



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2009 for Academic Year 2007-08



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 Julia Carrillo, Principal

Chavez Elementary School

Principal's Statement

Our motto is, "Preparing today's children to become tomorrow's leaders." Cesar Chavez Elementary School is situated in the Southcrest neighborhood of San Diego. The school opened in 1977 as a focal point of the area's redevelopment. Since then, many new homes and businesses have sprung up in the revitalized community. We are proud of the heritage and diversity that this community has given our city, and look forward to adding to the proud history of Southcrest.

The faculty and staff of Chavez Elementary are dedicated to the goal of making sure all children receive a powerful education that prepares them to be the future leaders of the world. The staff works tirelessly to provide an intensive, rigorous curriculum centered on developing students' ability to think deeply in all subject areas.

To achieve these goals, our school has united with parents and community organizations to work collaboratively to serve student needs. This has resulted in an exemplary after-school music program, partnerships with the city's Parks and Recreation Department and many other enriching enhancements to the regular school day. Together, we can ensure that all students receive a powerful, fulfilling education.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Our school leadership creates a learning community that includes parents, students, and community members. Teachers and parents serve on various committees to enhance student learning. Teachers plan together by grade levels and monitor student achievement. They meet weekly to monitor student progress, plan lessons, and participate in professional studies and collaboration.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Chavez Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

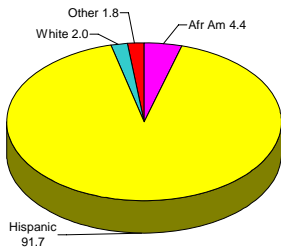
Parents are invited to weekly workshops to learn how to support students' academic development. They are also encouraged to come to school one Friday each month to read with their children for an hour. Parents also serve on the School Site Council, Site Governance Team, English Learner Advisory Committee, and Parent Teacher Organization.

If you want to get involved, please contact Silvia Gongora at (619) 527-4098.

At A Glance: 2007-08

School type: Elementary
Schedule: Year-round
Grade level: K-6
Total enrollment: 544
Total teachers: 25
Per-pupil expenditure (06-07): \$6,350

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
03-04	93.81
04-05	94.06
05-06	94.06
06-07	93.56
07-08	93.91

Business and Community Partners

Junior League of San Diego
 Network for a Healthy California
 POGO
 San Diego Young Artist Music
 Academy, Inc.
 SPAWAR Defense Systems
 HomeTown Buffet, National City
 Reuben H. Fleet Science Center
 San Diego Rotary Club

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
Full credential and teaching in subject area	30	31	24	6,392
Full credential but teaching outside subject area	1	0	0	177
Without full credential	6	2	1	756
Total	37	33	25	7,325

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all 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 schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	3	3	2
Similar Schools	8	8	6

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 9, 10, and 11). To protect student privacy, “–” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08		05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
2	37.0	38.8	30.4	49.0	49.9	49.5	47	48	48	2	46.0	59.7	37.7	62.3	61.3	62.4	59	59	59
3	24.4	26.1	15.5	38.8	39.5	40.8	36	37	38	3	40.0	47.7	29.6	61.1	60.6	62.4	58	58	61
4	31.0	34.6	38.7	52.3	53.1	56.9	49	51	55	4	38.1	35.9	45.2	54.9	56.5	61.1	54	56	61
5	23.4	24.3	37.5	45.5	46.5	49.3	43	44	48	5	17.2	35.6	37.5	50.9	49.4	52.3	48	49	51
6	27.3	18.0	21.6	43.7	44.5	49.2	41	42	47	6	29.1	12.0	21.6	43.2	43.2	45.9	41	42	44

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).