



Cesar Chavez Elementary School

School Accountability Report Card, 2006–2007
Davis Joint Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

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This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

http://www.schoolwisepress.com/sarc/links_2007_en.html

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

How to Contact Our School

1221 Anderson Road
Davis, CA 95616
Principal: Denise Beck
Phone: (530) 757-5490

How to Contact Our District

526 B St.
Davis, CA 95616
Phone: (530) 757-5300
<http://www.djUSD.k12.ca.us/district>



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» Principal's Message

César Chávez Elementary is a kindergarten through sixth grade school that offers an alternative program to any interested student who is a resident in the Davis Joint Unified School District area. Our Spanish Immersion Program started in 1982 with a kindergarten/grade one combination class; today it enrolls 560 students on our campus.

The program goals are to develop bilingual, biliteral, and bicultural students. The majority of our students are English only, but we also have Spanish speakers enrolled in the program. We believe that this program gives both groups the opportunity to add the second language while they are developing their first language.

Our curriculum parallels the programs at other elementary schools in the district, but we offer it in Spanish for all grade levels. In kindergarten and first grade the academic curriculum is delivered in Spanish. English is introduced in small increments starting in second grade. By sixth grade the students receive 30 percent of their instruction in English.

César Chávez is fortunate to have an outstanding staff and an energetic group of students and parents working together to refine and improve our learning community. Parents are an essential part of the program. Parent volunteers donate hundreds of volunteer hours to support the classroom teachers, students, and the school community. Our goal is to build academic and social environments that will open doors to lifelong learning for every member of our school. Our entire staff looks forward to working with you and our students for another year of academic success.

Denise Beck, PRINCIPAL

Grade range and calendar

K-6

TRADITIONAL

Academic Performance Index

881

County Average: 753
State Average: 763

Student enrollment

571

County Average: 453
State Average: 531

Teachers

27

County Average: 23
State Average: 26

Students per teacher

21

County Average: 20
State Average: 20

Students per computer

6

County Average: 4
State Average: 5

Major Achievements

- The main goal of the school is to develop a community of learners. The School Site Council (SSC) provides at least five days of release time each year for each teacher. Those days are designed for grade-level planning. The grade-level teamwork ensures program consistency. The results of the annual California Standards Tests are evidence of the work done by the teachers and the strength of the program. In the last six years our Academic Performance Index (API) has improved by 76 points. During the 2006–2007 school year we posted an API of 881, well above the state target of 800. In addition, our students score at or above average in the Spanish language APRENDA test. Our Hispanic/Latino and socioeconomically disadvantaged subgroups have kept pace with or exceeded the school's overall API increase. We met all 13 criteria for Adequate Yearly Progress (AYP).

Focus for Improvement

- The Davis Joint Unified District received a Foreign Language Acquisition Program grant last year from the federal government. The grant will be in place for three years and will help us revise our Spanish Immersion Master Plan. We will use the Guiding Principles for Dual-Language programs developed by the Center of Applied Linguistics, and we will be working with the Foreign Language Standards developed by CTFLA as well as the California Content Standards.
- Teachers and students will be involved in the implementation of the new Six Traits Writing Process headed by the district's Curriculum and Instruction office. We expanded these efforts at our site with grade-level collaboration on Wednesdays and release time for teachers to work on this.

MEASURES OF PROGRESS

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Chavez’s API was 881 (out of 1000). This is an increase of 5 points compared to last year’s API. About 92 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

API RANKINGS: Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 876. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 9 out of 10.

SIMILAR SCHOOL RANKINGS: We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 2 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

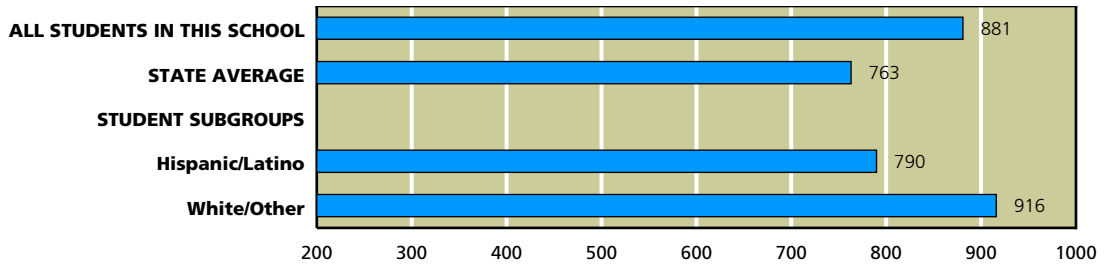
We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	881
Growth attained from prior year	+5
Met subgroup* growth targets	Yes
Underperforming school	No

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2007



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School in 2007	No

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

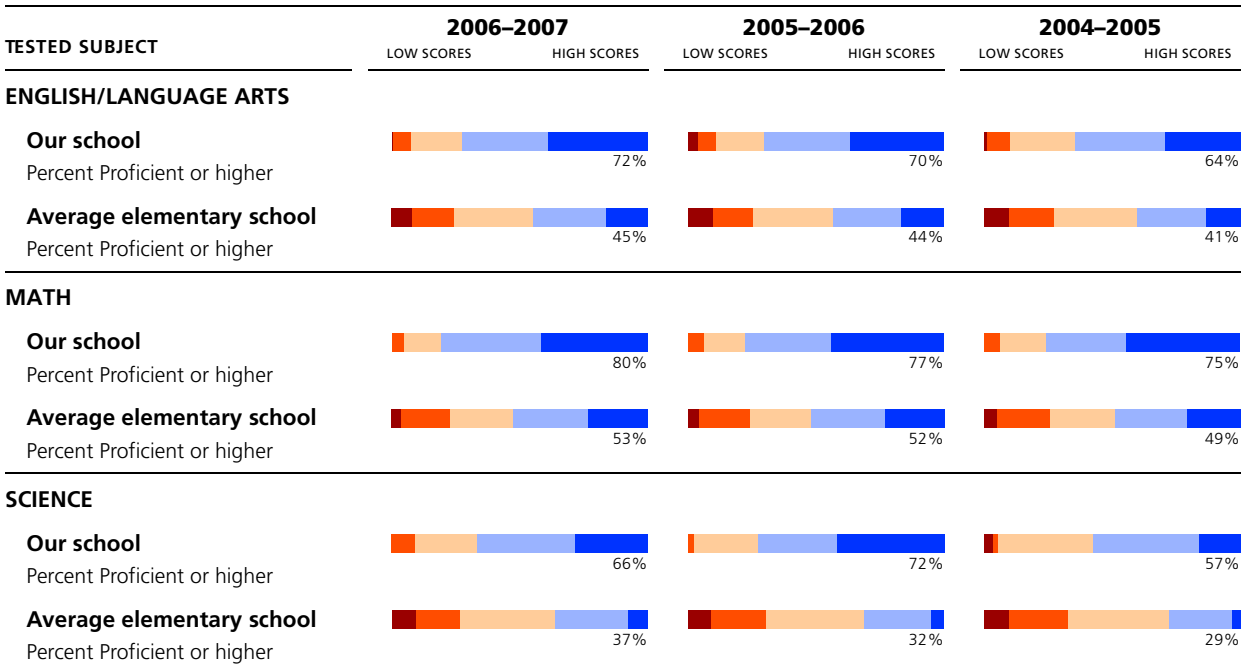
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

Frequently Asked Questions About Standardized Tests

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY? When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

ARE ALL STUDENTS’ SCORES INCLUDED? No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			72%	97%	SCHOOLWIDE AVERAGE: About 27 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			49%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			45%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

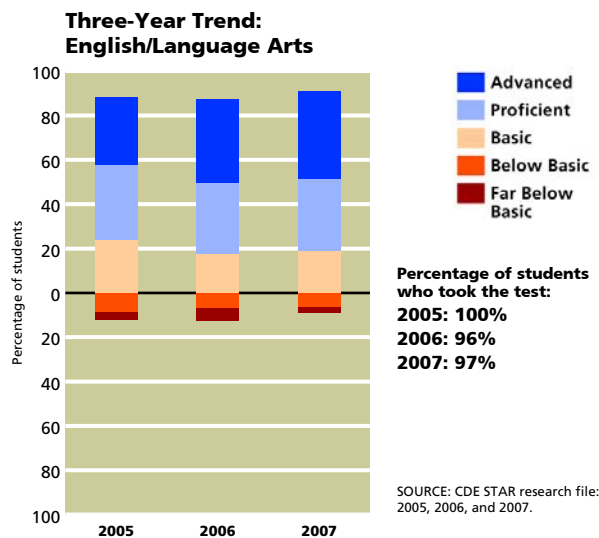
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			72%	169	GENDER: The same percentage of boys and girls at our school scored Proficient or Advanced.
Girls			72%	195	
English proficient			78%	333	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	31	
Low income			23%	41	INCOME: About 54 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			77%	321	
Learning disabled	NO DATA AVAILABLE		N/A	16	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			73%	348	
Hispanic/Latino			48%	91	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			80%	240	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			80%	96%	SCHOOLWIDE AVERAGE: About 27 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			57%	97%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

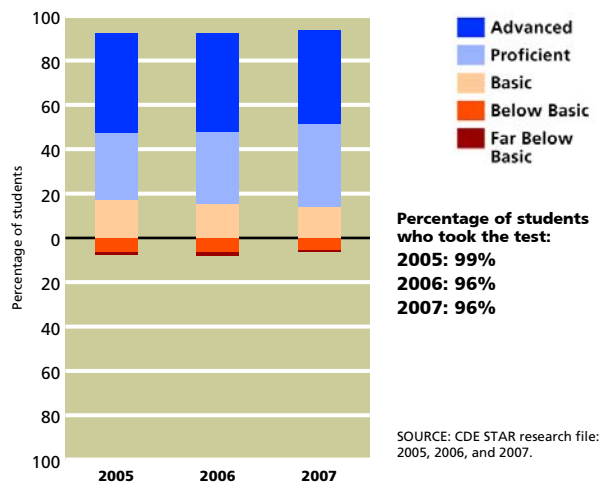
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			86%	167	GENDER: About 12 percent more boys than girls at our school scored Proficient or Advanced.
Girls			74%	194	
English proficient			83%	331	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	30	
Low income			62%	41	INCOME: About 21 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income			83%	318	
Learning disabled	NO DATA AVAILABLE		N/A	15	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			81%	346	
Hispanic/Latino			61%	90	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			86%	239	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math



Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			66%	96%	SCHOOLWIDE AVERAGE: About 29 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			40%	98%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			37%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

FAR BELOW BASIC, BELOW BASIC, AND BASIC **PROFICIENT AND ADVANCED**

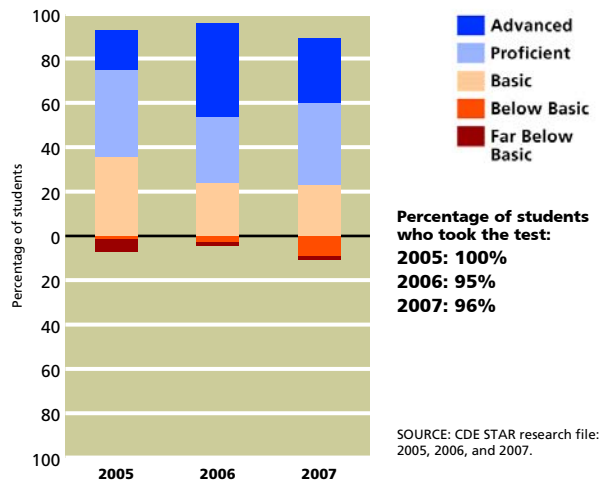
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys	DATA STATISTICALLY UNRELIABLE		N/S	27	GENDER: The number of boys who took this test is too small to be counted in this analysis.
Girls			71%	38	
English proficient			70%	60	ENGLISH PROFICIENCY: We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	5	
Low income	NO DATA AVAILABLE		N/A	5	INCOME: We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
Not low income			70%	60	
Learning disabled	NO DATA AVAILABLE		N/A	3	LEARNING DISABILITIES: We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			68%	62	
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	16	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
White/Other			72%	43	

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students’ scores have changed over the years. We present each year’s results in a vertical bar, with students’ scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.

Three-Year Trend: Science



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	39%	18%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	71%	43%	39%
LANGUAGE				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	47%	21%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	74%	47%	46%
MATH				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	60%	32%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	83%	59%	56%

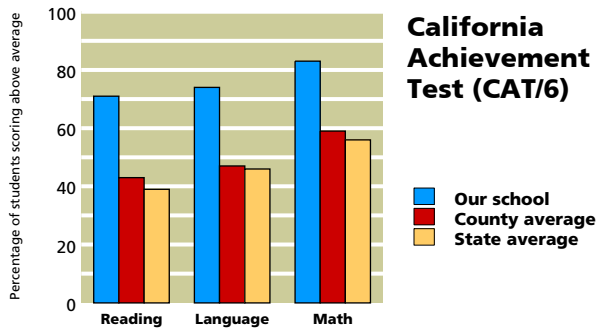
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Chavez, 71 percent of students scored at or above average in reading (compared to 39 percent statewide); 74 percent scored at or above average in language (compared to 46 percent statewide); and 83 percent scored at or above average in math (compared to 56 percent statewide). The subject with the most students scoring at or above average was math.

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Chavez, 39 percent of students scored at the top in reading (compared to 15 percent statewide); 47 percent scored at the top in language (compared to 19 percent statewide); and 60 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

Other Measures of Student Achievement

Our teachers evaluate students' skills through careful observation during independent work periods, review of student work, open-ended questioning, and culminating projects. They also offer students different options for demonstrating their understanding of concepts and ideas.

Teachers also assess students at the end of each trimester, using district-mandated reading and writing tests. Teachers regularly inform parents about student progress. We hold parent conferences in November and March, and encourage parents to communicate with teachers informally during the year.

Students who qualify for special education programs may take the California Alternative Performance Assessment instead of state-mandated standardized tests at the end of the year. We assess English learners with the California English Language Development Test (CELDT) to determine their progress in developing English skills.

STUDENTS

Students’ English Language Skills

At Chavez, 94 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	94%	71%	68%
English learners	6%	29%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 37 students classified as English learners. At Chavez, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	95%	80%	85%
Vietnamese	0%	0%	2%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	2%	1%
Khmer/Cambodian	0%	1%	0%
All other	5%	17%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

Ethnicity

Most students at Chavez identify themselves as White/European American/Other. In fact, there are about two times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Chavez. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	4%	7%
Asian American/Pacific Islander	6%	10%	11%
Latino/Hispanic	26%	42%	50%
White/European American/Other	65%	45%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Chavez, 17 percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	17%	51%	56%
Parents with some college	94%	63%	54%
Parents with college degree	84%	40%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 94 percent of the students at Chavez have attended college, and 84 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 60 percent of our students provided this information.

CLIMATE FOR LEARNING

Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Chavez varies across grade levels from a low of 20 students to a high of 31. Our average class size schoolwide is 23 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	20	19	20
First grade	21	20	19
Second grade	20	19	19
Third grade	20	19	20
Fourth grade	27	28	29
Fifth grade	31	28	29
Sixth grade	30	30	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

Safety

We emphasize the safety of students and staff and review our emergency plans yearly. We also hold regular fire, earthquake, and other drills, and maintain clean and safe facilities. Facilities staff uses a scheduled preventive maintenance program to offset costly repairs at our older sites. Committees of parents and staff work together to maintain a positive school climate.

Yard supervisors and teachers supervise the playground and follow specific safety guidelines. Teachers and parents supervise younger students during lunchtime and monitor school grounds before and after school.

Discipline

Every student has the right to be safe, to learn, and to be treated with respect and compassion. The district strictly enforces an antidiscrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation. We are committed to preventing harmful behaviors and maintain a discipline policy to address violations of the California Education Code. Students and parents receive information about their rights and district policies at the beginning of the school year or upon registration. We emphasize appropriate behavior, and our teachers reward

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2006–2007	0	2	5
2005–2006	1	2	5
2004–2005	0	3	5
Expulsions per 100 students			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

positive behavior and use logical consequences such as time-outs for minor infractions. Highly inappropriate behavior may result in suspension from class or school.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had no suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Homework

The Davis Joint Unified School District believes that students can make significant educational gains through well-defined homework experiences directed by teachers and supported by parents. Homework is school-related, assigned work that students complete beyond the regular school day. Teachers may assign both short-

and long-term projects. We encourage students to read nightly for practice and enjoyment. The district homework policy is available for review on the district’s Web site: <http://www.djUSD.k12.ca.us/District/>.

Schedule

The school year typically begins during the last week in August and ends in mid-June. All students, with the exception of kindergarteners, begin class at 8:30 a.m. Students in grades one through three are dismissed at 2:35 p.m., and students in grades four through six are dismissed at 3:05 p.m. Kindergarten classes run from 8:15 a.m. until 11:35 a.m. for the morning session, and from 11:50 a.m. until 3:10 p.m. for the afternoon session. Every Wednesday we dismiss students at 1:30 p.m. to provide time for teachers to collaborate and plan. Office hours are from 8 a.m. until 3:30 p.m. daily.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Boys in Fitness Zone	38%	27%	25%
Girls in Fitness Zone	59%	32%	30%
Fifth graders in Fitness Zone	50%	29%	27%
Seventh graders in Fitness Zone	N/A	N/A	29%
Ninth graders in Fitness Zone	N/A	N/A	23%
All students in Fitness Zone	50%	29%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

LEADERSHIP, TEACHERS, AND STAFF

Leadership

The school leadership team comprises teacher representatives from each grade level. We meet once a month to define the curriculum needs and direction for program improvement. We hold staff meetings every month to discuss topics that affect our school. Teachers also work with parent representatives of the PTA and School Site Council (SSC). The principal meets once a month with the PTA president and the SSC chairperson to discuss school issues and programs, and to plan the agenda for upcoming meetings.

Last year we added a teacher and a parent leadership committee to help us with the revision of the Spanish Immersion Master Plan. These committees will be working on this process for three years.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	12	13	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	7%	10%	11%
Teachers holding an MA degree or higher	Percentage of teachers with a master's degree or higher from a graduate school	48%	24%	33%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor's degree from a four-year college	52%	76%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About seven percent of our teachers have less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 12 years of experience. About 52 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 48 percent have completed a master's degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	86%	98%	97%
Trainee credential holders	Percentage of staff holding an internship credential	0%	1%	2%
Emergency permit holders	Percentage of staff holding an emergency permit	14%	2%	3%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 86 percent of the faculty at Chavez hold a full credential. This number is lower than the average for all elementary schools in the state. None of the faculty at Chavez holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About 14 percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at Chavez hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	10%	N/A	0%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	14%	2%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About 14 percent of our teachers were working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is two percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is two percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
Districtwide	Percentage of core courses not taught by “highly qualified” teachers (HQT)	2%	5%
Schools with the most low-income students	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
Schools with the fewest low-income students	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	2%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

Staff Development

Each year the state provides teachers with three days of paid time to attend staff training in areas of district focus, school focus, and individual interest. Early dismissals on Wednesdays provide time for grade-level collaboration, discussion of best practices, and choosing goals for student achievement. Many teachers also attend summer classes and workshops that enhance classroom instruction. Last year all teachers participated intensively in revision on the Spanish Immersion Master Plan.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	3.0
2005–2006	3.0
2004–2005	3.0

Evaluating and Improving Teachers

César Chávez evaluates tenured teachers at least once every two years and probationary and temporary teachers annually. We conduct all evaluations according to the provisions of the teachers’ contracts. Evaluations consist of classroom observations by the site administrator, checklists of appropriate teaching expectations, and the degree of proficiency attained on the California Standards for the Teaching Profession. First- and second-year teachers receive support through a program for beginning teachers.

Substitute Teachers

César Chávez has a core group of substitutes who have worked in our school for several years. In addition the district makes every effort to replace an absent teacher with the best available substitute. The substitutes we use are from an approved list available through the district’s Human Resources department. We are fortunate to have many qualified substitute teachers who live in our community. During planned absences, teachers leave detailed lesson plans for substitute teachers.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.5
Psychologists	0.2
Social workers	0.0
Nurses	0.1
Speech/language/hearing specialists	0.3
Resource specialists	0.4

SOURCE: CBEDS census, October 2006.

Specialized Programs and Staff

We have one full-time reading specialist and four part-time reading aides who provide a complete reading support program for students in the first and second grades. We teach students in small classroom reading groups, in small groups outside of the classroom, and individually. A full-time science specialist serves intermediate-grade students 80 minutes per week.

Our psychologist works at the school two days a week conducting student evaluations and participating in the Student Study Team (SST). The speech therapist works three days a week testing and providing services to students referred by the SST.

GIFTED AND TALENTED EDUCATION (GATE): We serve GATE students in the regular classroom by differentiating the curriculum in all academic areas to meet their varied needs. In math we use the advanced learner strand in our new math curriculum and provide advanced math materials as necessary. In language arts we use strategies that provide greater challenge, depth, and complexity of subject matter.

SPECIAL EDUCATION PROGRAM: A student who is experiencing academic difficulties may be recommended to a Student Success Team. The team reviews that child's level of success in school and finds better methods of support. The team includes the principal, psychologist, reading specialist, classroom teacher, and the student's parents.

A student who qualifies for special education may receive support from our speech therapist, resource specialist, or occupational specialist. We provide services to the students in Spanish and English based on specific student needs. If a student qualifies for special education services, we report progress to parents during Individualized Education Program (IEP) meetings, which include parents, specialists, the student's teacher, and the principal.

ENGLISH LEARNER PROGRAM: Students are identified as English learners based on their Home Language Survey and CELDT testing given to them every year. The level of English proficiency is determined by performance on the CELDT. All teachers at César Chávez Elementary hold bilingual Cross-cultural Language and Academic Development (CLAD) credentials. In first, second, and third grades, teachers provide English language development for one hour a day in the afternoon. At the fourth to sixth grade level, the reading specialist pulls English learners from their regular classrooms to provide daily support outside the classroom. English learners also receive required classroom support. Annual CELDT results and our standards-based report card indicate progress toward fluency. We invite the parents of English learners to join our English Language Advisory Committee (ELAC).

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

RESOURCES

Buildings

This school site opened its doors to students 53 years ago. Six years ago we updated all permanent classrooms during the first phase of our modernization project. The remaining permanent buildings will be upgraded during the next phase of the project. Eleven of our 34 classrooms are portables.

The parent/teacher garden project maintains the beautiful gardens that complement the school landscape. This program also gives students the opportunity for science-based garden education.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#), and were brought about by the legislation known as Williams. If you'd like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Our beautiful remodeled library occupies a modified two-classroom space, and includes a large collection of English and Spanish books. Classes visit the library for 30 minutes each week for instruction and checkout. Teachers may schedule additional library time for a full class or for smaller groups. The library is open before and after school and during recesses. We have a credentialed half-time library/media teacher and a full-time library clerk.

Computers

We have 98 computers available for student use, which means that, on average, there is one computer for every six students. There are 32 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	6	4	5
Internet-connected classrooms	32	57	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

Students in the primary grades visit the primary computer lab once or twice a week to reinforce math skills, write stories, and enhance their science learning. Students in grades four through six visit the new PC computer lab for one to four hours per week to develop knowledge of key wording, word processing, spreadsheets, multimedia presentations, and online research. All classroom and lab computers are networked to share printers, student files, and applications, and they have Internet capability. Staff members use email to communicate with each other and with students' families.

Parent Involvement

Parent volunteers are essential to our community. They donate hundreds of volunteer hours in the classrooms, library, gardens, back-to-school picnic, Book Fairs, Círculo de Lectura, Art and Science Fairs, and as members of various committees and organizations including the ELAC, the School Climate Committee, and the PTA. The PTA is deeply invested in building a positive school climate and providing substantial funding to support programs that enrich our students' experiences.

In particular, three parent groups are an integral part of our school: the Spanish Immersion Parents and Teachers, Todos Unidos, and our SSC. The SSC develops and approves our annual School Plan, sets goals for our academic program, ensures that all students are challenged to learn, and allocates school improvement monies and grants from state and federal sources. Our Spanish-speaking parents' organization, Todos Unidos, is an excellent vehicle of communication for many of our families. These meetings are held in Spanish.

DISTRICT EXPENDITURES

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2005–2006			
Total expenses	\$60,683,622	N/A	N/A
Expenses per student	\$7,300	\$7,583	\$7,521
FISCAL YEAR 2004–2005			
Total expenses	\$57,855,933	N/A	N/A
Expenses per student	\$6,888	\$7,172	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,300 per student in the 2005–2006 school year, compared to an average of \$7,583 per student spent by similar (unified school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$60,683,622. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

District Salaries, 2005–2006

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$32,614	\$38,479
Midrange teacher’s salary	\$51,956	\$60,306
Highest-paid teacher’s salary	\$72,482	\$74,193
Average principal’s salary (elementary school)	\$83,562	\$92,985
Superintendent’s salary	\$150,762	\$155,314
Percentage of budget for teachers’ salaries	44%	41%
Percentage of budget for administrators’ salaries	6%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

SCHOOL EXPENDITURES

Every year we receive state funding according to the previous year's student enrollment. Elected members of the SSC determined the use of those funds based on students' needs. The SSC has used the state funds to pay for extra reading support for kindergarten through second grade students who need it; we hired reading aides that support programs in the classroom and outside the classroom as well as one-to-one tutoring. These same funds allowed us to pay for a part-time computer specialist who works with teachers and students in our computer lab. Funding also provides for release days for each grade-level team to develop customized curriculum in mathematics and language arts.

Our PTA provided additional funding for a part-time art specialist, additional classroom materials for each teacher, and support for the science program and the computer lab. Staff members can also apply for grants through the Davis School Arts Foundation and the Robert E. Willett Foundation.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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» Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



STUDENT AND TEACHERS

Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	571
African American	2%
American Indian or Alaska Native	1%
Asian	4%
Filipino	2%
Hispanic or Latino	26%
Pacific Islander	0%
White (not Hispanic)	63%
Multiple or no response	1%
Socioeconomically disadvantaged	16%
English learners	14%
Students with disabilities	5%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	79
Grade 1	105
Grade 2	80
Grade 3	78
Grade 4	82
Grade 5	71
Grade 6	76
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	19	20	20
Grade 1	20	19	21
Grade 2	19	20	20
Grade 3	20	20	20
Grade 4	28	26	27
Grade 5	29	23	31
Grade 6	33	28	30
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	16	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	27	26	25
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	5	0	0	3	2	0	3	1	0
Grade 1	4	0	0	5	0	0	1	4	0
Grade 2	4	0	0	2	2	0	4	0	0
Grade 3	4	0	0	4	0	0	5	0	0
Grade 4	0	2	0	0	2	0	0	3	0
Grade 5	0	2	0	1	2	0	0	2	0
Grade 6	0	0	1	0	2	0	0	3	0
Combined K–3	2	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	29	28	25	458
Without Full Credential	0	1	4	8

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

STUDENT PERFORMANCE

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

CST Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	64%	70%	72%	71%	72%	73%	40%	42%	43%
Mathematics	75%	77%	80%	65%	66%	66%	38%	40%	40%
Science	57%	72%	66%	61%	69%	73%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CST Results by Student Group: Most Recent Year

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

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	82%	91%	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	48%	61%	38%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	80%	86%	72%
Boys	72%	86%	59%
Girls	72%	74%	71%
Economically disadvantaged	29%	54%	N/A
English Learners	10%	40%	N/A
Students with disabilities	44%	53%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	58%	75%	71%	72%	73%	74%	41%	42%	42%
Mathematics	76%	78%	83%	77%	79%	77%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

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

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	48%	71%
Pacific Islander	N/A	N/A
White (not Hispanic)	83%	89%
Boys	70%	89%
Girls	71%	77%
Economically disadvantaged	N/A	N/A
English learners	N/A	N/A
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

ACCOUNTABILITY

California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	9	9	9
Similar-schools rank	2	1	2

SOURCE: The API Base Report from July 2007.

API Changes by Student Group: Three-Year Comparison

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+10	+14	+5	881
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+8	-3	+26	790
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+7	+22	+4	916
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):
 (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	No
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

TEXTBOOKS

Textbook Adoption List (TABLE 0)

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
HM Reading: A Legacy of Literature	Language Arts	2003	2003
Houghton Mifflin Lectura: Herencia y futuro	Language Arts	2003	2003
Mathematics by Houghton Mifflin	Math	2002	2002
McGraw-Hill Science	Science	2001	2002
Harcourt: Reflections: California Series	Social Studies	2006	2007

SOURCE: Textbook data is supplied by the district.