

Cesar E. Chavez Elementary



4201 Mesa Marin Drive
Bakersfield, CA 93306



Vision

Cesar **Chavez** Elementary School will **lead** Bakersfield City School District in **Academic Excellence**. It will be a **safe** and **clean** environment where all students are **excited to be at school** on time, **every day**, and ready to learn. Staff, parents, and families will work as **partners** to ensure students are provided and will obtain a well -rounded education. Our **Challengers will be self-driven, self-reflective**, and **responsible** members of society who will **develop** and **grow** to make the world **a better place**.

Mission

Cesar Chavez Elementary School seeks to provide an enriched, **challenging learning environment** that encourages and supports **high standards** for **academic scholarship**, **integrity**, **leadership**, and **responsible citizenship**, while allowing for individual differences, learning, and teaching styles. Our school promotes a safe, clean, caring, and **supportive environment** fostered by **positive relationships** between **teachers, students, parents**, and **staff**. We strive to have our **parents, teachers, and community members actively involved** in our **students' learning**, from grades Kindergarten through Sixth.

Preliminary DFS 18-19

Grade	ELA		Math	
	Level 3 Cut Score	Distance from 3	Level 3 Cut Score	Distance from 3
3	2432	44	2436	44
4	2473	36	2485	30
5	2502	51	2528	-5
6	2531	27	2552	7
Avg.		40		19

Chavez

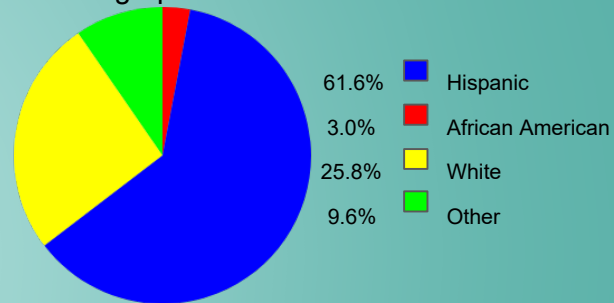


18/19 Attendance: 96.8%

18/19 Enrollment: 633

18/19 EL Population: 5.2%

Demographic Data:



EL Reclassification

2016-17		2017-18		2018-19	
# of Students	%	# of Students	%	# of Students	%
6	14%	9	20.9%	4	10.5%

Principal - Dawn Slaybaugh
Vice Principal - Marci Davis






Smarter Balanced Data (3 yr Trend)

		African American				Hispanic				White				Other				School Wide			
		Not Met	Nearly Met	Met	Exceed.	Not Met	Nearly Met	Met	Exceed.	Not Met	Nearly Met	Met	Exceed.	Not Met	Nearly Met	Met	Exceed.	Not Met	Nearly Met	Met	Exceed.
ELA	18-19*	11%	11%	33%	44%	16%	20%	31%	35%	7%	13%	27%	53%	17%	14%	19%	50%	13%	17%	28%	41%
	17-18	8%	17%	50%	25%	16%	19%	30%	34%	8%	14%	34%	43%	20%	9%	37%	34%	14%	17%	33%	37%
	16-17	N/A	N/A	N/A	N/A	21%	20%	27%	32%	10%	11%	26%	53%	12%	24%	28%	37%	18%	18%	26%	39%
Math	18-19*	11%	22%	33%	33%	19%	23%	25%	34%	11%	15%	27%	46%	11%	25%	14%	50%	16%	21%	24%	39%
	17-18	25%	25%	50%	0%	21%	23%	29%	28%	13%	23%	27%	37%	17%	29%	34%	20%	18%	24%	30%	28%
	16-17	N/A	N/A	N/A	N/A	22%	28%	27%	23%	9%	20%	23%	47%	16%	20%	37%	28%	18%	25%	27%	31%

Note: N/A displayed for <10 students.

*2018-19 Preliminary CAASPP Data

2019 California School Dashboard - Status & Change Report

State Indicator	All Student Performance	Status	Change
Chronic Absenteeism		3.1% chronically absent	Declined -1.1%
Suspension Rate		0.2% suspended at least once	Maintained -0.2%
English Learner Progress*		42.9% making progress towards English Language Proficiency Performance Level - Low	
English Language Arts		40.6 points above standard	Increased +5.8 points
Mathematics		20.2 points above standard	Increased +17.6 points

Lowest Performance



Red



Orange



Yellow



Green



Blue

Highest Performance

*For the 2019 Dashboard, the CDE will only have two years of ELPAC SA results from the spring 2018 and 2019 test administrations. As a result, the CDE will report ELPI Status only in the 2019 Dashboard.

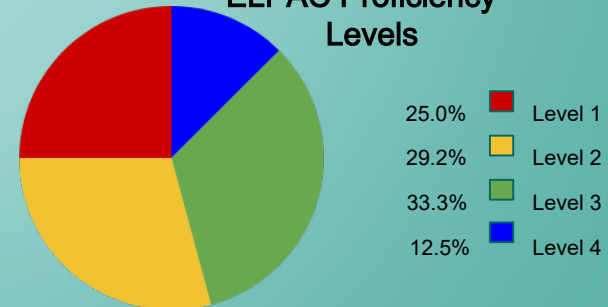
Chavez

Monthly Progress Monitoring

June 2019

Attendance Rate	96.8%
Chronic Absenteeism Rate	3.7%
Suspension Rate	0.2%
Expulsion Rate	0.0%

2018 - 19 Preliminary ELPAC Proficiency Levels





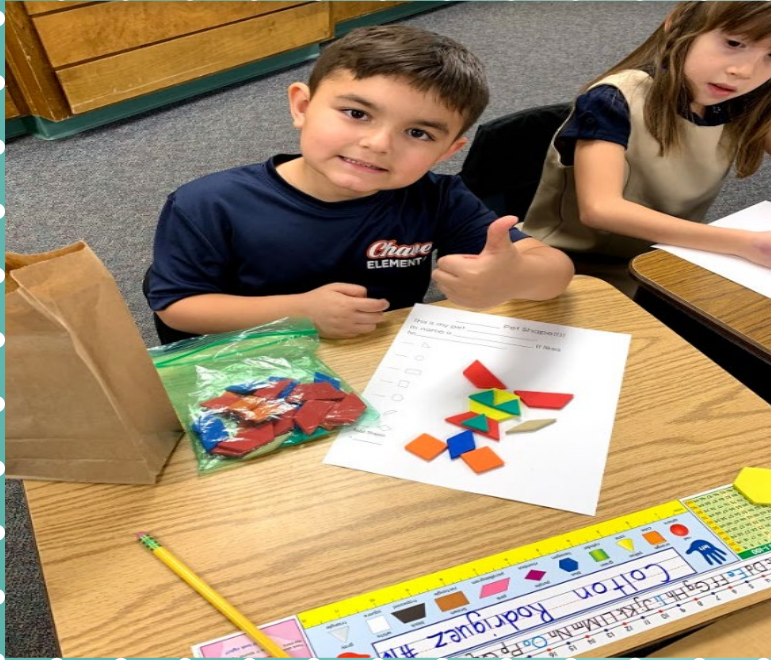
Cesar Chavez Elementary School School Goals



Professional Development

Goal #1	Goal #2	Goal #3
Main Positive Classroom, Office, and Campus Environments through Relationship Building	Develop and Maintain High Expectations for Students and Staff	Accelerate Student Learning
Professional Learning Communities Grade Level Collaboration Common Formative Assessments Running Records ← Data Analysis		
Good First Instruction Grade level identified Essential Standards Learning Intentions and Success Criteria Guided Reading/Universal Access ← Surface to Deep/ Transfer Learning Instructional Strategies for Differentiated Student Need		
Response to Intervention ← Instructional Support Block ← Intervention/ Core/ Enrichment		
School-Wide Positive Behavior Intervention and Supports Restorative Practices, Social Skills Group, Classroom Circles, Social Emotional Learning		
Parent Engagement and Community Involvement Parent Café/ Literacy /Math Nights Professional Development in Guided Reading for Parents ←		

Goal #2: Develop and Maintain High Expectations for Students and Staff (Example of Kinder Expectations)



Chavez Minimum Expectations

Students must know:

End of First Quarter

- All 52 letters and all 26 sounds
- Retrieval (writing) of letter formation out of order (necessary for writing a sentence)
- Writing one complete sentence
- Sight Words Lists 1 and 2
- Counting to 25
- Count objects to 10
- Retrieval (writing) numbers out of order 0-10
- Concepts: More, Less, Equal

End of Second Quarter

- Sound-out any c-v-c word
- Sight Words lists 3 and 4
- Spelling Lists 1 – 4
- Writing 2 to 3 sentences
- Text Reading beginning level 5
- Counting to 50 by ones and tens
- Addition and Subtraction 0 – 10
- Count objects to 20
- Retrieval of number formation 0 – 20

End of Third Quarter

- Long vowels with silent e
- Sight Words Lists 5 and 6
- Spelling Lists 5 – 6
- Writing 3 – 4 sentences (one paragraph)
- Text Reading beginning level 8
- Counting to 75 by ones
- Compose and Decompose numbers 10 – 19 (place value)
- Fluency addition and subtraction 0 – 5 (12 facts correct in 1 minute)

End of Fourth Quarter

- Blends
- Sight Words Lists 1 – 7 (must know all 70 words at one time to advance to first grade level)
- Spelling Lists 7 and 8
- Text Reading beginning level 10
- Count to 100 by ones and tens
- Geometric Shapes and Measurement

****Those students not meeting the quarterly expectations will get additional support through the MTSS Process.**

Goal #2: Develop and Maintain High Expectations for Students and Staff

Goal #3: Accelerate Student Learning

Our School-wide Guided Reading Program

- **Morning Read (parents, peer tutors, teachers)**
- **Buddy Read (cross-age class to class tutoring)**
- **Community Read (readers from the community)**
- **Intervention Read (Certificated Teachers)**

“Morning Read”

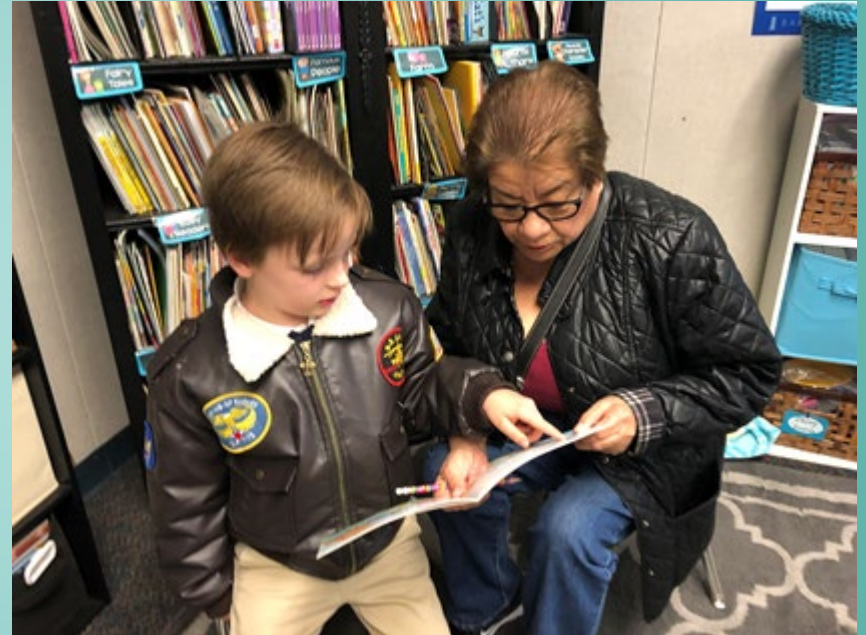
- Our program is designed to give students who are struggling and read below grade level customized, one-on-one reading support from a trained teacher or paraprofessional for 10 minutes daily at least 4 days per week.
- Modeled after the research of Irene C. Fountas and Gay Su Pinnell in their book, “Guided Reading: Responsive Teaching Across the Grades.”
- Academic Program Leader (APL), Community Readers (volunteers trained by our reading teacher), and a minimum of 4 parent volunteers per kindergarten class, 3 days each week. Additionally, teams of 6th grade peer tutors are deployed 2 days per week.



1. Directionality 1:1 match	2. 1:1 match Return sweep	3. Use known sight words to self-monitor your 1:1 match (ex. When I point to “the” my mouth will say “the” [Visual Cue])	4. Look at the picture (Meaning Cue)
5. Use initial letter in a word to predict or discount an unknown word (Visual Cue)	6. Look at the picture and check initial letter in the word (Cross Checking Meaning & Visual Cues # 4 & 5)	7. Go back and read again when what I just read does not make sense (Meaning Cue)	8. Use initial letter and ending letter/s to predict an unknown word (Visual Cue)
9. Check the picture and go back and read again and use initial & ending letters (Cross Checking Meaning & Visual Cue # 7 & 8)	10. Question “What? I don’t get what I just read. I need to ask an expert.” (Meaning Cue)	11. Blend a 2 or 3 letter word (Visual Cue)	12. Cross check Meaning (Comprehension) and Visual Cues # 10 & 11)
13. Able to predict, infer, summarize, explain cause and effect from something they just read (Meaning Cue)	14. Chunking - using known words to get to unknown words (Visual cue)	15. Using silent “e” and long vowel rules (Visual Cue)	16. Cross checking Meaning and Visual Cues # 13, 14 & 15
17. Cross checking Meaning, Structure and Visual cues on the run.	18. Fluency	19. Reading punctuation	

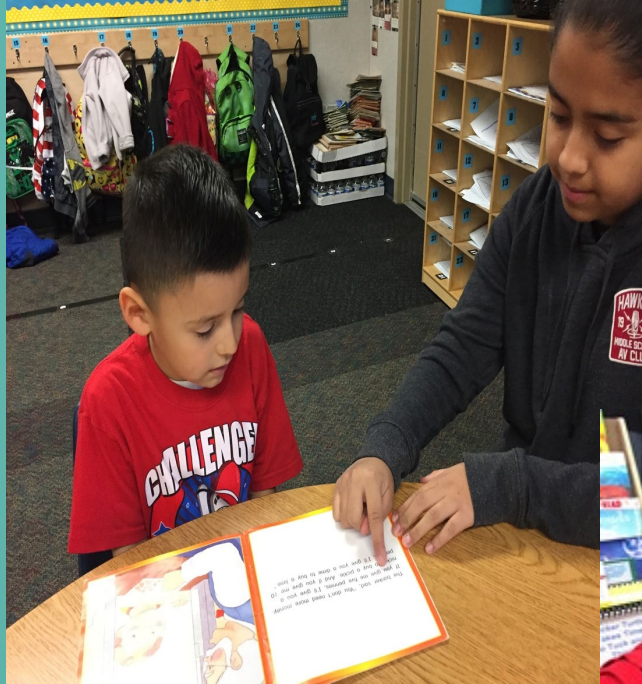


Morning Read Teachers and Parents





Buddy Read



Professional Development for Parents

Parent & Teacher Reading Meeting
“Opportunities for Positive Learning Experiences”
January 15, 2020 Room 22
12:45 – 1:45

