

Cesar Chavez Elementary

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

| | |
|--|-------------------------|
| School Name | Cesar Chavez Elementary |
| Street | 4201 Mesa Marin Drive |
| City, State, Zip | Bakersfield, CA 93306 |
| Phone Number | 661-631-5870 |
| Principal | Shannon Jensen |
| Email Address | jensens@bcsd.com |
| School Website | www.bcsd.com/chavez |
| County-District-School (CDS) Code | 15-63321-6111900 |

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Bakersfield City School District |
| Phone Number | 661-631-4600 |
| Superintendent | Mark Luque |
| Email Address | supt@bcsd.com |
| District Website Address | www.bcsd.com |

2021-22 School Overview

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Chavez as a school with a record for improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

Cesar E. Chavez School, serving students in the northeast section of the district, offers an extended day program with a strong emphasis on science. 630 students attend regular day core academic classes from 8:10 a.m. to 2:30 p.m. 400 students attend extended day Magnet classes until 5:00 p.m., about half of which come from outside of Chavez School boundaries. Chavez School is one of the district's identified sites for severely handicapped special day students with autism for grades K-6.

Chavez has a full-time Principal, Vice Principal, Academic Program Leader, After-school Program Specialist, Reading Teacher, 6 special education teachers (1 Resource Specialist, 1 Special Day Class Teacher, 4 Autism Teachers), a Speech and Language Therapist, and 24 full-time credentialed teachers who teach in self-contained classrooms. Additional support staff includes 2 part-time teacher-tutors providing additional instruction in reading intervention and advanced level instruction on a daily basis and 2 science teachers providing science labs to all classes on a weekly basis.

The mission of Cesar E. Chavez Elementary School is 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 and learning styles. Our school promotes a safe, orderly, caring, and supportive environment, fostered by positive relationships between 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.

Chavez School seeks to fully equip our students to excel in all academic areas required in the 21st century and promote, encourage, and support our students in developing a lifelong commitment to learning. Chavez teachers and staff are committed to the questioning process of a Professional Learning Community to meet the needs of all students on campus:

- What do students need to know and be able to do?
- How will we know when they have learned it?
- What will we do when they haven't learned it?

2021-22 School Overview

- What will we do when they already know it?

The commitment to continuous improvement is imperative as we work to enable students to be confident, self-directed, lifelong learners.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 79 |
| Grade 1 | 60 |
| Grade 2 | 78 |
| Grade 3 | 86 |
| Grade 4 | 86 |
| Grade 5 | 90 |
| Grade 6 | 83 |
| Total Enrollment | 562 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.3 |
| Male | 50.7 |
| American Indian or Alaska Native | 0.4 |
| Asian | 4.8 |
| Black or African American | 2.5 |
| Filipino | 1.4 |
| Hispanic or Latino | 67.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 1.6 |
| White | 21.9 |
| English Learners | 3.6 |
| Foster Youth | 0.4 |
| Homeless | 0.5 |
| Socioeconomically Disadvantaged | 51.4 |
| Students with Disabilities | 13.7 |

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Every student is provided with sufficient and standards-aligned textbooks or other instructional materials.

Year and month in which the data were collected

September, 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | <p>Grades TK-5: Benchmark Education Company, Benchmark Advance California; Benchmark Adelante California, 2018</p> <p>Grades 6-8: McGraw Hill, Study Sync, 2018</p> <p>Grades TK-5: Benchmark Education Company, Benchmark Advance (How English Works) (ELD), 2018</p> <p>Grades 6-8: HMH, English 3D (ELD), 2017</p> | Yes | 0% |
| Mathematics | <p>Grades K-5: McGraw Hill, McGraw Hill My Math, 2013</p> <p>Grades 6-8: McGraw Hill, McGraw Hill California Math, Courses 1-3, 2013</p> <p>Grade 7: McGraw Hill, Glencoe Math Accelerated, 2013</p> <p>Grade 8: McGraw Hill, Glencoe Algebra 1, 2013</p> | Yes | 0% |
| Science | <p>Grades K-5: Houghton Mifflin, Houghton Mifflin California Science, 2007</p> <p>Grades 6-8: Holt, Rinehart & Winston, Holt California Science: Earth, Life and Physical Science, 2007</p> | Yes | 0% |
| History-Social Science | <p>Grades K-5: Harcourt School Publishers, Reflections, 2007</p> <p>Grade 6: Pearson Education, myWorld Ancient Civilizations, 2019</p> <p>Grade 7: Pearson Education, myWorld Medieval And Modern Times, 2019</p> <p>Grade 8: Pearson Education, myWorld Growth and Conflict, 2019</p> | Yes | 0% |

| | | | |
|-----------------------------------|---|-----|----|
| Visual and Performing Arts | Grades TK-6 (Elementary): The California Arts Project, BCSD Course of Study TK-5 (Online), 2019 | Yes | 0% |
| | Grades 6-8 (Jr Hi/Middle School): Pearson Scott Foresman, Pearson/Scott Foresman, Art, 2007 | | |
| | Grades 6-8: Silver Burdett, Silver Burdett Making Music, 2007 | | |

School Facility Conditions and Planned Improvements

Chavez School was built in 1994. It sits on 12.28 acres of which 6.98 acres is playground. This school has 31 classrooms, a multi-purpose facility, library, reading lab, 3 science labs and a learning center. The campus has a staff lounge and magnet office.

The custodial staff adheres to a weekly cleaning schedule that includes classrooms, restrooms, cafeteria and kitchen areas.

The District's Mobile Maintenance Team visits the school site at least twice a year. Maintenance emergencies are addressed immediately. District personnel maintain the grounds at least once every two weeks.

This site also is maintained to ensure a clean, safe, and functional facility as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

| | |
|---|-----------|
| Year and month of the most recent FIT report | 9/24/2021 |
|---|-----------|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 335 | NT | NT | NT | NT |
| Female | 166 | NT | NT | NT | NT |
| Male | 169 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 19 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 222 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 73 | NT | NT | NT | NT |
| English Learners | 15 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 173 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 48 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 335 | NT | NT | NT | NT |
| Female | 166 | NT | NT | NT | NT |
| Male | 169 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 19 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 222 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 73 | NT | NT | NT | NT |
| English Learners | 15 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 173 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 48 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
|---|-----------------------|--------------------|---------------------|-------------------------|--------------------------------------|
| All Students | 333 | 332 | 99.70% | 0.30% | 50.00% |
| Female | 165 | 164 | 99.40% | 0.60% | 53.00% |
| Male | 168 | 168 | 100.00% | 0.00% | 47.00% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 100% | 0% | 70.60% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 221 | 99.50% | 0.50% | 44.30% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 72 | 72 | 100.00% | 0.00% | 58.30% |
| English Learners | 13 | 12 | 92.30% | 7.70% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 169 | 168 | 99.40% | 0.60% | 37.90% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 48 | 43 | 89.60% | 10.40% | 9.30% |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| STAR Student Groups | STAR Total Enrollment | STAR Number Tested | STAR Percent Tested | STAR Percent Not Tested | STAR Percent At or Above Grade Level |
|----------------------------------|-----------------------|--------------------|---------------------|-------------------------|--------------------------------------|
| All Students | 333 | 330 | 99.10% | 0.90% | 27.30% |
| Female | 165 | 162 | 98.20% | 1.80% | 22.20% |
| Male | 168 | 168 | 100.00% | 0.00% | 32.10% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|-----|---------|--------|--------|
| Asian | 17 | 17 | 100% | 0% | 47.10% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 218 | 98.20% | 1.80% | 22.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 73 | 73 | 100.00% | 0.00% | 37.00% |
| English Learners | 13 | 11 | 84.60% | 15.40% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 169 | 164 | 97.00% | 3.00% | 16.00% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 48 | 41 | 85.40% | 14.60% | 9.80% |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 86 | NT | NT | NT | NT |
| Female | 48 | NT | NT | NT | NT |
| Male | 38 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 52 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 24 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 40 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | -- | NT | NT | NT | NT |
| Students with Disabilities | 13 | NT | NT | NT | NT |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We actively seek and support increasing parent and community involvement at Chavez Elementary School. Parents actively serve as classroom volunteers, participating in the Kindergarten Morning Read program, Community Readers for 2nd graders, and Classroom Reading Buddies in grades K and First. Parents serve as School Site Council members, English Learner Advisory Committee members, District African American Parent and Community Committee members, School Safety Committee members, and Booster Club members. The Chavez Booster Club meets monthly with parents and staff to plan school-wide activities and fundraisers. Parents are encouraged to support their children's learning by monitoring homework, reading with their children nightly, attending parent teacher conferences, Back-to-School Night, School Assemblies, Field Trips, and Family Picnics. Additional volunteer opportunities are available in the Library, Computer Lab, Reading Lab, and assisting on Field Trips. Parent Education opportunities are offered through Parent University, quarterly parent education sessions in Math, Reading, and Science, and monthly Principal Cafes.

We keep our community informed about upcoming events and invite them to discuss strategies or ideas to help with schoolwork, homework, or behavioral issues through the school website, the Chavez Dojo Story, our school marquee, the school newsletter, teacher newsletters, Booster Club flyers, School Site Council, AAPAC, and ELAC. Contact Christopher Ruiz, Academic Program Leader at (661) 631-5870 for more information.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 587 | 579 | 22 | 3.8 |
| Female | 285 | 282 | 9 | 3.2 |
| Male | 302 | 297 | 13 | 4.4 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 28 | 28 | 1 | 3.6 |
| Black or African American | 15 | 15 | 0 | 0.0 |
| Filipino | 8 | 8 | 0 | 0.0 |
| Hispanic or Latino | 394 | 389 | 15 | 3.9 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 11 | 11 | 0 | 0.0 |
| White | 128 | 125 | 5 | 4.0 |
| English Learners | 27 | 26 | 3 | 11.5 |
| Foster Youth | 3 | 3 | 1 | 33.3 |
| Homeless | 6 | 6 | 1 | 16.7 |
| Socioeconomically Disadvantaged | 311 | 306 | 20 | 6.5 |
| Students Receiving Migrant Education Services | 2 | 2 | 0 | 0.0 |
| Students with Disabilities | 82 | 81 | 0 | 0.0 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.15 | 0.00 | 2.08 | 0.03 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.06 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.60 | 1.43 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

Chavez established its Comprehensive School Safety Plan in 1998. A law enforcement officer specializing in safety provided direction in the establishment of the School Safety Plan. The Chavez School Safety Plan is updated annually and the Chavez School Site Council approved the plan on February 19, 2021. The Safety Plan was discussed with the staff on February 24, 2021. Key elements of Chavez School Safety Plan include the following: (a) routine and emergency disaster procedures; (b) suspension, and expulsion procedures; (c) teacher notification of pupils with a specific discipline history; (d) child abuse reporting procedures, (e) the district's sexual harassment policy; (f) school crime data; (g) the student dress code; (h) safe entrance and exit procedures; (i) the civil defense and disaster plan; and (j) discipline rules and procedures (k) School-wide Positive Behavior Intervention and Supports. Our overall goal is to maintain a safe and orderly school environment conducive to learning.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 3 | 3 | |
| 1 | 21 | 1 | 3 | |
| 2 | 17 | 5 | | |
| 3 | 23 | 1 | 3 | |
| 4 | 23 | 1 | 3 | |
| 5 | 28 | | 3 | |
| 6 | 28 | | 3 | |
| Other | 5 | 1 | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 17 | 2 | 3 | |
| 1 | 20 | 4 | | |
| 2 | 20 | 4 | | |
| 3 | 26 | | 3 | |
| 4 | 22 | 1 | 3 | |
| 5 | 22 | 1 | 3 | |
| 6 | 28 | | 3 | |
| Other | 7 | 4 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 3 | 2 | |
| 1 | 19 | 3 | | |
| 2 | 18 | 4 | | |
| 3 | 28 | | 3 | |
| 4 | 19 | 3 | 3 | |
| 5 | 23 | 1 | 3 | |
| 6 | 28 | | 3 | |
| Other | 15 | 4 | 1 | 1 |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11,798 | \$2,894 | \$8,904 | \$102,062 |
| District | N/A | N/A | \$3,176 | \$75,963 |
| Percent Difference - School Site and District | N/A | N/A | 94.8 | 29.3 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | 5.3 | 17.2 |

2020-21 Types of Services Funded

TITLE I
Magnet
Migrant Ed.
Special Ed.
School Site Supplemental Funds
NSLP

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$50,328 | \$52,060 |
| Mid-Range Teacher Salary | \$75,872 | \$84,043 |
| Highest Teacher Salary | \$100,272 | \$107,043 |
| Average Principal Salary (Elementary) | \$144,130 | \$133,582 |
| Average Principal Salary (Middle) | \$142,165 | \$138,803 |
| Average Principal Salary (High) | \$0 | \$133,845 |
| Superintendent Salary | \$265,178 | \$240,628 |
| Percent of Budget for Teacher Salaries | 30% | 35% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Training opportunities affirm the basic philosophy of education that learning is a lifelong process that contributes to the well-being of the students, teachers, administrators, and community. Professional Development is an essential component of effective instruction and student learning.

All training revolves around identified needs of students and adults for the purpose of the improvement of instruction and increasing content knowledge. Central to all training are student achievement data, district focus areas, the Common Core State Standards, the state adopted standards-based instructional materials, and strategies to effectively teach the academic content standards to all students.

During 2020-2021, school year district professional development focused on virtual instruction due to the pandemic. In preparation of the school year, teachers were offered three full days of professional development during the summer. Regularly scheduled office hours and focused professional development was provided on a monthly basis during the school year. Topics addressed navigating platforms being used during virtual learning, increasing student engagement and addressing the common core state standards through distance learning.

Additional support was provided by academic coaches and district specialists for reading/language arts, mathematics, science, writing and social emotional learning. The district provided time and resources for collaboration, planning, and professional development. Additionally, professional development on Multi-Tiered Systems of Support and Support to school and district teams.

Teachers new to the District received four days of professional development prior to the beginning of the school year focused on orientation to District and school site policies and services, Common Core State Standards, classroom management, curriculum and pacing, using technology and setting up the classroom. Teachers in their second year with the District received two days of professional development prior to the beginning of the school year provided by the school site and focused on improving best practices.

New teachers with California preliminary credentials received professional development through the Bakersfield City School District (BCSD) Teacher Induction Program (TIP). The focus of BCSD TIP is being mentored by an experienced teacher, growing in the California Standards for the Teaching Profession (CSTP) and meeting the California Induction standards. The culmination of TIP is the recommendation for the CA Clear Credential. Each TIP teacher was assigned a veteran teacher who served as a mentor. The mentors received on-going professional development in coaching/mentoring strategies, instructional strategies, and guiding cycles of inquiry. Professional development was provided through individual mentoring, monthly meetings, and after-school workshops.

Intern teachers received professional development at monthly meetings focusing on the initial teaching skills of the CSTP including classroom management, lesson planning, assessment, and establishing a climate that is conducive to student achievement. Each Intern was assigned a mentor that provided day-to-day support in these areas as well as advisement toward meeting credential requirements. Mentors received monthly professional development in meeting the needs of Intern teachers. Interns also received coursework and supervision from universities partnered with BCSD to provide the Intern Program.

Teachers on Short Term Staffing Permits (STSPs) were provided mentors and monthly trainings on beginning pedagogy and best teaching practices. Each teacher on a STSP designed a plan to meet requirements to move to a CA Intern or Preliminary Credential. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

Teachers on Provisional Intern Permits (PIPs) were provided a weekly cohort meeting focused on beginning pedagogy. Two cohort meetings occurred weekly to allow teachers on a PIP to work around university course schedules. Support was provided for required testing and BCSD staff worked closely with university partners to ensure teachers on permits were taking prerequisite requirements to move to credentials.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

Bakersfield City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|----------------------------------|
| District Name | Bakersfield City School District |
| Phone Number | 661-631-4600 |
| Superintendent | Mark Luque |
| Email Address | supt@bcsd.com |
| District Website Address | www.bcsd.com |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19655 | NT | NT | NT | NT |
| Female | 9598 | NT | NT | NT | NT |
| Male | 10055 | NT | NT | NT | NT |
| American Indian or Alaska Native | 102 | NT | NT | NT | NT |
| Asian | 153 | NT | NT | NT | NT |
| Black or African American | 1554 | NT | NT | NT | NT |
| Filipino | 67 | NT | NT | NT | NT |
| Hispanic or Latino | 15770 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 20 | NT | NT | NT | NT |
| Two or More Races | 324 | NT | NT | NT | NT |
| White | 1665 | NT | NT | NT | NT |
| English Learners | 4700 | NT | NT | NT | NT |
| Foster Youth | 173 | NT | NT | NT | NT |
| Homeless | 1436 | NT | NT | NT | NT |
| Military | 14 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 18281 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 630 | NT | NT | NT | NT |
| Students with Disabilities | 2350 | NT | NT | NT | NT |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19655 | NT | NT | NT | NT |
| Female | 9598 | NT | NT | NT | NT |
| Male | 10055 | NT | NT | NT | NT |
| American Indian or Alaska Native | 102 | NT | NT | NT | NT |
| Asian | 153 | NT | NT | NT | NT |
| Black or African American | 1554 | NT | NT | NT | NT |
| Filipino | 67 | NT | NT | NT | NT |
| Hispanic or Latino | 15770 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 20 | NT | NT | NT | NT |
| Two or More Races | 324 | NT | NT | NT | NT |
| White | 1665 | NT | NT | | NT |
| English Learners | 4700 | NT | NT | NT | NT |
| Foster Youth | 173 | NT | NT | NT | NT |
| Homeless | 1436 | NT | NT | NT | NT |
| Military | 14 | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 18281 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 630 | NT | NT | NT | NT |
| Students with Disabilities | 2350 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.