

# CESAR CHAVEZ ELEMENTARY SCHOOL

Recipient of the Ocean Guardian Grant & Raising a Reader Grant

250 Apple Avenue, Greenfield, CA 93927 • (831) 674-2412

Grades TK-6

Sarah Amezcua, Principal

## Annual School Accountability Report Card

A Report of 2019-20 School Activities Published in 2020-21



### GREENFIELD UNION SCHOOL DISTRICT

493 El Camino Real, Greenfield, CA 93927

Phone: (831) 674-2840

[www.greenfield.k12.ca.us](http://www.greenfield.k12.ca.us)

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### PRINCIPAL'S MESSAGE

Welcome to Cesar Chavez Elementary School, Home of the Golden Bears! As principal, I have the privilege of introducing you to the Annual School Accountability Report Card for Cesar Chavez Elementary School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realizations, discipline, budget, and facility enhancement.

As a school we are dedicated to working as a collaborative group to provide differentiated instruction to ensure the success of ALL students. Our school wide initiatives include: Positive Behavioral Interventions and Supports (PBIS), Stemscope Science Exploration, and developing all students to be 21st Century College and Career Ready through Common Core State Standards and the integration of technology. As a district, we also continue our partnership with FIRST (For Inspiration and Recognition of Science and Technology) and LEGO Education.

*Sarah Amezcua, Principal*

### DISTRICT & SCHOOL DESCRIPTION

Greenfield Union School District is located in the heart of the Salinas Valley, approximately 135 miles south of San Francisco. The city is surrounded by a rich agricultural area producing a large portion of the nation's fruits and vegetables. Housing developments have increased in response to the rapid growth in the community's agricultural, retail, government, and tourism industries. The district currently operates four elementary schools and one middle school which serve over 3,500 students in grades TK-8.

Cesar Chavez Elementary School provides a safe, standards-based learning environment for students in grades TK-6. During the 2019-20 school year, 628 students were enrolled. Student demographics include 9.7% receiving special education services, 53.8% qualifying for English learner support, 90.6% enrolled in the free or reduced-price meal program, 0.2% foster youth, and 13.9% homeless youth.

Student Enrollment by Subgroup/Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American		Kindergarten	88
American Indian or Alaskan Native		Grade 1	93
Asian		Grade 2	87
Filipino	0.5%	Grade 3	83
Hawaiian or Pacific Islander		Grade 4	93
Hispanic or Latino	96.7%	Grade 5	91
White	2.7%	Grade 6	93
Two or More Races	0.2%		
Socioeconomically Disadvantaged	90.6%		
English Learners	53.8%		
Students with Disabilities	9.7%		
Homeless	13.9%		
Foster Youth	0.2%	Total Enrollment	628

*This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.*

## DISTRICT MISSION STATEMENT

To promote ALL students with high levels of academic and personal achievement through a collaborative system of support, guided by passionate, dedicated staff in a safe, nurturing, and culturally responsive environment that fully prepares students for future college and career success.

## DISTRICT VISION STATEMENT

Greenfield Union School District will be a national leader in education ensuring high levels of learning and success for ALL students.

## CORE VALUES

- We celebrate diversity and nurture the gifts and talents of our students.
- Our schools are safe learning places for ALL.
- Our schools have positive cultures that promote meaningful relationships.
- We will not let each other fall.
- Student success is a collective responsibility of ALL.
- We will ensure high levels of learning for ALL students.
- We will ensure equitable learning opportunities for ALL students.
- ALL students, families, and staff are valued and treated with respect.
- We value our parents and community as partners in education.
- ALL means ALL.

## SCHOOL VISION STATEMENT

Cesar Chavez provides rigorous instruction and creative opportunities for all students. We strive to build critical and creative thinkers who are inquisitive communicators and lifelong learners that have everything it takes to be successful in life. This goal can best be achieved through collaboration with all stakeholders. Together we can help our students reach their full potential.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;

- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

The following components encompass our district's LCAP goals:

**Culture:** We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

**Academics:** We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-drive instructional practices that ensure ALL students are fully prepared for college and career success.

**Community:** We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

## PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Cesar Chavez Elementary School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts.

### Volunteer to Help

- Classrooms
- Fundraising Activities
- Parent Teacher Association (PTA)

### Join Leadership Groups

- School Site Council
- English Learner Advisory Council
- District English Learner Advisory Council / District English Learner Advisory Committee (ELAC)
- District Budget Advisory Committee

### Volunteer/Attend Special Events & Workshops

- Back to School Night
- Open House
- Parent Education Workshops
- Triple P Workshop
- Parent Teacher Conference
- Principal/Parent Cafes (3-5 times per year)
- Beautification Day
- Annual Musicals & Assemblies

Parents seeking more information or who are interested in participating in any of the activities listed above may contact the community liaison at (831) 674-2412 for information.

## SCHOOL NEWS

Regular school-to-home communication, provided in both English and Spanish, keeps parents up to date on student progress and school issues. Every month a newsletter is sent home and includes current school news and other announcements as necessary. Flyers are sent out as needed and Parent Square Messaging is used. A calendar of events is published at the first of the year; general information can be found on the school website and on the school marquee. Cesar Chavez uses Facebook, Instagram, and Twitter to announce upcoming events and to stay in touch with both parents and students.

# STUDENT ACHIEVEMENT

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to

grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

## DISTRICT BENCHMARK ASSESSMENTS

Greenfield Union School District administers its own comprehensive assessments to measure student progress in meeting district and state standards in both language arts and math. Students in grades TK-8 are evaluated three times using the i-Ready program, and periodically throughout the year using grade-level, essential standards benchmarks. Teachers use assessments results to (1) identify students for additional academic intervention and enrichment, (2) modify classroom instruction practices, (3) modify delivery of curriculum content, and (4) identify areas where teachers may benefit from supplemental training in either course curriculum or instructional strategies.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight						
Percentage of Students Meeting or Exceeding the State Standards						
	Cesar Chavez		GUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	30	N/A	23	N/A	48	N/A
Mathematics	22	N/A	18	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Cesar Chavez		GUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5 & 8)	5	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)										
2019-20										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## PHYSICAL FITNESS

In the spring of each year, Cesar Chavez School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

California Physical Fitness Test Results 2019-20			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## SCHOOL FACILITIES & SAFETY

Cesar Chavez Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. The campus is entirely fenced in, and is a completely enclosed and secure environment in which students can learn. Once school is in session, all gates are closed and visitors must access the campus through the school office.

2019-20 Campus Improvement Projects:

- Redesign of the playground area and repainting/restripping playground area
- Landscaping projects to the front of the school

## CAMPUS SUPERVISION

As students arrive on campus in the morning, yard duty supervisors monitor student activity until 8:05 a.m. in the multipurpose room, and teachers on duty are in the playground area from 8:00 a.m. until school starts. During recess, teachers share supervisory responsibilities of playground activity. A yard support program provides monitored student activities during recess times. During lunch, yard duty supervisors monitor students on the

Campus Description	
	Quantity
# of Permanent Classrooms	30
# of Portable Classrooms	2
# of Restrooms (student use)	5 sets
Music Room	1
Multipurpose Room/Cafeteria	1
Workroom	1
Library/MakerSpace	1
Staff Lounge	1

playground. At the end of the day, kindergarten students are released from their rooms or the cafeteria to their parents through a gate in their area. Students in grades K-2 who are being picked up by parents are lined up at the front gate and released directly to their parents. Teachers release students in grades 3-6 from their classrooms to the cafeteria for parent pick up. Those students who ride buses in kindergarten are escorted by yard duty supervisors to the bus loading area while grades 1-6 are released and directed to the bus area. At the bus loading area, K-6 bus riders are supervised by yard duty supervisors. The principal, custodian, school office staff, and yard duty personnel carry hand-held radios to facilitate routine and emergency communications.

To maintain a safe and secure environment while classes are in session, all parents and visitors are required to check in at the school office upon arrival, wear a visitor's badge while on campus, and return to the school office upon departure.

## SCHOOL SITE SAFETY PLAN

A Comprehensive School Site Safety Plan was initially developed for Cesar Chavez Elementary in collaboration with local law enforcement and fire protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, sexual harassment policy, procedures for safe arrival and departure from school, and dress code policy. Cesar Chavez Elementary's most current school safety plan was reviewed, updated, and shared with school staff in September 2020. An updated copy of the school site safety plan is available to the public at the Greenfield Union School District office and the school office.

## MONTEREY COUNTY WILLIAMS FACILITIES INSPECTION

On an annual basis, representatives from the Monterey County Superintendent of Schools visit Greenfield Union School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facility conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The county inspection was completed in the first quarter (July-September) of 2020. Results of the inspection and corrective action taken by the district are provided in the table below.

## SCHOOL INSPECTIONS

Schools are required by state law to conduct an annual comprehensive inspection of school facilities, paying close attention to designated areas identified by state legislation and the Office of Public School Construction guidelines. The most recent facilities inspection at Cesar Chavez Elementary took place on July 10, 2020. Schools are required by state law to report the condition of their facilities. During the 2019-20 school year, 100% of student restrooms were fully operational and available for use at all times.

## CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together and communicate at least every other day to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Greenfield Union School District has established a comprehensive set of cleaning standards to ensure campus facilities are maintained in good repair and kept safe for students and staff. Parents may request to view approved cleaning standards by contacting the district's Director of Maintenance and Operations through the district office.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
NO FINDINGS			

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Inspection Date:</b> July 10, 2020	Good	Fair	Poor	
<b>Systems:</b> gas leaks, Mech/HVAC, sewer	✓			
<b>Interior Surfaces</b>	✓			
<b>Cleanliness:</b> overall cleanliness, pest vermin infestation	✓			
<b>Electrical</b>	✓			
<b>Restrooms/Fountains</b>	✓			
<b>Safety:</b> fire safety, hazardous materials	✓			
<b>Structural:</b> structural damage, roofs	✓			
<b>External:</b> playground school grounds, windows, doors, gates, fences	✓			
<b>Overall Summary of School Facility Good Repair Status</b>				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: This school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school.



One full-time day and two full-time evening custodians are assigned to Cesar Chavez Elementary School for daily cleaning of restrooms, cafeteria, classrooms, and administrative areas. The Director of Maintenance and Operations and a part-time maintenance custodian are available during the day to fulfill custodial needs as they arise during the school day.

Maintenance and Operations employs an electronic, web-based work order system that enables school staff to communicate its maintenance needs. Teachers and school staff relay requests for unscheduled special projects directly to school office staff who complete and submit a work order request to the Director of Maintenance of Operations. The director evaluates, prioritizes, and then forwards the request immediately to custodians for resolution. Custodians are qualified to perform minor and routine maintenance. Larger and more specialized projects are typically outsourced to third party contractors. Emergencies and urgent situations are typically resolved immediately.

All staff share the responsibility to report safety hazards or other conditions that need immediate attention. Graffiti and signs of vandalism are removed prior to students arriving on campus. The principal communicates with Maintenance and Operations staff as needed to manage safety concerns, cleaning practices, and maintenance needs.

Average Class Size and Class Size Distribution				
2017-18				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	29.0		4	
1	29.0		4	
2	25.0		5	
3	26.0		5	
4	30.0		4	
5	31.0		4	
2018-19				
K	24.0		4	
1	29.0		3	
2	26.0		3	
3	25.0		4	
4	30.0		3	
5	31.0		3	
2019-20				
K	22.0	1	3	
1	23.0		4	
2	28.0		3	
3	27.0		3	
4	31.0		3	
5	30.0		3	
6	31.0		3	
Other**	8.0	1		

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

## CLASSROOM ENVIRONMENT

### CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### STUDENT RECOGNITION

Cesar Chavez Elementary's staff celebrate student learning and positive behavior at school assemblies held each quarter. Each teacher selects students to receive Progress Awards; these awards honor students who have demonstrated outstanding effort in respectfulness, responsibility, safety and academic progress. Students with no absences in a month earn a Perfect Attendance award that month and, if there are no absences for the entire year, they are honored with a Perfect Attendance award at the end-of-the-year assembly. Students have the opportunity to earn the Character Counts award weekly and monthly for exhibiting positive character traits. There is a Cesar Chavez award for students who exhibit overall academic and behavior traits awarded each year. Raffles are held for "Got Caught Reading", Character Counts, Accelerated Reader, and Perfect Attendance weekly. Grades 1 through 3 participate in the 100 Book challenge and are awarded a medal for each 25 hours. Students read using reading logs that parents sign.

### DISCIPLINE & CLIMATE FOR LEARNING

Cesar Chavez Elementary School's discipline practices and behavior management strategies comply with California Education Code and approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Teachers integrate Character Counts strategies to promote respect and responsibility through daily instruction and activities. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules or demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

	Suspensions and Expulsions								
	Cesar Chavez			GUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions	4.50%	1.00%	0.48%	5.40%	3.60%	1.86%	3.50%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%	0.08%	0.09%	0.00%

## CURRICULUM & INSTRUCTION

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Greenfield Union School District are aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The STEMscopes Science curriculum is being piloted during the 2020-21 school year and the district anticipates adopting the curriculum for the 2021-22 school year.

On September 10, 2020, the Greenfield Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners. The Board of Trustees adopted Resolution #1059 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) 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 language arts, science, mathematics, social studies, and English Language Development, and (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Benchmark Education - Benchmark Advance	0%
2017	Yes	Bechmark Education - Benchmark Advance, California English 3D	0%
Math			
2015	Yes	Great Minds - Eureka Math	0%
Science			
2008	Yes	MacMillan/McGraw Hill - California Science (English and Spanish)	0%
		STEMscopes California NGSS	0%
2007	Yes	McDougal Littell - California Science	0%
Social Science			
2007	Yes	MacMillan/McGraw Hill - California Vistas (English and Spanish)	0%
2006	Yes	McGraw-Hill/Glencoe - Discovering Our Past	0%

## STAFF DEVELOPMENT

Greenfield Union School District combines efforts with school site administration to provide training and curriculum development which revolves around the California State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Grade levels participate in Professional Learning Communities (PLC's) three times per month on early release Wednesdays, and one Wednesday per month is used for professional development. During the 2019-20 school year, Cesar Chavez provided professional development based upon student achievement levels and teacher needs as well as follow-up training on districtwide programs which included:

- Common Core State Standards
- English Learner Development
- Response to Intervention
- Data Analysis
- Standards-Focused Instruction
- Mastery of Standards
- Essential Standards Mapping

During the 2018-19, 2019-20, and 2020-21 school years professional development activities covered topics contained in the charts located in this report entitled "Professional Development Days & Topics".

Teachers are encouraged to attend professional training programs offered by the Monterey County Office of Education and other local agencies for specialized training in their instructional areas and curriculum.

Teachers that are new to the profession as well as the district receive intensive support and training through the Monterey County Office of Education's New Teacher Induction Program (formerly known as BTSA - Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out-of-state, the New Teacher Induction Program

provides support and skill-building assistance through formative assessment and individualized support. After successful completion of the two-year program, teachers may apply for their clear teaching credential.

### Professional Development Days & Topics

2018-19	3 days
<ul style="list-style-type: none"> <li>• All Teachers Training:               <ul style="list-style-type: none"> <li>- ELPAC/Ellevation/ELD</li> <li>- Curriculum Planning (Grades K-5 &amp; 7-8)</li> <li>- Benchmark/CFAs (Grade 6)</li> <li>- Eureka/Pacing and CFAs (Grade 6)</li> <li>- Carnegie/Pacing and CFAs (Grades 7-8)</li> <li>- All Things PLC</li> <li>- Illuminate</li> <li>- Science</li> <li>- Number Talks</li> <li>- Big Picture (PLC, EMMS, CFA, Curriculum)</li> <li>- PBIS/Classroom Management</li> <li>- iReady</li> <li>- Classroom Technology (Aeries &amp; Illuminate)</li> <li>- Social Studies Pilot Training (Grades 7-8)</li> <li>- California Collections Training (Grades 7-8)</li> <li>- PLTW Science Technology Training</li> <li>- PLTW Computer Science Training</li> <li>- California Impact Training (Grades 7-8)</li> <li>- Lego Academy (Grades 2-4)</li> <li>- RTI at Work</li> <li>- Soluciones Conference</li> <li>- Write Tools Training</li> <li>- STEAMPOSIUM</li> </ul> </li> <li>• EL/Migrant Training:               <ul style="list-style-type: none"> <li>- English 3D Training</li> <li>- Math Night</li> </ul> </li> <li>• Special Ed Training:               <ul style="list-style-type: none"> <li>- SELPA Training</li> <li>- Corrective Action</li> <li>- How to Deal with Behavior</li> <li>- Handle with Care</li> <li>- Pathways</li> </ul> </li> </ul>	

### Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2019-20	6 days
<ul style="list-style-type: none"> <li>• 6th-8th Curriculum Training</li> <li>• 7th &amp; 8th Grade Science</li> <li>• Benchmark Advance Training</li> <li>• CAASPP Performance Task &amp; Performance Based Assessments</li> <li>• CAFE</li> <li>• California Collections Training</li> <li>• California Impact Training</li> <li>• CAST Academy</li> <li>• Classroom Management</li> <li>• ELD Best Practices</li> <li>• ELPAC Training</li> <li>• English 3D Training</li> <li>• Eureka Math Training</li> <li>• Family Engagement</li> <li>• Google in Education</li> <li>• Hattie's Visible Learning</li> <li>• Illuminate Conference</li> <li>• Lego Academy (2nd-6th Grade)</li> <li>• Math Training</li> <li>• Next Generation Science Standards</li> <li>• PLC Journey</li> <li>• Positive Behavior Interventions &amp; Supports</li> <li>• Process &amp; Protocols</li> <li>• Professional Learning Communities</li> <li>• Project Lead the Way</li> <li>• Response to Intervention</li> <li>• Science Training</li> <li>• Social Studies Pilot Training</li> <li>• Special Ed Training</li> <li>• STEAMPOSIUM</li> <li>• Technology Training</li> <li>• TK-8 Arts Integration</li> <li>• Write Tools Training</li> </ul>	

### Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2020-21	3 days
<ul style="list-style-type: none"> <li>• Computer Using Educators (CUE)</li> <li>• Distance Learning Platforms</li> <li>• English Language Development (ELD)</li> <li>• Social Emotional Learning</li> <li>• PLTW Design &amp; Modeling</li> <li>• Family Engagement</li> <li>• Depth of Knowledge (DOK)</li> <li>• Behavior - Tier 1 Strategies - Classroom and Home Environment</li> <li>• Tier 1 Strategies - The Teaching Matrix</li> <li>• Tier 1 Strategies - Encouraging Appropriate Behavior</li> <li>• Trauma Informed Care</li> <li>• Tier 2 Strategies - Implementation Teams &amp; Process</li> <li>• Reinforcement (R+) as an Evidence-Based Practice</li> <li>• SIRAS: Assessment Reports</li> <li>• Technology Training</li> </ul>	

## SCHOOL LEADERSHIP

Cesar Chavez Elementary's principal works closely with school staff and parents to ensure school programs are in alignment with student achievement goals and the schoolwide objectives.

Principal Sarah Amezcua works closely with school staff and leadership teams such as the Guiding Coalition. Monthly meetings and collaboration enable a strong focus on instructional strategies at Cesar Chavez Elementary.

The school's Guiding Coalition are comprised of the principal, assistant principal, academic coach and grade level leader representatives. The Guiding Coalition meets periodically for data analysis and to identify and develop staff development programs for teaching staff in an effort to improve student achievement.

Cesar Chavez Elementary's School Site Council (SSC) meets at least four times a year and is comprised of the principal, teachers, classified staff, and parent representatives. The SSC takes an advisory role in evaluating school programs and progress in meeting school goals.

Teaching staff work closely in Professional Learning Communities to improve student achievement, analyze data, and to set goals. Grade level teams meet every week to discuss academic progress, intervention strategies, and instructional needs.

Cesar Chavez Elementary School has an Academic Coach and a Grade Level Lead in English Language Arts and mathematics. The Leads work with the district to collaborate on the Common Core Curriculum.

## SPECIALIZED INSTRUCTION

Greenfield Union School District and Cesar Chavez Elementary believe in early identification and intervention of under performing students prior to testing for learning disabilities - ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, individual education plan, or Student Study Team guidelines. Instructional programs are aligned with state and district standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

### SPECIAL EDUCATION

Special education students are mainstreamed in the general education environment. One Special Day Class teacher and two Special Day Class aides for K-3 provide small group instruction in the resource room. Special education staff work closely with classroom teachers to provide instruction either on regularly-assigned class work or focused instruction in designated areas. Individualized instruction for special education students is 1) based upon their Individual Education Plan

(IEP) and 2) provided in the least restrictive environment. Each student's parents and school staff meet annually to evaluate student performance and adjust the child's IEP to meet the student's academic needs.

Greenfield Union School District is a member of the multi-district Monterey County Special Education Local Plan Area (SELPA), which collaborates with school districts and other public and private agencies in the county to provide a full complement of special education services for Cesar Chavez Elementary's students. Through the SELPA, special education support professional, students, and parents have access to an extensive pool of resources and expertise in the field of special education.

### ENGLISH LANGUAGE LEARNERS

English Learners (EL) are identified through the English Language Proficiency Assessments for California (ELPAC) test and home language survey. Students are placed in a classroom with a teacher who has been trained to teach second language skills to elementary students. English learners receive 30 minutes of ELD instruction as a supplement to their regular language arts curriculum. ELD instruction focuses on vocabulary building, reading fluency, and language acquisition. Teachers in grades TK-6 use the Benchmark and English 3D curriculums for ELD lessons.

### TARGETED INTERVENTION PROGRAMS

Through data analysis, teachers will determine targeted intervention groups to provide every child with the additional time and support needed to learn at high levels. Our Response to Intervention (RtI) practices are within the Professional Learning Community (PLC) model, where teachers work together in teams in collaboration to provide timely, targeted, systematic interventions to ass students who demonstrate the need.

Teachers use various tools such as state assessment results, DIBELS, BPST, in class assessments, and common formative assessments (CFAs) to identify students and their level of need. Teachers are guided through the RtI pyramid of instruction as a visual representation of a system of interventions to base their targeted groups. This will allow teachers the opportunity to deploy students to the grade level above or below to receive extra support if needed. Lessons and instruction is also tailored throughout the day using differentiated researched based strategies and practices.

- Intervention Teacher: Provides at-risk intervention tutoring primarily for English learners but is available to all at-risk students.
- ASES (After School Education & Safety): The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kinder through

sixth grade. Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit quality applications throughout California.

- Enrichment Programs: Music and fine arts classes are offered in the following: 1) Mariachi classes for grades 2-6; 2) guitar and piano lessons, and 3) art classes are embedded in core curriculum throughout the day. Additionally, we offer enrichment through fine and performing arts opportunities in partnership with The Arts Council for Monterey County and the Missoula Community Theatre Program.

## PROFESSIONAL STAFF

### COUNSELING & SUPPORT SERVICES STAFF

It is the goal of Cesar Chavez Elementary to assist students in their social and personal development as well as academics. Diagnostic and prescriptive teachings, the resource specialist program, counseling by teachers and other staff members, and involvement of outside agencies when necessary are available and utilized for Cesar Chavez Elementary students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress. The following table identifies counseling and non-teaching support staff assigned to Cesar Chavez Elementary. The district nurse is available on an as-needed basis and coordinates mandatory health screenings. The school counselor offers small group counseling to help students with family or school related issues.

Academic Counselors and Other Support Staff		
2019-20		
	No. of Staff	FTE*
Academic Counselor	0	0
Counselor	1	1.0
Nurse	As Needed	
Psychologist	As Needed	
Speech/Language/Hearing Specialist	1	1.0
Community Liaison	1	1.0
Library Clerk	1	0.8
Health Aide	1	1.0
Licensed Vocational Nurse	As needed	
Academic Coach	1	1.0
EL Support Teacher	1	0.6
Average Number of Students per Academic Counselor		628

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



## TEACHER ASSIGNMENT

During the 2019-20 school year, Cesar Chavez Elementary School had 23 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Cesar Chavez			GUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	25	26	26	151	151	147
Teachers with Full Credential	22	23	23	118	116	121
Teachers without Full Credential	3	3	3	33	35	26
Teaching Outside Subject Area (with full credential)	0	0	0	4	7	4
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	8	1	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.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2018-19 school year, Greenfield Union School District spent an average of \$13,076 of total general funds to educate each student (based on 2018-19 audited financial statements). 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 <http://www.cde.ca.gov/ds/fd/ec/> and <http://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.)

Teacher and Administrative Salaries 2018-19		
	GUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,944	50,574
Mid-Range Teacher Salary	74,712	76,649
Highest Teacher Salary	121,187	98,993
Average Principal Salaries:		
Elementary School	117,637	125,150
Middle School	124,509	129,394
Superintendent Salary	210,000	193,925
Percentage of Budget For:		
Teacher Salaries	28	34
Administrative Salaries	5	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Dollars Spent Per Student					
Expenditures Per Pupil	Cesar Chavez	GUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,001	N/A	N/A	N/A	N/A
Restricted (Supplemental)	158	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,843	6,337	108.0%	7,750	88.3%
Average Teacher Salary	80,067	72,299	110.7%	80,565	99.4%

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

In addition to general fund state funding, Greenfield Union School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Classified School Employee Professional Development Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Cesar Chavez Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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.

### DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Greenfield Union School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2020 and school facilities reports were acquired in January 2021.