, we regularly assess their growth through state tests and district assessments. This allows us to track their academic achievements and identify areas where additional support may be needed.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	97
Grade 2	106
Grade 3	102
Grade 4	99
Grade 5	99
Grade 6	100
Total Enrollment	716

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	53.2%
American Indian or Alaska Native	0.3%
Asian	3.6%
Black or African American	1.1%
Hispanic or Latino	90.8%
Two or More Races	0.7%
White	1.7%
English Learners	40.2%
Foster Youth	0.4%
Homeless	2.8%
Migrant	2.1%
Socioeconomically Disadvantaged	92.7%
Students with Disabilities	9.4%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.40	96.55	821.90	85.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	25.70	2.67	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.60	4.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	1.57	12115.80	4.41
Unknown	1.10	3.45	58.40	6.05	18854.30	6.86
Total Teaching Positions	33.60	100.00	966.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.50	91.57	850.50	83.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.81	28.20	2.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.40	59.00	5.79	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	23.70	2.33	11953.10	4.28
Unknown	1.50	4.21	57.50	5.64	15831.90	5.67
Total Teaching Positions	35.50	100.00	1019.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Madera Unified held a public hearing on September 24, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected	July 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance: Step Up to Literacy, 2014 McGraw Hill California Wonders, 2017 Benchmark Adelante, 2017 Board Approved: May 10, 2016	Yes	0.0%
Mathematics	California Math in Focus: Singapore Math, 2012 McGraw Hill My Math, 2014 Big Ideas Math, 2015 Board Approved: April 29, 2014	Yes	0.0%
Science	Twig Science, 2020 Board Approved June 11, 2019	Yes	0.0%
History-Social Science	California History-Social Science: myWorld Interactive, 2019 California History-Social Science: myWorld Interactive, Ancient Civilizations, 2019 TCI Social Studies Alive! California Series, 2016 Board Approved: May 8, 2018	Yes	0.0%
Foreign Language	Mc Dougal Avancemos 2013	Yes	0.0%

School Facility Conditions and Planned Improvements

Cesar Chavez Elementary was originally constructed in 2006 and is comprised of 31 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, and 2 playgrounds.

Cleaning Process

The principal works daily with the custodial staff of 3 full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements. The following chart displays the results of the most recent school facilities inspection information. The chart displays data collected in July 2022.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		Staff Room: "Kinder Restroom: Marker stains on bathroom stalls. 400 North Restrooms: Dusty AC vents. Restroom walls are stained. Tissue paper residue on the ceiling. " Cafeteria: Cafeteria walls appear dusty and stained. Cafeteria Restrooms: wall stains around the cafeteria. Stained ceiling pannels Speech PATHOLOGIST OFFICE: Wall paper is peeling below the window
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Staff Room: "400 North Restrooms: Dusty AC vents. Restroom walls are stained. Tissue paper residue on the ceiling. " Cafeteria: Cafeteria walls appear dusty and stained. Cafeteria Restrooms: wall stains around the cafeteria. Stained ceiling pannels Speech PATHOLOGIST OFFICE: Wall paper is peeling below the window
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Office: Wall Paper is feeling off in the nurses office and Speech Pathologist Office. There are a few roof tiles that are stained. Rodent droppings are evident throughout the office and desks. Staff Room: "400 North Restrooms: Dusty AC vents. Restroom walls are stained. Tissue paper residue on the ceiling. 406: Water flow on sink faucet spatters everywhere. " nurses office :
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library: Stained ceiling tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	19	24	30	31	47	46
Mathematics (grades 3-8 and 11)	10	14	16	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	397	99.75	0.25	24.43
Female	186	185	99.46	0.54	25.41
Male	212	212	100.00	0.00	23.58
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	64.29
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	367	366	99.73	0.27	23.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	148	148	100.00	0.00	7.43
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	372	371	99.73	0.27	23.99
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	44	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	397	99.75	0.25	14.39
Female	186	185	99.46	0.54	8.11
Male	212	212	100.00	0.00	19.91
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	367	366	99.73	0.27	13.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	148	148	100.00	0.00	6.08
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	372	371	99.73	0.27	13.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	44	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.00	14.29	15.25	14.88	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00	0.00	13.83
Female	43	43	100.00	0.00	13.95
Male	51	51	100.00	0.00	13.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	90	90	100.00	0.00	14.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	92	100.00	0.00	13.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	97%	97%	99%	98%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Cesar Chavez parents hold high expectations for their children and our school, demonstrating strong support for our educational program. They remain well-informed through regular newsletters and messages sent home via ParentSquare. We actively engage parents through various advisory committees such as the School Site Council, Parent Club, Coffee Hour, English Language Advisory Committee, and informal conversations. These platforms provide opportunities for parents to participate and offer their valuable input on decisions made within our school. Furthermore, parents actively participate in numerous school activities, including the annual carnival, parent picnics, Back-to-School Night, Literacy Night, Book Fairs, sports events, and generously provide donations to support these events. We encourage parents who wish to get involved and support school activities to reach out to Sonia Hernandez at 559-664-9701. The involvement of parents in our school community is highly valued and greatly contributes to the success of our educational endeavors. We appreciate the support and active participation of our parents in creating a positive and nurturing environment for our students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	760	743	202	27.2
Female	348	344	94	27.3
Male	412	399	108	27.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	27	27	4	14.8
Black or African American	9	9	4	44.4
Filipino	0	0	0	0.0
Hispanic or Latino	689	673	182	27.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	15	14	7	50.0
English Learners	326	314	61	19.4
Foster Youth	9	8	5	62.5
Homeless	25	24	10	41.7
Socioeconomically Disadvantaged	709	694	188	27.1
Students Receiving Migrant Education Services	17	17	2	11.8
Students with Disabilities	87	84	25	29.8

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.44	2.63	0.18	3.95	5.03	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.25	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.63	0
Female	1.72	0
Male	3.4	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	3.99	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.45	0

2023-24 School Safety Plan

Safety of students and staff is a primary concern of Cesar Chavez Elementary. The school is always in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Chavez has a School Safety Plan developed in conjunction with the Madera Unified School District (MUSD) Department of Student Services. The plan is revised and reviewed annually with parents and staff. Parents are involved in the development of the plan via the School Site Council (SSC). The School Site Safety plan was last reviewed by Chavez staff on November 9th, 2022. It was reviewed and updated in October 2022, by the School Site Council. All revisions were communicated to staff.

The Safety Plan includes procedures for child abuse reporting; suspension, expulsion, and due process procedures; procedures for the notification of staff regarding dangerous pupils; sexual harassment policy; dress code; procedures for safe ingress and egress of the school by students, parents and staff; fire drill, earthquake, lockdown, and evacuation procedures; and a statement regarding school discipline.

A key element of the Safety Plan is the Crisis Management Plan. This plan outlines procedures for emergency response, school evacuation, and communication in the event of a crisis situation or disaster. In addition, an emergency "Go Bag" is stocked with first aid supplies and an updated student list of emergency contact numbers.

Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in to the office before entering campus.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6	8	
1	20	3	12	
2	21	2	12	
3	23	2	11	1
4	28	2	3	6
5	25	4		6
6	26	4		6
Other	19	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	7	12	
1	18	14	3	
2	21	2	12	
3	23	2	11	1
4	27	2	6	
5	26	2	9	
6	30	2		9
Other	9	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	716

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8354.35	1648.63	6705.72	81573
District	N/A	N/A	3671.58	\$77,690
Percent Difference - School Site and District	N/A	N/A	58.5	0.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	1.7	-8.0

Fiscal Year 2022-23 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, After School Programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.--

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,813	\$55,550
Mid-Range Teacher Salary	\$76,198	\$84,645
Highest Teacher Salary	\$97,406	\$111,284
Average Principal Salary (Elementary)	\$129,854	\$139,860
Average Principal Salary (Middle)	\$132,984	\$146,440
Average Principal Salary (High)	\$139,061	\$158,447
Superintendent Salary	\$225,000	\$278,268
Percent of Budget for Teacher Salaries	25.65%	32.21%
Percent of Budget for Administrative Salaries	4.57%	4.89%

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in-class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	8	8