

César Chávez Elementary School

1221 Anderson Road
Davis, CA 95616
(530) 757-5490



CCE Student-Family Handbook *¡Sí se puede!*

2023-2024

Office Hours Open to the Public: Monday - Friday – 8:00 am - 3:30pm

Our Mission

To develop socially responsible lifelong learners who embrace multiculturalism, Spanish and English biliteracy and bilingualism.

Our Motto

¡Sí se puede!

Our Core-Values

CARES: **C**ooperación, **A**daptabilidad, **R**esponsabilidad, **E**mpatía, **S**eguridad

Dear César Chávez Elementary Students and Families,

Welcome back to César Chávez Elementary (CCE) Spanish Immersion School, home of Los Lobos and our core values CARES = Cooperation, Adaptability, Responsibility, Empathy and Safety, along with the belief and spirit of *¡Sí se puede!* Our staff is excited to welcome our kindergarten through 6th grade students for the 2023-24 school year. CCE is a special and unique school. It is a seven-year Spanish Immersion journey enriched with academic Spanish, social-emotional development within a 21st Century Teaching and Learning framework. Additionally, we are excited to celebrate the opening of our *NEW* MPR, including two new playground structures, ball walls, and basketball courts.

Our CARES profamilies,ows our staff to maintain a caring school climate and culture that teaches students and families the expected behaviors and routines we follow in our school zones – classrooms, MPR and outdoor spaces – including more opportunities for school-wide fun CARES events, including a student leadership team, *Los Lobos Líderes*, 3rd-6th grade students who model CARES and our *Sí se puede* spirit!

This CCE Student-Family Handbook is designed to provide you with all the necessary information to support our school year including our vision, mission, and goals. **Therefore, please take the time to read and discuss the information included in this Handbook with members of your family, and especially your child/children. Please keep it in an accessible manner throughout the school year.**

You can access a digital copy on our CCE website <https://cesarchavez.djUSD.net/>, or request a hardcopy from our office staff to be delivered to you within five business days. Research shows that students' academic and socio-emotional success rates improve when there is a trusting home-school connection with staff, peers, and families. Creating and maintaining a positive and safe school climate is a priority and goal for our staff and administration at CCE.

We also encourage you to be an active and committed participant at our school. There are many ways to contribute by establishing positive communications with your child's teacher(s), helping families in your child's classroom, or encouraging Spanish learning at home. We welcome your support, ideas, and time by attending school-wide events, School Site Council, Spanish Immersion Parent And Teacher (SIPAT), English Language Advisory Committee (ELAC) or Climate Committee meetings and school celebrations.

If you have any questions, please contact the school during school hours 8:00 a.m. – 3:30 p.m. (1:45 p.m. Wednesdays). Our school office phone number is (530) 757-5490.

We look forward to working with you this year,

César Chávez Elementary Staff



Board of Education
Lea Darrah, President
Betsy Hyder, Vice-President
Hiram Jackson, Trustee
Elizabeth Moon, Trustee
Joe DiNunzio, Trustee

DJUSD MISSION

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly connected world.

WE ALL BELONG: SAFE AND WELCOMING SCHOOLS FOR ALL

On February 2, 2017, the Davis School Board approved a resolution providing a clear and transparent statement that DJUSD shall be a place where all students, employees and families feel welcome and safe regardless of their immigration status, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression.

Specifically, the resolution addresses procedures for responding to federal immigration enforcement action as well as policy changes around data collection on student enrollment. The resolution marked an important, first step to begin the process of examining current policies and procedures, educating school employees, and working closely with community partners to ensure that all students and families, including those that are undocumented or marginalized, are able to receive education in a safe and supportive environment. For more information, see the [We All Belong](#) page on the DJUSD website.



District Administration
Davis Joint Unified School District Office
526 B Street
Davis, CA 95616
(530) 757-5300

<https://www.djUSD.net/home>

Superintendent
Matt Best



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César Chávez Elementary School Mission and Vision

Mission:

César Chávez Elementary Spanish Immersion Program will prepare students to meet the challenges of an interdependent world community by providing a bilingual and multicultural learning environment that enables students to communicate in another language, master all curricular subjects, and develop intercultural understanding and respect.

Vision:

César Chávez Elementary Spanish Language Immersion Program nurtures a vibrant learning community in which students from diverse backgrounds speak, read and write in Spanish and participate in multicultural studies and experiences as part of their education. The Program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents, and the wider community. Committed to continual improvement, the program serves as a model for other language immersion and World Language programs.



César Chávez School Office Hours

Monday-Tuesday-Thursday-Friday	8:00 a.m. - 3:30 p.m.
Wednesdays	8:00 a.m. – 1:45 p.m.

School Website

<https://cesarchavez.djUSD.net/>

Office Phone

(530) 757 - 5490

Office Fax

(530) 757 – 5427

DJUSD School Calendar

DAVIS JOINT UNIFIED SCHOOL DISTRICT														
School Year Calendar														
2023 - 2024														
July					August					September				
3	⚙️4	5	6	7		1	2	3	4					1
10	11	12	13	14	7	8	9	10	11	⚙️4	5	6	7	8
17	18	19	20	21	14	◆15	16	17	✂️18	11	12	13	14	15
24	25	26	27	28	✂️21	☞22	23	24	25	18	19	20	21	22
31					28	29	30	31		25	26	27	28	29
October					November					December				
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	Σ9	⚙️10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	⚙️23	⚙️24	18	19	20	21	22
30	31				27	28	29	30		⚙️25	◆26	◆27	◆28	◆29
January					February					March				
⚙️1	2	3	4	5				1	2					1
£8	9	10	11	12	5	6	7	8	9	4	5	6	7	8
⚙️15	16	17	18	19	◆12	13	14	15	16	11	12	13	14	15
ψ22	23	24	25	26	⚙️19	20	21	22	23	18	19	20	21	22
29	30	31			26	27	28	29		25	26	27	28	29
April					May					June				
1	2	3	4	5			1	2	3	3	4	5	☀️6	✂️7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	⚙️19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				⚙️27	28	29	30	31					

CCE CALENDAR OF EVENTS 2023-2024



JULY - AUGUST	
MONDAY, JULY 24	DJUSD Online Annual Registration, Opens at 8:00 a.m. <i>Parent Portal is Open to Returning and New Families to update family information.</i>
THURSDAY, AUGUST 10	CCE Office Open: 8:00-3:30 p.m.
MONDAY, AUGUST 21	Welcome Events Kindergarten Scavenger Hunt AM & PM Kinder Classes, 2:00-3:00 p.m. Bienvenidos Los Lobos, 3:00 – 4:30 p.m. MPR, All CCE community is invited Back-to-School Night First Grade 5:00-6:00 p.m., MPR
TUESDAY, AUGUST 22	First Day of School Back-to-School Night Fifth Grade 5:00-6:00 p.m., in classrooms 26, 33, 34
THURSDAY, AUGUST 24	Back-to-School Night Kinder AM/PM - 4:30-6:00 p.m., in classrooms 1, 7, 8 Second Grade - 5:30-6:30 p.m., in classrooms 11, 12, 13 Third Grade - 5:30-6:30 p.m., in classrooms 2, 4, 6 Fourth Grade - 5:00-6:00 p.m., MPR
FRIDAY, AUGUST 25	CCE Picture Day
MON, AUG 28 - FRI, SEPT 1	César CARES: Semana de Cooperación
TUESDAY, SEPT 29	Back-to-School Night 6th Grade- 5:00-6:00 p.m.

SEPTEMBER	
MONDAY, SEPTEMBER 4	Labor Day (No school)
MON, SEPT 5-FRI, SEPT 8	César CARES: Semana de Adaptabilidad
TUESDAY, SEPTEMBER 12	SIPAT General Membership Meeting - 7:00 p.m. ; SIPAT members may vote.
MON, SEPT 11-FRI, SEPT 15	César CARES: Semana de Responsabilidad
TUESDAY, SEPTEMBER 19	English Learner Kindergarten Orientation Breakfast - 8:00 a.m. , MPR Climate Committee Planning for the Year Meeting - 2:30-4:00 p.m. , Room 35; All invited
MON, SEPT 18-FRI, SEPT 22	César CARES: Semana de Empatía
WEDNESDAY, SEPTEMBER 20	School Site Council Meeting - 3:30-5:00 p.m. , Library; All CCE Community is invited
MON, SEPT 25-FRI, SEPT 29	César CARES: Semana de Seguridad Safety Week: School wide

OCTOBER	
MON, OCT-2-FRI, OCT 6	CCE Read-a-Thon
TUESDAY, OCT 3	ELAC Parent Orientation Meeting - 6:00-7:00 p.m. , MPR
SATURDAY, OCTOBER 7	SIPAT Progressive Dinner Community Event
MONDAY, OCTOBER 9	DJUSD Non-Work Day (No school)
WEDNESDAY, OCTOBER 18	School Site Council Meeting - 4:00-5:30 p.m. , Library; All CCE Community is invited
WEDNESDAY, OCTOBER 19	CCE Picture Retake Day
TUESDAY, OCTOBER 24	Climate Committee Meeting - 2:30-4:00 p.m. , Room 35; All CCE Community is invited
MONDAY, OCTOBER 31	CCE Halloween Parade - 8:30 a.m.

NOVEMBER	
THURSDAY, NOVEMBER 2	Día de Muertos - 2:30 p.m. - 5:00 p.m.

THURSDAY, NOVEMBER 9	Elementary Teacher Workday (No school)
FRIDAY, NOVEMBER 10	Veteran's Day Holiday (No school)
MON-FRI, NOVEMBER 13-17	Parent-Teacher Conference Week, 1st-6th Dismissal at 12:10 p.m. Fall Scholastic Book Fair (organized by SIPAT)
TUESDAY, NOVEMBER 14	SIPAT General Membership Meeting -7:00 p.m.; All CCE community is invited. SIPAT members may vote
MON-FRI, NOVEMBER 20-24	Thanksgiving Holiday (No school) <i>Please plan to have children in school the Friday before and the Monday after this week</i>
TUESDAY, NOVEMBER 28	Climate Committee Meeting - 2:30-4:00 p.m., Room 35; All CCE Community is invited
WEDNESDAY, NOVEMBER 29	School Site Council Meeting - 3:30-5:00 p.m., Library; All CCE Community is invited

DECEMBER- JANUARY	
DECEMBER 25 -JANUARY 5	WINTER BREAK (No school)
MONDAY, JANUARY 8	School Resumes
TUESDAY, JANUARY 9	ELAC Parent Meeting - 6:00-7:00 p.m.; CARES Center SIPAT General Membership Meeting -7:00 p.m.; All CCE community is invited. SIPAT members may vote
MONDAY, JANUARY 15	Martin Luther King Jr. Holiday (No school)
TUESDAY, JANUARY 17	School Site Council Meeting - 3:30-5:00 p.m. Library; All CCE community is invited
WEDNESDAY, JANUARY 23	Climate Committee Meeting - 2:30-4:00 p.m., Room 35; All CCE community is invited

FEBRUARY	
MONDAY, FEBRUARY 12	President's Day Holiday (No school)
MONDAY, FEBRUARY 19	Washington's Birthday (No school)
WEDNESDAY, FEBRUARY 21	School Site Council Meeting - 3:30-5:00 p.m.; Library; All CCE community is invited
TUESDAY, FEBRUARY 27	Climate Committee Meeting - 2:30-4:00 pm; Room 35; All CCE community is invited

MARCH	
SATURDAY, MARCH 9	CCE Auction sponsored by SIPAT
MON-FRI, MARCH 11-15	CCE Spring Safety Week
TUESDAY, MARCH 12	SIPAT General Membership Meeting - 7:00 pm; All CCE community is invited. SIPAT members may vote
WEDNESDAY, MARCH 13	School Site Council Meeting - 3:30-5:00 p.m., Library; All CCE community is invited
MONDAY-FRIDAY, MARCH 20-24	Parent-Teacher Conference Week K - 6 th grades all week, 1st-6th Dismissal 1:30 p.m. Spring Scholastic Book Fair (organized by SIPAT)
MON-FRI, MARCH 25-29	SPRING BREAK (No school)
FRIDAY, MARCH 31	César Chávez Day

APRIL	
MON-FRI, APRIL 1-5	César Chávez Week
TUESDAY, APRIL 9	ELAC Parent Meeting, 6:00-7:00 pm; CARES Center; All CCE community is invited. <i>Childcare available.</i>
WEDNESDAY, APRIL 10	CCE Open House, 5:30-7:00 p.m.
FRIDAY, APRIL 12	CCE Move-A-Thon
SUNDAY, APRIL 13-14	CCE Bike Swap sponsored by SIPAT
WEDNESDAY, APRIL 17	School Site Council Meeting - 3:30-5:00 p.m., Library; All CCE community is invited.
TUESDAY, APRIL 23	Climate Committee Meeting - 2:30-4:00p.m., Room 35; All CCE community is invited

MAY	
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MON-FRI, MAY 6-10	Teacher Appreciation Week (organized by SIPAT)
TUESDAY, MAY 14	SIPAT General Membership Meeting - 7:00 pm; All CCE community is invited. SIPAT members may vote
WEDNESDAY, MAY 15	School Site Council Meeting - 3:30-5:00 p.m., Library; All CCE community is invited.
SATURDAY, MAY 18	CCE Fiesta Celebration sponsored by SIPAT, 2:00-5:00 p.m.
TUESDAY, MAY 21	Climate Committee Meeting - 2:30-4:00p.m., Room 35; All CCE community is invited
MONDAY, MAY 29	Memorial Day Holiday (No school)

JUNE	
THURSDAY, JUNE 6	Last Day of School Promotion Celebration - 6th Grade students and their families



CCE Heritage Months and Observances

September 15-October 15	National Hispanic-Latino Heritage Month
October	Filipino American Heritage Month National Bullying Prevention Month
November	National American Indian Heritage Month
December	International Day of Persons with Disabilities
February	African American Heritage Month
March	National Women's History Month César Chávez Day – 31 st
April	Dolores Huerta Day – 10 th
May	Asian Pacific American Heritage Month Jewish American Heritage Month

CCE Appreciation Days

October 2	National Custodian Day
October 11-17	Week of the School Administrator
November 6-10	National School Psychology Week
January	School Board Recognition Month
February 6-10	National School Counseling Week
April 4	School Librarian Day
April 5	Paraprofessional Appreciation Day
April 17-21	Public School Volunteer Week
April 24	Administrative Professionals' Day
April 29-May 3	School Nutrition Employee Week
May 1	School Principal's Day
May 6-10	National Teacher Appreciation Week
May 11	School Nurse Day
May 15-19	Classified School Employee Week

César Chávez Elementary School

Daily School Schedule

2023-2024

Grade	AM Recess	Daily Attendance	PM Recess
AM Kinder		8:25 a.m. – 11:45 a.m.	
PM Kinder		12:00 p.m – 3:20 p.m.	
1 st – 3 rd Grades	10:00 a.m. – 10:15 a.m.	8:25 a.m. – 2:30 p.m.	1:30 – 1:45 p.m.
4 th – 6 th Grades	10:30 a.m. – 10:45 a.m.	8:25 a.m. – 3:00 p.m.	2:00 – 2:15 p.m.

LUNCH SCHEDULE

Grades	To Recess	To Lunch	To Classroom
1 st & 4 th Grades	11:40 a.m.	12:05 p.m.	12:20 p.m.
2 nd & 3 rd Grades	12:05 p.m.	12:30 p.m.	12:45 p.m.
5 th & 6 th Grades	12:30 p.m.	12:55 p.m.	1:10 p.m.

BELL SCHEDULE

8:10 a.m.	First bell	12:30 p.m.	2 nd & 3 rd Lunch starts
8:20 a.m.	Second bell (Students to line)	12:30 p.m.	5 th & 6 th Recess starts
8:25 a.m.	1 st – 6 th Grade Classes begin	12:45 p.m.	2 nd & 3 rd to class
10:00 a.m.	1 st – 3 rd Recess starts	12:55 p.m.	5 th & 6 th Lunch starts
10:15 a.m.	1 st – 3 rd Recess ends	1:10 p.m.	5 th & 6 th to class
10:30 a.m.	4 th – 6 th Recess starts	1:30 p.m.	1 st – 3 rd Recess starts
10:45 a.m.	4 th – 6 th Recess ends	1:45 p.m.	1 st – 4 th Recess ends
11:40 a.m.	1 st & 4 th Recess starts	2:00 p.m.	4 th – 6 th Recess starts
12:05 p.m.	1 st & 4 th Lunch starts	2:15 p.m.	4 th – 6 th Recess ends
12:05 p.m.	2 nd & 3 rd Recess Starts	2:30 p.m.	1 st – 3 rd Dismissal
12:20 p.m.	1 st & 4 th to class	3:00 p.m.	4 th – 6 th Dismissal

WEDNESDAY EARLY DISMISSAL

1:30 pm. For Grades 1st through 6th

Wacky Wednesday, Kindergarten AM/PM Dismissal 11:45 a.m.



Arrival, Attendance and Dismissal Procedures



ARRIVAL

- Students may arrive as early as 8:10 a.m. (first bell). There is **no supervision for students arriving before 8:10 a.m.** and students are not allowed on campus prior to that time.
- 1st – 6th grade Parents and Guardians may drop off or wait with their child at one of the Campus Zones (map above) by 8:10 a.m.
- At 8:10 a.m. when the bell rings, 1st-6th grade students are expected to WALK directly to their classroom and independently hang their backpacks on their wall hooks upon arrival, or with the assistance of a staff member or Lobo Leader.
- Staff and Lobo Leaders are available at Campus Zones to walk students to their classrooms at 8:10 a.m. so students can participate in *Lobos Listos* Recess.

- All electronics must be shut off or turned on “silent” and stored in backpacks at arrival; no District Chromebooks or personal electronics allowed in hallways or on the black top throughout the school day.



- **No bicycle riding through campus, hallways, the black top, and staff parking lot at arrival or dismissal.**
- **The line-up bell rings at 8:25 a.m.** (second bell), students line up at their designated area and teachers will pick up and walk students to class.
- Parents, guardians, and siblings are not allowed on the black top, hallways or play structures during arrival, *Lobos Listos* Recess or dismissal and may wait in one of the zones and meet their child in one of the Campus Zones for dismissal.
- Kindergarten Parents and Guardians with students should report directly to their classrooms. We expect Kindergarten parents/guardians to stay and supervise their student before the Kindergarten Teacher opens their classroom door and the student enters the classroom.
- **If your child is late arriving after the 8:25 a.m. bell, they must check into the school’s Main Office to collect a welcome slip.** Kindergarten students will be escorted by a staff member to their classroom after the 8:25 a.m. bell.

LOBOS LISTOS RECESS - 1st-6th grades only

- 1st – 6th grade *Lobos Listos* Recess takes place on the school black top and play structures between 8:10 a.m. – 8:25 a.m.; this recess is supervised by staff.
- No parents, guardians or siblings allowed on the black top or play structures during *Lobos Listos* Recess.
- Playground balls and equipment are available for students during *Lobos Listos* Recess.
- Students are **not allowed to have their backpacks or Chromebooks on the blacktop/play structures nor allowed to bring any balls and toys from home to school.** Any food or personal items must be stored in their backpack on a hook in front of the classroom.
- Playground CARES and Rules apply to all students. Staff will be available to reinforce CARES expectations and rules in the Bathroom, Playground and Play Structure Zones during this time.

CAR TRAFFIC and PARKING

Please plan your transportation to CCE ahead of time to safely arrive at school by 8:10 a.m. Please consider that all DJUSD schools will begin around 8:30 a.m. in August, and in September traffic will increase on Anderson Road as university students and employees access the campus south bound.

- Our parking lot is STAFF ONLY. Parents/Guardians may not drive through, bike through or park in this lot.

- **Do not park or leave your vehicle unattended at the 3-minute loading zone. It is a safety and flow of traffic issue.** Drivers should not get out of their vehicle at the loading zone which is parallel with the Anderson Road bike lane.



- Drop off at the loading zone is for student passengers to exit the vehicle at the sidewalk and walk to the center crosswalk where our **Campus Safety Supervisor will direct students to safely cross at this crosswalk through the staff parking lot in front of the school.**
- Please park your vehicles on one of three designated neighborhood streets and walk onto campus (see below). CCE has a great relationship with our neighbors, so please be respectful when parking in residential areas by not blocking resident driveways or trash bins.
 - Rutgers Rd – cross street east of Anderson Road
 - Linden Ln – access off of W. 8th St.
 - Maple Ln – access off of W. 8th St. Pine Ln.

BICYCLES

- Students, Parents, Guardians and Caregivers must always walk bikes when on campus, fire lane, sidewalks and around the staff parking lot.
- Cyclists must use the bike lines to enter and exit the campus or designated bike corral area.
- All bikes are to be locked properly at our designated bike corral area northeast of the MPR.
- Visitor bike racks are located around the CCE Main Office and CARES Center.
- Cyclists should not lock bikes on school perimeter fencing or sign poles on campus.
- All CCE students must wear a bike helmet!



ATTENDANCE

One of the most important elements of successful learning is regular, on-time attendance at school. Students are obligated by law to attend school on time.



A telephone call to the office (530) 757-5490 or email to shinton@djusd.net prior to 9:00 a.m. is requested for all late arrivals and absences.

- Some of the reasons that qualify as an “Excused” absence for the State of California are:
 - Student illness, medical, dental, optometry or chiropractic appointment
 - Attending the funeral service of a member of the student’s immediate family (1 day in state and up to three days out of state).
 - Observance of a holiday or ceremony of religion, attendance at religious retreats.
 - Serving as a member of a precinct board of an election
 - Spending time with a member of the student’s immediate family who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or support position.

- Students who are going on trips of minim 3 school days and a maximum of 14 days per school year may inquire about Short-term Independent study by contacting the CCE attendance manager at (530) 757-5490, visiting the [DJUSD website](#), [STIS guidelines](#) or email request to shinton@djUSD.net

TARDIES

- A student is considered tardy if they are not in their classroom by 8:30 a.m. (12:00 p.m. for PM Kindergartners)
- Students arriving late to school must report directly to the office to obtain a welcome slip. This slip must be presented to the classroom teacher before the student is admitted to class.
- Tardiness of <30 minutes is coded as a “truant tardy”.

SHORT-TERM INDEPENDENT STUDY (STIS)

Short-Term Independent Study is only approved for a leave between 3-14 school days for the year. STIS does not start until September 5, 2023. The total number of days on STIS cannot exceed 14 days in one school year. The last day that school sites will accept travel study requests is May 20, 2024, and all students must return from Short-Term Independent Study by May 24, 2024 to allow teachers grading time before school ends.

Absences that extend beyond the approved dates may trigger a truancy letter since these additional days are not state approved absences. If the student does not incur additional unexcused absences over the course of the school year, the letter will not be followed by further action. STIS may be granted or refused by the school administration based upon academic standing, past attendance, and other criteria. California requires that your child have an academic experience equivalent to classroom learning while on a STIS plan. As a parent/guardian, you have agreed to supervise your child’s learning and see to it that assignments are completed for the duration of the contract.

Please be aware of the following guidelines, especially regarding the STIS student independent work contract planned by teachers and turning in assignments.

1. Minimum enrollment is 3 school days. Maximum enrollment is 14 school days.
2. It is the parent’s responsibility to initiate the STIS plan with the **office and teacher**. **We request 5 teaching days’ notice to compile Spanish work specific to your student’s grade.**
3. All class work, along with the assignment sheets, must be turned into the teacher **as soon as you return**. Failure to do so may result in your child not receiving credit for assignments and absences will be marked unexcused.

DISMISSAL

- Students are expected to go directly home, to after-school programs, or to childcare centers after the school day.
- Students are asked to wait 15 minutes after dismissal before using the office phone to call home.
- Please pick up your child(ren) on time.
- Kinder “Wacky Wednesday” dismissed 11:45 a.m., 1st-6th Wednesday dismissed 1:30 p.m.

Health and Safety

Campus Safety

CCE and DJUSD staff will always wear their identification badges. All parents, guardians and visitors are required to check-in at the school's front office to obtain a visitor badge prior to entering any other area of a campus. We also ask that our students are dropped off at CCE's designated "Zones" locations, and please do not congregate on campus without checking in at the front office. We want to know who is on our campuses. Thank you!

Health and Nursing Services

The district nursing services are administered by qualified school nurses who provide the following services: vision and hearing screening, updating medical information and supervising the maintenance of appropriate records for each student. Nurses are on call and available to the school as needed. CCE's school nurse is Angela Ikeda. She can be reached at aikeda@djUSD.net

The school office is equipped to deal with emergency first aid. Office staff provide temporary care until parents or daycare provider arrives.

- Medication of any kind can be administered to a child only with a completed district form, signed by the child's physician. The form is available in the school office.
- All medication must come in its original container.
- Please keep your child home with an elevated temperature (above 100 degrees). Your child must be fever free for 24 hours to return to school.

Is my child too sick to attend school?

Keep your child home with any of the following symptoms:

- Fever: Your student should stay home until they are 24 hours fever-free without the use of fever-reducing medicine.
- Vomiting/Diarrhea: Please stay home for at least 24 hours after the last episode without the use of medication.
- Pink eye: Your child should be kept at home until evaluated by a medical provider.
- Rash: Do not send a child with a rash to school until a medical provider has said it is safe to do so – especially with additional symptoms like itching, fever, or ill appearance.
- Fluid-filled blisters of unknown origin: It is important to have these evaluated by a medical provider due to the risk of serious infection.

Illness and Injury Guidelines

The following are guidelines for health office staff and administration to help maximize student educational/instructional time in the classroom while protecting the health and well-being of the school community and teaching students the importance of health and self-care. [Policy #34](#)

Mental Health and Wellness

Care Solace: A complimentary and confidential coordination service provided by Davis Joint Unified School District, is available 24-7-365 to help you find mental health care or substance use treatment providers. Call 888-515-0595 for multilingual support or visit caresolace.com/djUSD to search for providers on your own or receive assistance through video chat, email, or phone.

Social Emotional Support Form: If you are worried about a student's social emotional well-being or mental health fill out this form and a referral will be sent to our school counselor or another staff member who will provide support for the



student. Referrals are confidential and are forwarded by email to the administrative team in the Student Support Services Department. Only those individuals with a need to know will be informed of the referral. All referrals will be responded to within 24 hours or the next school day.

Social Emotional Learning (SEL): At CCE teachers are trained in SEL curriculum, practices, and strategies that help increase academic achievement, positive social behaviors, and decreasing behavior issues, such as bullying. Our school counselor also delivers grade-level lessons to Kindergarten to 6th grade students monthly. For the full definition of SEL and learn more about the fundamentals of SEL from CASEL, click [here](#).

History about the Davis Spanish Immersion Program And César Chávez Elementary School

The Davis Spanish Immersion (SI) Program began in 1982, starting with a cohort of students that formed a K/1st Combo at Birch Lane Elementary School. By 1984, an additional grade was added, and the program model continued to North Davis Elementary up to 3rd grade. In 1987, the first cohort moved to West Davis Intermediate where they would continue the 4th-6th grade Spanish Immersion program. For 10 years, West Davis Elementary provided a strand of SI, K-3 classrooms, while West Davis Intermediate supported the SI, 4th-6th classrooms.

In 1997, DJUSD Board of Trustees, Administration, Spanish Immersion Teachers, staff, families and students celebrated the emergence of one school in Davis dedicated to the K-6 Spanish Immersion program, thereby naming West Davis Elementary to César Chávez Elementary in honor of civil rights activist, César Chávez.

Who is César Chávez?



-by, Steve Nyholm, CCE parent

Union Leader and Labor Organizer (1927–1993)

César Chávez was born on March 31, 1927, near Yuma, Arizona. He learned a powerful lesson about injustice as a child when his father was swindled out of their family home and became migrant farmworkers. Like others, his family often went hungry, living and laboring in abysmal conditions and being paid unlivable wages. After experiencing profound discrimination at school and achieving only an eighth-grade education, he left school to work in the fields full-time to help support his family.

After working as a community and labor organizer in the 1950s, Chávez founded the National Farm Workers Association in 1962, which merged in 1966 to become the United Farm Workers (UFW). He chose the Eagle logo because it represents strength, gives pride, and the simple design was easy for union members to draw.

Chávez employed nonviolent means to bring attention to the plight of farm workers. He led marches, organized strikes, called for boycotts and went on several hunger strikes. Among his historic actions are leading a 340-mile farmworker march in 1966 from Delano to Sacramento, and a 25 day fast in 1968 (inspired by Gandhi). At the height of his union's strength, more than 17 million Americans boycotted grapes to help California farmworkers win contracts. He also brought national awareness to the dangers of pesticides to workers' health.

At 66 years old, he died in 1993 in Arizona, still doing union business. In 1994, César Chavez's birthday, March 31, became a state holiday in California, Colorado, and Texas. As a major historic icon for organized labor and human rights, many schools, streets, libraries, parks, public facilities, awards and scholarships have been named after him. His motto in life-"*sí se puede*" (yes, it can be done)-embodies the uncommon and invaluable legacy he left for the world's benefit.

Los Lobos Mascot

Los Lobos (*the wolves*) are the school's mascot. Wolves (*Canis lupus*) have longer legs than dogs. They naturally organize themselves in packs to maintain stability and aid with hunting. A wolf is intelligent, non-aggressive, and friendly with the ability to make strong emotional attachments. Wolves howl to communicate. Wolves are a "keystone" species, that is they are a species who plays a unique role in the way an ecosystem functions.



Land Acknowledgement

César Chávez Elementary (CCE) School pays homage to the indigenous people and land on which our campus is located.

We should take a moment to acknowledge the land on which we are located. For thousands of years, this land has been the home of Patwin [PUTT-win] people, including the Yocha Dehe [YO-chuh DEE-HEE] Wintun [WIN-tune] Nation today. The Patwin [PUTT-win] people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be gathered here on their traditional lands.

Approved by Yocha Dehe Tribal Council (May 14, 2019)

César Chávez Elementary School Profile

The DJUSD Total Spanish Language Immersion program nurtures a vibrant K-12 learning community in which students from diverse backgrounds speak, read, and write in Spanish and participate in multicultural studies and experiences as part of their education.

Program Design

The Total Spanish Language Immersion Program has been designed to maximize the benefits of second language learning for all student participants. An early start, combined with an uninterrupted and extended period of study, leads to high levels of language proficiency. Research shows there are

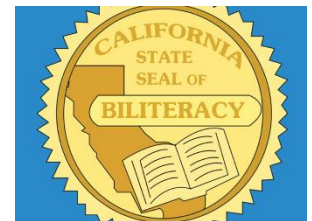
many cognitive, academic, economic, and social benefits of learning a second language. Additionally, there is evidence that immersion education helps close the achievement gap. Recent DJUSD data support other research that shows English learners have a higher rate of success in immersion education than in the English mainstream classroom. The elementary program is open to students of different backgrounds and abilities from throughout the district. In the early grades, lessons are delivered primarily in Spanish, with additional English Language Development (ELD) instruction for English learners. Instruction in English gradually increases as students progress through the grades. The K-9 Spanish Language Immersion Program has proven successful. District data show that, overall, program participants perform as well, or better, than students receiving instruction only in English elsewhere in the district. This occurs even though most of the tests administered to measure achievement are given solely in English.

Guided by a Spanish Immersion master plan, the Spanish Language Immersion Program shall be aligned to state and national standards, including the World Language Standards established by the American Council on the Teaching of Foreign Languages (ACTFL). Alignment to ACTFL learning expectations allows the program to be articulated into a world language proficiency pathway for Spanish. Students are placed in language courses based upon their demonstrated level of proficiency as they transition from elementary school to middle and high school. Since it is beneficial for everyone to have more native Spanish speakers in the classroom, the program shall strengthen its outreach and communication to Spanish-speaking families in the district and continue to provide high quality ELD services to students who need them.

DJUSD supports the attainment of the California State Seal of Biliteracy for 12th grade students. At César Chávez Elementary, our Spanish Immersion program aims to support students' language development toward the California State Seal of Biliteracy Pathway.

Program Goals All Students Achieve

1. Bilingualism and Biliteracy: Students develop a high level of oral and written proficiency in both Spanish and English.
2. Academic Excellence: Students achieve academic excellence in all subject areas, meeting or exceeding district and California state standards.
3. Multicultural Understanding: Students develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.
4. Pathway Program for the California State Seal of Biliteracy.



César Chávez Elementary School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (ED) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

Goal 1: Student Well-being & Belonging – Every student will experience a positive and inclusive school community, characterized by a climate of belonging that nurtures agency and social-emotional, physical and mental well-being.

Goal 2: Equitable Access & Opportunity – Every student will have equitable access to inclusive, proactive, and flexible systems of support, experiences, and resources necessary to close opportunity gaps and attain academic and personal milestones.

Goal 3: Student Engagement & Continuous Academic Growth - Every student will identify educational goals, acquire the foundational skills, and demonstrate continuous growth toward realizing their academic potential.

Goal 4: Confident Graduates, Prepared for Life – Every graduate will transition confidently to post-secondary life, prepared by diverse learning experiences and their acquisition of competencies in DJUSD’s Graduate Profile.

Welcome to Our Staff!



Kindergarten Teachers

Hola, mi nombre es **Erica Lara**. I am a Davis native. I was born and raised here, attended Pioneer & Valley Oak, Holmes Jr. High and graduated from Davis High. I am the 9th child in a family of 10. So if you didn’t know me already, I bet you have already met someone else from my family! I went to UC Davis where I earned my degree in Human Development. I completed my BCLAD teaching credential from CSU Sacramento as well as my Masters in Language and Literacy. I have taught K-2/3 for the past 24 years in Winters and now at CCE. Both of my children attended the Spanish Immersion program at Chávez and are currently enrolled in 11th grade and my eldest at Sonoma State University. I enjoy spending time with my family, long walks on the greenbelt and traveling.

Sra. McLemore will be enjoying her 12th year teaching and 7th year at CCE. She has taught Kindergarten, second and third grade. Sra. McLemore learned Spanish at CCE, but at the time it was called West Davis Elementary. It became CCE when she was in 5th grade. She studied International Business/Spanish at San Diego State University. As part of that program, she had the opportunity to study abroad in Costa Rica, taking classes in Spanish and living with a host family. After college, Sra. McLemore moved with her husband Steve to Oregon, where she taught in dual language programs for 5 years. She also has a Master’s in Education from Western Oregon University and a Masters in Special Education from Concordia University-Portland. The McLemores (including Annalise and Clayton, 3-year-old twins) live in Davis.

I am **Sra. Velásquez** and I have taught Spanish Immersion at the K-2 level for the past 21 years. I taught 1st grade Spanish Immersion for 10 years (in Winters and here at CCE), a year of 2nd grade Spanish Immersion here at CCE and I've been in Kindergarten for a total of ten years now! I LOVE 5–6-year-olds and I have found my niche and passion with this age group. I have a liberal studies degree with a minor in child development from California State University, Sacramento as well as my

Bilingual, Multicultural K-6 teaching credential from CSUS with a BCLAD authorization. I also have completed two additional certificates: one for student engagement and the other for art instruction in the classroom. I particularly enjoy the thrill of teaching young children to read, write and speak Spanish...there's nothing I enjoy more than to see a child discover: ¡Puedo leer! (I can READ!) I am very passionate about social-emotional learning, gardening and all things creative and artistic.

1st Grade Teachers

Sra. Gnos Hi! My name is Olivia Gnos and this will be my third year teaching 1st grade at Chavez. I grew up in Davis and am so happy to be settled back here with my husband. I was also a student at Chavez, and now get to teach alongside some of my own teachers! I graduated from the University of Oregon with my major in Psychology and a minor in Spanish. While in college, I spent 4 months studying abroad in Spain practicing my Spanish and it was some of the best times of my life. After I graduated, I moved back to Davis and got my Teaching Credential and Masters in Education from UC Davis. Encouraging kids to find a love for learning and being brave enough to do it in a new language is my favorite thing to do. I am looking forward to another great year at CCE!

I am **Sra. Leon** and I will be teaching 1st grade at César Chávez Elementary this upcoming school year. I was born in Lima, Perú and immigrated with my family to California during my early teen years. I graduated from UC Davis with a B.S. in Human Development and acquired my Bilingual Teaching Credential shortly after. I live in Woodland with my husband and my 'almost 5' daughter. I enjoy traveling, dancing, and going to the beach. I taught 2nd grade Two Way Immersion in Winters, and 3rd grade, 4th and 1st grade Spanish Immersion at Chávez. I am looking forward to working with a new group of families this year.



¡Hola! I am **Sra. García-Ramírez**, and this will be my 17th year teaching, 15 of those here at César Chávez Elementary in 1st grade. I have two daughters and a son who all attended CCE. My oldest is attending her first year at UCD. My youngest daughter will be a 9th grader and my son an 8th grader. Time sure flies! I received my Liberal Studies degree, my California multiple subject credential with BCLAD authorization and Masters in Bilingual Multicultural Education from California State University Sacramento. I enjoy spending time with my family, road trips and the beach. I am looking forward to another amazing school year and watching my first graders grow academically and socially. ¡Bienvenidos!

2nd Grade Teachers

My name is **Ava Cain** and this year will be my 28th year of teaching. I have taught 3rd grade, 5th grade, and 2nd grades in Selma, CA; Escazú, Costa Rica; and César Chávez Elementary, Davis, CA, respectively. In my free time I love to drink strong coffee (with cream) and eat good chocolate (although Hershey's will suffice). I also like to hike, swim, kayak, ride my bike, read, and make jewelry. I have been known to drive to San Rafael just for my favorite Puerto Rican cuisine at Sol Food. My students at Chávez bring me much joy, and one of my greatest pleasures is bumping into former students who are still using their Spanish.

I am **Sra. Garibay** and I am so excited to be teaching second grade! In the past, I have taught third grade in Spanish Immersion here at CCE and in a Winters Two-way Immersion program over the past 20+ years. My two daughters are CCE alumni and also two of my former students. I have mentored several student teachers who have all gone on to teach in Immersion Programs throughout California. In addition to teaching in the Spanish Immersion program, I have mentored beginning teachers in grades first through sixth in the Yolo-Solano Teacher Induction program, providing the critical support needed in the initial two years of teaching and will continue to do so this year. I am a UC Davis alumni, having earned a B.A. in Spanish and Linguistics and Multiple Subject BCLAD Teaching Credential.



My name is **Mayra Ramos** and I have been teaching at César Chávez Elementary for 18 years. I always knew I wanted to be a teacher because I enjoy helping others learn and grow. I am married and have two daughters and a dog. My oldest daughter graduated from César Chávez and my youngest daughter is currently attending. I first came to César Chávez as a sixth-grade student teacher. After that, I was hired as a long-term teacher for Kindergarten. The following year I was permanently hired as a second-grade teacher. When I am not teaching, I enjoy spending time with my family, playing volleyball, and camping. I feel fortunate to continue being part of the César Chávez Elementary community and I am looking forward to a wonderful family-school connection this year!

3rd Grade Teachers

Hello, my name is **Elia Chavez**.

Srta. Chavez earned her Bachelor of Arts degree in Sociology with a minor in Psychology from the University of California Davis and obtained her Multiple Subjects Credential from National University. She has over twenty years of experience in the educational sector. She has worked in a variety of roles including Head preschool teacher, private tutor, and as an administrator for a Spanish and French before and after school program in Davis. In addition, she served as a reading paraeducator at César Chávez Elementary School for thirteen years until deciding to pursue her teaching credential. This will be her fourth-year teaching Third Grade and has taught Second Grade for the past five years. She looks forward to teaching this school year and is committed to instilling a love for learning in her students through engaging and hands-on learning experiences and projects. Some of my personal interests include traveling, walking, yoga, photography, and refinishing furniture.

Hi there! I'm **Gigi Bugsch**. I was born in the Philippines but grew up in San Diego. I have a Bachelor's in Linguistics and Spanish from UC Davis, a Master's in Curriculum and Instruction from USIU, and a Teaching Credential from Sacramento State. I've been a teacher at César Chávez since 1998 and all three of my children attended CCE and continued through the SI program until 9th grade. My girls are older now. Jade graduated from Arizona State and is now a firefighter for Cal Fire. Sidra graduated from Cal Poly SLO and Lani is at UC Irvine. My interests outside school include traveling to anywhere in Europe and beach destinations far, far away. I also like musical theatre, ballet, shopping, exercise, cooking, and baking. I have a very big sweet tooth and if I could, I would eat a pint of gelato and a bar of chocolate every single day!

Hello, my name is **Kaitlin Post**. I have taught Spanish Immersion over the past 17 years, in second grade at Montgomery, and kinder and third grade at César Chávez. After teaching kinder at CCE, she moved with her family to Nashville, where she taught Spanish at her children's Montessori preschool. Her children will be 6th and 8th graders this year. Sra. Post learned Spanish as a child in Spanish Immersion, so she understands her students' perseverance in learning in Spanish! One of her favorite memories is of travelling with her family in Mexico for two months as a sixth grader, riding trains and buses around to many different areas using Spanish along the way. It would be the first of Sra. Post's many experiences abroad, studying in Barcelona, Costa Rica and Guadalajara while completing her undergrad and graduate studies at UCSB. In addition to travel, Sra. Post loves hiking and backpacking, animals, cooking, music, art and games. She hopes to take her children to visit Spanish speaking countries soon!



Hola, my name is **Martha Rodriguez**. I was born in Zacatecas, Mexico and I came to the United States at age 11, specifically to the charming town of Winters, where I have lived since then. I graduated from Sacramento State University in 1992 and I have been a teacher in the Davis school district and at César Chávez for 30 years! For the first seven, I worked with the migrant students and the rest in the Spanish Immersion Program teaching second and third grade. I love being a teacher and working with kids fills my heart with joy! While these past years have been unlike any other and there were challenges, I put my best effort forward and do everything I can to ensure the kids will have a successful year!

4th Grade Teachers

Hi! I am **Kristie Dunbarr**, CCE's 4th and 5th grade Science Teacher. I have been teaching for 20+ years: four in Vacaville, two in Costa Rica and 18 of them with DJUSD, the last half as the science specialist. It is my goal to make science about discovery, inquiry and exploration, through meaningful and engaging lessons and activities. Some of my personal interests include reading, spending time at the beach (or near any water!), good cheese & bread combos, Boba tea, and time with my family and doggie.



I am **Maestra Vázquez**. I am happy to share that I, too, attended a dual immersion school as a child and have grown to become a passionate advocate for bilingual education. I worked for the Woodland District teaching students in 1st and 4th grade as well as being a migrant tutor for students K-12. I received my undergraduate degree from California State University, Sacramento in Child Development and a minor in Counseling. At CSUS, I also received my Teaching Certification and implemented culturally responsive teaching to meet the various needs of students. I also have experience teaching early childhood education in a Montessori School, and in after school programs in the Sacramento area. Amidst these challenging times, I am excited and motivated to create a positive learning environment for my students, and to work with their parents to make the best of this school year. I look forward to collaborating with peers to provide engaging lessons and that both parents and students feel supported during their 4th grade year.

I am **Sra. Chávez**. This will be my second-year teaching 4th grade at César Chávez. I was born in Salinas, California and grew up in the small agricultural community of Soledad, California. I come from a farmworkers background, with my grandfathers being part of the Bracero program in the 1950's and my parents being farmworkers since the 1980's, immigrating from Guanajuato, México. I graduated from Sacramento State with a B.A in Child Development, minor in Counseling and

obtained my Multiple Subjects Credential with a Bilingual Authorization in Spanish. I started my teaching journey during my undergraduate years being a migrant tutor servicing students K-12 in the Dixon, Woodland, and Winters schools. Afterwards, I started teaching in 2020, in Salinas, as a 2nd grade Dual Immersion teacher. My interests outside of teaching include spending time with my husband and 6-month-old daughter, painting, visiting the library, and listening to vinyl records (I love The Beatles and Juan Gabriel!)

5th Grade Teachers

Hi! I am **Kristie Dunbarr**, CCE's 4th and 5th grade Science Teacher. I have been teaching for 20+ years: four in Vacaville, two in Costa Rica and 18 of them with DJUSD, the last half as the science specialist. It is my goal to make science about discovery, inquiry and exploration, through meaningful and engaging lessons and activities. Some of my personal interests include reading, spending time at the beach (or near any water!), good cheese & bread combos, Boba tea, and time with my family and doggie.



Hello there! My name is **Stephanie Monarrez**. I am a first-generation university graduate with proud Latinx roots. I grew up in the Central Valley in Manteca, a small city in San Joaquin County. This will be my second-year teaching 5th grade! I previously completed my student-teaching with Maestro Rubio in 2021-2022. I possess a B.A. with majors in Spanish and Chicana Studies with a Minor in Education from UC Davis. In addition, I completed my BCLAD Teaching Credential as well as my Master of Arts in Drama-Based Practices to Enhance Literacy from UCD. I love being part of the CCE familia and collaborating with my 5th grade team! *¡Sí se puede!*

Hello, my name is **Maestra Cynthia**! I was born in Lima, Peru and soon thereafter moved to Davis. I received my teaching credential from California State University, Sacramento and went on to get my bilingual credential from UC Merced. I taught first grade at Esparto Elementary and enjoyed working with the Spanish-speaking community there. I then took a break from teaching to raise my kids, Isabel(9th) and Clara(6th), who attended and currently attend Chavéz. As I geared up to head back to the classroom, I subbed for the district as well. Last year, I had the opportunity to teach a combo class 1st/2nd grade at Pioneer Elementary here in Davis. This will be my first year teaching in a bilingual setting and I am very excited! I am delighted to be joining the CCE community.

¡Buenos días! I am **Profesor Solorio**, and I will be teaching 5th grade for my third year here at César Chávez. This will be my 8th year teaching with the rest of my years being in 3rd grade Dual Immersion. I was born in México and grew up in a small mountain town in California called Mammoth Lakes where I spent most of my time outdoors. I graduated from UNR with a degree in Elementary Education. I later earned my master's degree in TESOL in order to better help all of the language learners in my classes. I love teaching, especially language and culture, and can't imagine being in any other field of work. Outside of school, I enjoy being active. I do everything from basketball and tennis, to skating and biking, and swimming and running. I also enjoy reading, cooking, and watching movies and tv. I look forward to another great year at César Chávez.

6th Grade Teachers

Sra. McClintock: I love world languages and cultures! I taught Spanish and French at the secondary level for over 20 years and am excited to start my fourth year at César Chávez on the sixth-grade team. Both of my sons attended CCE and are continuing with immersion. I am a lifelong advocate for international exchange, including serving as a volunteer with the American Field Service (AFS) after participating in their exchange program in high school as an exchange student (Québec, Canada) and as a host sister (Honduras). I have a degree in French and Political Science from Linfield College and completed my K-12 credential program at the University of North Carolina at Chapel Hill. In addition to teaching in California, I taught English in Japan as part of the Japan Exchange and Teaching (JET) Program. I look forward to another year connecting with my students and their families.



Travis Nelson-Ortiz I am excited to return to the classroom as a sixth grade teacher. I grew up in Fairfield, California and I am a graduate of California State University of Sacramento where I received my Bachelors of Arts in Spanish and Government, my Multiple Subject Teaching Credential, Masters in Education, and Administrative Credential. My educational career started in August of 2000. I taught third grade for five years and one year in second grade. After six years in the early elementary grade levels, I decided to move to the upper elementary grade levels where I taught fifth grade for six years and three years in sixth grade. An interesting fact about me is I played in a soccer league in San Francisco from 2005 to 2012 and I was great at it! My husband and I enjoy walking our two dogs, Cooper, and Niko, after work. We are huge sports fans and enjoy watching literally all sports throughout the week. From soccer, attending the San Francisco Giants and the Sacramento Kings, to all tennis Opens and, of course, the NFL (go Bucs!).

Sra. Sureda has taught 6th grade at CCE since 2000. She is a life-long learner - always wanting to know about the world around her. The students in her classroom benefit greatly from her wealth of experience in providing a challenging, but developmentally appropriate curriculum portfolio.

I, Sra. Bugni have taught science for the past 8 years and have experience teaching 1st grade Science all the way up to 9th grade (Biology). Additionally, I have been a paraeducator, a robotics camp supervisor, and a parent of DJUSD students. Through these experiences, I found that I really enjoy teaching 5th and 6th grade Science here in Davis the most and am thrilled that I will get to do that this year! I holds a B.A. in Speech Communications from Wake Forest University and a Science teaching credential from National University. In the past couple of years, I have been studying Landscape Design Technology and Spanish. In my free time, I enjoy spending time with my sons, ages 21 and 23, hanging out with my boyfriend and my besties, listening to music, gardening, designing, building, and being with my dog Henry whenever possible.

Specialists

I am **Sra. Ortiz** and I am excited to be the new School Counselor at César Chávez this upcoming school year. I was born and raised in Winters. I graduated with a BA in Communication and Spanish and an MA in Counseling from Saint Mary's College in the bay area. I am a licensed Marriage and Family Therapist and hold a Pupil Personnel services credential. I have been working in community mental health and school district settings for the past fifteen years (in Alameda County, Monterey County and Yolo County). I live locally with my husband, my children (ages 4 and 6) and our two dogs. I love photography, cooking, baking, cycling, but most of all, I love to travel and explore new place with my family.

Katrina Williams has taught special education for 14 years, and is starting her 10th year as our Resource and Inclusion Specialist at César Chávez Elementary. After studying Psychology and English at UCLA, she earned a Multiple Subject Credential from UC Santa Cruz. She began teaching middle school English, and found her best fit working with students with IEP's. She then started her Special Education Credential at CSU Monterey Bay. She moved to Davis in 2012. She has been a Chávez parent, a North Davis parent, and is now a parent to one Holmes Patriot and a Davis Senior High School Blue devil. She advises the CCE Robotics club.

Doro Taylor is one of our Speech Language Pathologists, she serves as our MTSS coordinator and is also a Chavez parent of a 1st and 6th grader. This is her sixth year being part of the CCE Staff. She loves being part of the CCE family, working with her students and watching them grow. Doro has a Master's degree in Linguistics from the University of Michigan and a Master's degree in Speech and Language Disorder from the University of Oregon. Her clinical experience before Chavez Elementary School includes working with students at the Morgan Autism Center in San Jose, serving students in the Redwood City School District and working with clients of all ages in private practice. Outside of school Doro enjoys spending time with her family and friends, hiking, camping, making art, gardening, reading, and traveling to Germany to be with her extended family.

I am **Sra. Loza Alatorre** and I am so excited to be joining the CCE community as the new reading specialist teacher. I love the power of a good book and the messages that the book might teach. Over the last ten years, I have had the honor to teach many young readers how to read and most importantly to love to read. I started my educational journey in the Central Valley as a migrant student. Through hard work, dedication, and determination, I enrolled at Sacramento State University. That is where I achieved my multiple subjects and BCLAD credentials. I continued my studies and attended Fresno State University where I earned my MA degree in Language and Literacy, as well as a literacy leadership specialist credential. I am eager to be able to support students and staff this school year.

Petrina Jonas is our CCE Teacher Librarian. She studied Ethnic Studies at UC Berkeley and earned her MA in Education and teaching credential there as well. Additionally, Petrina earned a MA in Educational Leadership and a school administrator credential at San Jose State University. Petrina began teaching in 2003 and taught kindergarten and 3rd grade before becoming a school librarian. For 5 years she also taught pre-service and intern teachers at the Yolo-Solano Center for Teacher Credentialing. Petrina has two children (a 4th grader at CCE and a 7th grader at Emerson). Outside of school, Petrina enjoys spending time with her family, reading, and traveling.

Lydia Cooley – Lydia Cooley teaches strings and general music at four Elementary schools in Davis. She began her primary musical education in Kiev, Ukraine. She holds a Bachelor's degree in Music Education and Violin Performance from the Hartt School of Music and has over seventeen years of experience teaching Elementary school children. In 2009 she worked with San Diego Youth Symphony and Conservatory at creating a music outreach, the El Sistema-inspired Opus Community Project, in Chula Vista, CA bringing back the program that had been lost for fifteen years. In 2011 she worked with Sacramento Youth Symphony on creating another El Sistema-inspired string program at Fruitridge Elementary school in Sacramento. Recently, Lydia has been studying Education Through Music, an innovative approach to understanding child development and learning in light of contemporary research in neuroscience. Using such research in her classroom, Lydia's students can be found engaging in musical games and exercises learning to listen, singing, creating their own variations on familiar songs, and working on masterpieces as a group. When she is not

listening to a new variation on Twinkle, Twinkle Little Star, Lydia can be found learning about animals with her two wonderful daughters and planning their next camping trip with her husband.

Administration and Support Staff

I, **Veronica L Dunn**, thank you for welcoming me back in my sixth year as your principal for the 2023-24 school year! My entire career started in 2000 teaching 4th and 5th grades in a Dual-Immersion Program in Winters. I joined CCE in 2014 teaching 6th grade, and in 2018 I was appointed Principal. I am proud of my heritage as my parents are from Jalisco and Sonora, Mexico. I was born in Long Beach, Ca. and raised in Sonoma County. I am a UC Davis Aggie alum and have lived in Davis since 1994. I bet you didn't know I played on the UCD Women's Lacrosse Team in the 90's. My husband and I have four sons who attended CCE. Before school, I run or go to barre classes, and play tennis in the evenings and weekends. During the summer I camp, hike, go birding and fly-fishing with my family. I LOVE CCE and am grateful for the commitment and passion you bring to our Spanish Immersion school each day!

Mele Blackstone I am thrilled to be the TOSA (Teacher on Special Assignment) at César Chávez Elementary for the 2023-2024 school year. I have been a Spanish Immersion teacher for 30 years and have taught almost all grades from 2nd - 9th. I was also a reading specialist and reading coach for many years, so I understand the language acquisition process quite well. My heart is with the Spanish Immersion programs at DJUSD and I am committed to doing what I can to help CCE continue to excel. My own two children went through CCE and continued onto the immersion program at EJH, so I can attest to the benefits that are seen throughout adulthood. I attended UCD for undergrad and later obtained my teaching and reading specialist credentials there. I just graduated from CSUS with my master's and admin credential. I was on the UCD ski team in college, but nowadays, you can find me training for the next marathon or walking my dog, Sarge. I can't wait to be a part of the CCE community again!

Eli Payne – English Language Development Teacher

Dana Jeffrey – School Psychologist

Edith Ramirez – Resource Specialist Teacher

Lara Fitch Polse – Speech and Language

Suzanne Hinton – Attendance & Office Manager

Daniela Loyola – Administrative Assistant

Angela Ikeda – School Nurse

Silvana Cagnasia DAlessandro – Information Technology Specialist I

Ann Haines – Library Tech I

Mirna “Bea” Olvera – AM Custodian

Emma Villagomez – PM Custodian

Rashda Malik – Kitchen Manager

John Locker – Food Prep

SPED Paraeducators

Sra. Aliaga
Sra. De Francisco
Sra. Alejandra Gonzalez
Sr. Hunter

Reading Paraeducators

Sra. Berenguer

¿

Sra. Marquez
Sra. De Diego



Kindergarten Aide

Campus Safety and Noon Supervisors

Helene Asbill
Leticia Bejar De Rocha
Peter Fuqua
Annette Quintana

Positive Behavior Intervention and Supports (PBIS)

At César Chávez Elementary, our goal is to create a school culture that encourages positive behaviors and discourages problematic behaviors so that our school is a safe place where students can learn and build trusting relationships with CCE students and adults alike. To accomplish this, we use a school-wide, evidence-based framework called Positive Behavior Interventions and Supports (PBIS). Teachers model and teach all students the behaviors we expect, recognize students for the helpful choices they make, and provide appropriate and timely reminders and/or consequences if needed.

SCHOOLWIDE BEHAVIOR EXPECTATIONS

CÉSAR CARES. We Cooperate, Adapt, we are Responsible, Empathetic and Safe.

CODE OF CONDUCT



La manera de los lobos

La escuela César Chávez es una comunidad escolar donde todos nos importamos. Cooperamos, nos adaptamos, somos responsables, practicamos empatía, y nos aseguramos de que nuestra escuela sea emocional y físicamente segura.

¡Sí se puede!



The Lobo Way

César Chávez Elementary is a school community where everyone CARES. We cooperate, we adapt, we are responsible, we practice empathy, and we make sure our school is emotionally and physically safe.

¡Sí se puede!

SUPPORTS

This year, our PBIS team of CCE teachers, staff, administrators, and parents will be developing new activities, lessons and videos to teach students expectations throughout campus. Teachers will model and teach CARES with their students to develop Classroom CARES Expectations.

- Schoolwide Assemblies, lessons, and videos to teach students expectations on campus zones.
- Super Lobos Recognition – Staff recognize students for demonstrating CARES each month.
- GOTCHA CARES Tickets – Staff pass out tickets to recognize students' positive behaviors on a daily basis. Students collect them in a designated spot in their class and use them for special schoolwide events, privileges or rewards that are tailored to all grade levels.

CONSEQUENCES

Our goal is for students to learn and practice positive behavior by proactively teaching them our school expectations and acknowledging them for positive contributions. If negative behaviors arise, we will provide timely and appropriate reminders or consequences with the purpose of supporting their growth and helping them learn from mistakes. We use our school CARES expectations and discipline protocol to determine appropriate next steps.

Please visit the district website for detailed information about the [DJUSD Standards of Student Behavior](#).

OFFICE REFERRAL FORM

A PBIS system for handling behavior concerns is the Office Referral Form (ORF). The purpose of the form is to 1) Establish direct communication between school and home regarding behavior issues or concerns, and 2) Help CCE staff identify problematic behavior trends on campus so we can improve school systems, teach, reteach, and better support learning through purposeful interventions.

The ORF is not necessarily an indication of severe behavior problems. It is documentation that recognizes both minor and major behavior issues. Parents/Guardians will be contacted (by phone or email) if a form is filled out for your child with a minor/major behavior and a copy with a reflection sheet will be sent home. An ORF is not part of a student's cumulative record. It is not meant to take the place of a conversation with your principal or classroom teacher. We hope it will guide discussion between parents, teachers, and administration.



CCE Collective Commitments to Positive School Climate

The intent of this agreement is to strengthen the partnership among parents, students and teachers while on campus and at home. Therefore, we encourage parental, student, and staff involvement to ensure the success of our Spanish Immersion Program’s **Positive Behavior Systems of Support (PBIS)** framework. CCE believes that students can best reach their full potential when their family and school staff effectively work together to support the student’s education by maintaining a positive and safe school climate.

Additionally, we request that our parents help convey to their child the importance of our school’s core-values: **Cooperation, Adaptability, Responsibility, Empathy and Safety; CARES. CARES** describes how we intend to operate, on a day-to-day basis, as we carry out our mission and pursue our vision...these values are best expressed in terms of behavior.

If we act as we should, what would an observer see us doing?

CCE students...	CCE Parents/Guardians...	CCE Staff...
...are coming to school on time each day, ready to learn and entering the classroom with CARES in mind.	...are sending children to school on time and picking them up promptly after school with CARES in mind.	...are modeling good attendance and punctual behavior by bringing students in from recess on time and reporting for yard duty promptly with CARES in mind.
...are cooperating & working collaboratively with other students in and out of the classroom.	...are cooperating & working collaboratively with teachers and administration by helping your child set personal and academic goals, and regularly reviewing their progress.	...are cooperating & working collaboratively with families providing additional opportunities for parents to be successful in helping their child by regular communication, including conferencing formally and informally as requested.
...are adapting to changing learning opportunities by making an effort to speak Spanish, explore new topics, talking to new	...are adapting to new or evolving protocols, systems and educational innovations by respecting the professional actions and judgments of our	...are adapting to new or evolving protocols, systems and educational and instructional innovations by actively participating in alignment &

classmates, and helping younger students.	teachers, staff and administration as they implement novel curriculum or methods.	collaboration meetings including professional development sessions.
...are taking responsibility for their actions by following directions and respecting others (their feelings, rights and property), taking responsibility for turning in assignments on time and doing them well.	...are taking responsibility for their actions, conversations, and/or social media posts amongst adults by reacting and speaking respectfully about our school or staff in front of students; taking responsibility for keeping up to date with school policies, events, information, and due dates.	...are taking responsibility for their actions, communications, and professional knowledge of curriculum expectations, evidence of learning, methods of instruction & assessment and the criteria and standards that indicate success in student learning.
...are practicing empathy by becoming curious about their feelings and the feelings of others to build connections and friendships in every day interactions and situations.	...are practicing and modeling empathy in front of a student by pointing out connections of events and the emotions they elicit, since children can develop empathy by primarily observing adults who respond to enhance and restore relationships.	...are practicing and modeling empathy during morning meetings, teaching point of view, using anti-racism/multicultural literature to teach different perspectives, teaching active listening and self-awareness through social-emotional learning practices.
...are following safety & school rules regarding moving about campus, protecting school property and following the directions of the adults who help and supervise them during the school day.	...are following safety rules around the school regarding driving, walking and biking, ensuring that children are dressed appropriately/safely, checking into our Raptor System during school hours, and providing correct phone numbers and be available or have someone available for emergencies.	...are following and supporting school safety protocols while on campus to ensure school members practice safe behaviors & responding to emergencies while on campus, renewing CPR certifications, mandated reporter & crisis and prevention trainings throughout the school year.

What Parents Can Do at Home to Support CARES

Parents are key partners in promoting a positive social-emotional culture at CCE.

- Post a CÉSAR CARES sign somewhere at home where your child can see it.
- Congratulate your child for the special honors and recognition they receive from their classroom teacher or school staff.
- Incorporate CARES language to acknowledge your child's positive behaviors at home or out outside of school
- Review the CARES Student Reflection Sheets your child may present to you. Have a reflective conversation by starting with one powerful question to ask your child, "What will you

do to make things better with the people impacted by your actions?” Feel free to reach out to your child’s teacher(s) and school counselor who are available to assist you in this process.

- If you think timely and meaningful consequences at home would support their growth, you might choose one of the following: a reinforcement system, earn points to gain an experience/object, loss of privilege, no screen time for the day, increased supervision/decrease in independent activities, restriction from electronic device/cell phone usage.

Support for Parents

Parent engagement and involvement is vital to CCE’s continuing work of deepening and strengthening our positive school culture of CARES. Please reach out to your child’s teachers, school counselor or Principal with questions or feedback. The last first Friday of the month a principal’s coffee will take place in the new MPR at 8:30 a.m. CCE Staff Members and/or District staff may be invited to these informal meetings and may join in on meaningful conversations.

General SIPAT meetings, School Site Council, Climate Committee and English Learner Advisory Committee meetings are valuable times where important topics aimed at supporting our CARES program, students, staff and parents are discussed. Please review the CÉSAR CHÁVEZ ELEMENTARY 2022-2023 CALENDAR OF EVENTS for dates and times. Thank you for joining us in this important work and for the opportunity to work with your wonderful student(s)!

School Programs

COUNSELING

Our counselor works with teachers and families to support students. The counselor works with students in the classroom, small groups and one on one. We have a counselor on campus every day. Please contact Sra. Ortiz at chortiz@djud.net or visit the CCE [Counseling](#) web page located on our CCE website.

FREE OR LOW-COST MEALS

Free or low-cost meals are available for eligible students. The application that is included needs to be completed and returned to the school site. Nutrition services will notify the family of their eligibility once the application is processed.



LIBRARY

The library offers several programs throughout the year, including the Book Challenge in the Spring. A credentialed teacher librarian teaches research skills, Digital Citizenship, and the skills children need to find resources in the library. All students are introduced to bilingual, multicultural, ethnic studies authors and award-winning children’s literature throughout the school year. The library is open every school day, including lunch-recess time. Our librarian is Petrina Jonas and can be reached at pjonas@djud.net or visit the CCE [Library](#) web page located on our CCE website.

MUSIC

Strings instruction is available for 4th, 5th, 6th, and band instruction is available for 5th and 6th graders. Every fall, recruitment takes place for students to be involved in these programs. Performances are scheduled throughout the district during the year. Those interested in Strings or Band classes may contact our instrumental specialists Lydia Cooley by email at lcooley@djUSD.net (Strings) or Nancy Sanchez by email at nsanchez@djUSD.net

SCIENCE

Science is an integral part of the academic program at CCE in all grades. It allows for students to engage in complex, rich academic language and learn important academic skills such as observation, experimentation, and engineering. In grades 4th-6th, students learn from a single subject, Spanish speaking credentialed instructor in a classroom lab setting.

SPECIAL EDUCATION

Students may qualify for special education services based on academic and psychological testing. Student instructional plans based upon individual testing and progress during the academic year are used to define annual goals for students qualifying for special education services. Parents and staff work collaboratively to develop the goals and monitor student progress. Our inclusion Program provides support to students with identified special needs both in and out of the classroom. Please contact our School Psychologist, Michelle Sandoval at msandoval@djUSD.net if you have questions about special education services.

SPEECH AND LANGUAGE

All children enrolled in Kindergarten at CCE will receive a speech and language screening in English at the beginning of the school year. Due to the structure of the Spanish Immersion program, children do not receive instruction in English until the middle of second grade. As most children attending CCE are non-native Spanish speakers, speech/language difficulties may not be discovered until instruction in English begins. Kindergarten screening will help identify children who may have speech and language difficulties as early as possible so that they can fully benefit from support and interventions. Please contact Doro Taylor at dtaylor@djUSD.net with questions.



Parent Involvement

CLASSROOM AND SCHOOL VOLUNTEERS

There are multiple opportunities for parents/guardians/family members to support our school. Most families support our school by sending a student to school who is well rested and ready to learn! Contact your classroom teacher for volunteer opportunities and visit the SIPAT [website](#) (see below). When you are a volunteer on campus and/or on a fieldtrip (school sponsored event), we ask that you prioritize student safety and confidentiality at all times. Please review [DJUSD's Volunteer Guidelines](#) at <https://www.djUSD.net/cms/one.aspx?portalId=117173&pageId=2304880>

SPANISH IMMERSION PARENT AND TEACHER (SIPAT)



The Parent-Teacher Association, SIPAT, at CCE is a strong organization interested in the well-being and education of all students. During the year, SIPAT coordinates and sponsors assemblies, reading incentives, visual and performing arts, climate activities, school community events and fundraisers. Please join SIPAT and be on the lookout for activities! Visit <https://sites.google.com/view/cce-sipat/home?authuser=0> for information about CCE's SIPAT non-profit organization.

CLIMATE COMMITTEE

The CCE Climate Committee is a collaborative effort by parent volunteers, the school principal and school counselor committed to helping create a positive learning environment for all students, a place where individuals feel that their unique value as human beings free them to risk, grow, challenge and excel. If you are interested in attending the CCE Climate Committee meetings, please contact the school office.

SCHOOL SITE COUNCIL

The Site Council is charged with the ongoing and comprehensive review of the educational program at the school as well as the allocation and use of LCFF funds. To that end, the CCE Site Council shall review the existing program at the site and bring together all members of the school community to collaboratively chart a course of ongoing school improvement that will strengthen and improve instruction and learning for all students. Please contact the office if you are interested in joining or attending School Site Council.

ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC)

ELAC is a committee devoted to the dissemination of information, education, and the development of community among our English Language Learners families. The committee meets on a regular basis to review the school program and other issues related to ELs. All are welcome to attend ELAC meetings. See the school website for more information or contact Ann Haines, English Specialist at ahaines@djusd.net.

VISITORS

ALL visitors on campus must sign in at the office through our Raptor system. Please bring your picture identification on your first visit. You will then be printed a badge to wear prominently while on campus. Any visitors without a badge will be sent to the office to get one. Please do not go directly to a classroom without checking in.

DOGS ON CAMPUS

Many of us enjoy the companionship of family pets. Often, we want them to accompany us everywhere, including school to pick up our children. **For safety reasons, only service animals are permitted on school grounds.** Thank you for helping us to create a secure environment for all children.

VOLUNTEERS ON CAMPUS AND FIELD TRIPS

Volunteers play an important and valuable role in the Davis Joint Unified School District. Our school community benefits from the work of individuals like you who freely share their talents and resources. Senate Bill 98 does support increased flexibility in supervision parameters in a Distance Learning platform, however Volunteers over the age of 18 must follow the guidance of the supervising classroom teacher during any Live "synchronous" session and agree to the following:

- Confidentiality - What you hear/observe about students or staff while volunteering in a school setting (this includes Distance Learning) is confidential. Even a seemingly harmless comment

repeated to another can be misunderstood and cause harm to the school team, a family or child. If a parent asks how their child is doing, please refer them to the classroom teacher.

- Commitment – Whether you are volunteering on a regular basis or for a one-time project or event, prepare in advance so there is time for communication and direction with the supervising teacher or principal.
- You Are Part of a Team – As a school volunteer you are a role model for students. Behave toward students and staff in a respectful manner that sets an example of professionalism and good citizenship.
- Communication – It is crucial that the lines of communication stay open and clear. If you are unsure about what is expected of you, please ask a staff member for direction or assistance.
- Our Commitment to You – While there is certain expectation from volunteers to help things run smoothly, we realize you also have expectations from school staff. We are committed to working with you to make sure volunteering is rewarding for everyone.
- Efficiency – We respect your time, interest and talents and will make every effort to utilize them efficiently. Let school personnel know how you can best contribute. Your input may lead to the development of additional volunteer opportunities.
- Discipline/Supervision – As a school volunteer, you perform under the same direction and supervision as school personnel. Therefore, when you see students disobeying school/classroom rules or engaging in unsafe behavior, report to staff immediately. In addition, if you witness or suspect that students are treating each other disrespectfully, CA AB9 (Seth's Law) requires that you take steps to intervene when safe to do so and then report to staff immediately. However, only staff may take the corrective action.
- Reporting Child Abuse – School volunteers are not considered mandatory reporters of suspected child neglect or abuse. If a student discloses that they are in a dangerous situation or if you have reason to suspect neglect/abuse, please report this information immediately and privately to the school principal.
- Ed Code and Security – A person who is required to register under Penal Code 290 shall not serve as an instructional or non-instructional volunteer under the direct supervision of a certificated employee (Education Code 35021).

FIELD TRIPS

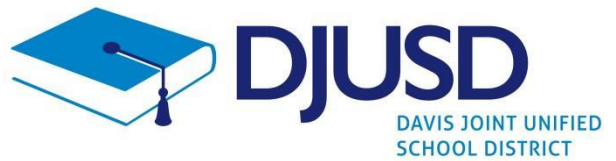
SIPAT or classroom families generously donate for field trips and Sly Park (6th grade Outdoor Education Camp). We plan trips as grade-level teams to ensure equity across programs. This is an important part of our culture/community. We try to have one larger/special trip per grade level that aligns with our curricular goals.

- Permission slips require parent or guardian signatures, cell and work phone numbers, emergency contact information including medical insurance/record number.

- If a parent or guardian would like to drive, parents must fill/submit the following **3 weeks before the scheduled trip**:
 - [DJUSD Parent Driver Form](#)
 - Copy of valid driver's license (with expiration highlighted)
 - Copy of Proof of Automobile Insurance Card (with expiration highlighted)

- All donations go into a collective field trip fund for each grade-level. Please donate via the CCE Webstore at:
[https://cesarchavezwebstore.myschoolcentral.com/asbworks/\(S\(p2dkg1hejbhyh1estdwva5cu\)\)/apps/webstore/pages/WebStore.aspx](https://cesarchavezwebstore.myschoolcentral.com/asbworks/(S(p2dkg1hejbhyh1estdwva5cu))/apps/webstore/pages/WebStore.aspx)

DAVIS JOINT UNIFIED SCHOOL DISTRICT



DISTRICT ADMINISTRATION

Matt Best
Superintendent
superintendent@djUSD.net

Davis Joint Unified School District Office
526 B Street
Davis, CA 95616
757-5300

BOARD OF EDUCATION

Lea Darrah, President
Betsy Hyder, Vice-President
Hiram Jackson, Trustee
Elizabeth Moon, Trustee
Joe DiNunzio, Trustee
boe@djUSD.net

DJUSD MISSION

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world.

Adopted by the Board of Education March 6, 2014

WE ALL BELONG: SAFE AND WELCOMING SCHOOLS FOR ALL

On February 2, 2017, the Davis School Board approved a resolution providing a clear and transparent statement that DJUSD shall be a place where all students, employees and families feel welcome and safe regardless of their immigration status, race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression.

Specifically, the resolution addresses procedures for responding to federal immigration enforcement action as well as policy changes around data collection on student enrollment. The resolution marked an important, first step to begin the process of examining current policies and procedures, educating school employees, and working closely with community partners to ensure that all students and families, including those that are undocumented or marginalized, are able to receive education in a safe and supportive environment. For more information, see the [We All Belong](#) page on the DJUSD website.

Gender Identity and Expression

California law and District policy require that all programs, activities and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to create a safe and non-stigmatizing learning environment for all students and to ensure that every student has equal access to all school programs, facilities and activities.

State law requires that all students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records.

School site administration shall coordinate with the District's Student Support Services Department whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression. For more information, see [LGBTQIA Supports](#) on the DJUSD website.

ATTENDANCE

The success and wellness of all students in DJUSD is important to us. Students are better able to thrive mentally, socially and emotionally when consistently attending and engaging in the daily learning opportunities provided at school.

Studies have shown that 83% of students who are chronically absent in Kindergarten and first grade cannot read at grade level by the third grade. This statistic illustrates how important and powerful consistent attendance is for all students. It is DJUSD's goal to offer student engagement and learning that promotes academic achievement. This can only be successful if students attend school daily and take full advantage of educational opportunities.

Attendance also has a direct effect on the budget of the district, and therefore, the higher the attendance rate, the more funding the district receives. If student attendance increases, there will be increased revenue for employee compensation and improved educational opportunities.

Below are some of the reasons that qualify as an **excused** absence for the State of California. For a more comprehensive list of reasons, please see [Attendance and Engagement](#) on the DJUSD website.

- Student absence due to illness, inclusive of absences for behavioral or mental health, and/or medical, dental, optometry or chiropractic appointments.
- Attending the funeral services of a member of the student's immediate family (one day if the service is in California and three days if the service is out of state)
- Observance of a holiday or ceremony of his or her religion, attendance at religious retreats
- Serving as a member of a precinct board of an election
- Spending time with a member of the student's immediate family, who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position

Having an absence excused allows a student to make up missing work but does not provide funding to the district. The only way the district receives attendance funding is for the student to be in class or a sanctioned school activity, to be receiving home or hospital services as requested by a licensed physician, or to participate in short-term independent study. Short-term independent study is available for students who know in advance that they will be absent for five or more school days and enables the student to stay current with coursework provided by their classroom teachers. For more information, see [Short Term Independent Study](#) and [Attendance and Engagement](#) on the DJUSD website.

STUDENT PROTESTS AND DISTURBANCES/EXPRESSIONS OF FREE SPEECH ON CAMPUS

Knowing there are widely held and differing opinions in our Davis community around controversial topics, DJUSD recognizes the rights of students to express their views in exercise of their First Amendment rights. In the case of on-campus student protests or expressions of free speech on campus, expectations for student behavior will be maintained in order to ensure safety. We also encourage families to discuss with students their views about controversial events.

Generally, normal instruction will continue during any voluntary, organized activity on campus and students who choose to participate in planned, on-campus activities are expected to return to class following such events.

Students who leave class to participate in off-campus or other unauthorized activities will be considered “unexcused.” An initial unexcused absence will result in a phone call notification of the absence to the parent/guardian. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board Policy and Administrative Regulations (See Board Policy 5131.4 and Administrative Regulation 5131.4).

Prohibited Student Speech

District policy aligns with California Education Code Section 48907. It states that student expression shall only be limited as allowed by law to maintain an orderly school environment and to protect the health, safety, and rights of all members of the school community. It also states that bullying, harassment, or intimidation will not be tolerated and will be subject to disciplinary action. Schools may discipline students for speech that is prohibited and not protected by the U.S. Constitution, California Constitution, or California Education Code.

Student speech may be prohibited if it (1) creates a clear and present danger of unlawful acts on school premises, (2) violates lawful school regulations, or (3) causes a substantial disruption of the orderly operations of the school. Prohibited speech may take place off-campus in a way that becomes public to those in the school community, often through social media.

Obscene speech is unprotected by California and Federal regulations. Obscene speech is speech that an average person would find portrays an indecent interest in sex, offensively describes sexual conduct, and lacks serious artistic, political, or scientific value.

Defamation is not protected speech. Defamation includes libel and slander. Defamation includes making false statements of fact that harm another’s reputation. Libel is written defamation, while slander is spoken defamation. Statements of opinion or statements the speaker reasonable believes to be true are not considered defamation.

BEHAVIOR INTERVENTIONS

DJUSD is committed to ensuring that school is a safe learning environment for every student. Beyond academics, school can be a place where students learn valuable life skills that will serve them well as adults and serve our society in beneficial ways. To that end, DJUSD takes a comprehensive approach to matters involving rights, responsibilities, discipline, and restoration.

School staff regard all students as their responsibility to teach, guide, and support. Thus, just as in a home with parents/guardians, all students at school deserve to be treated consistently with care, hope, and positive attitudes. Our goal in responding to harms to others or the community, including breaches of rules or policies, is to have students understand the effects and impacts of their actions, to be accountable for those actions, and to take the opportunity to make things as right as they can be. Clear and appropriate consequences are part of this effort by school staff to educate and to encourage positive, productive student behavior.

DJUSD does not allow corporal punishment at our district under any circumstances. Physical restraint may be used only to prevent imminent serious bodily injury to the student or others.

If the school site administrator determines a violation of education code has occurred, a suspension may be delivered. If the parent/guardian does not agree with the suspension, they may file an appeal. Specific information about the appeal process can be found on the suspension form.

Dress Code

DJUSD RECOGNIZES THAT THE RESPONSIBILITY FOR THE DRESS AND GROOMING OF A STUDENT RESTS PRIMARILY WITH STUDENTS AND THEIR PARENTS OR GUARDIANS.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district.

Allowable Dress and Grooming:

- Students must wear clothing which includes a shirt with pants, skirt, dress, or the equivalent
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments; however, waistbands and bra straps may show
- Fabric covering all private parts must not be transparent
- Footwear must be worn at all times, and must not limit student participation in school activities
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff (hoodies must allow the student's face and ears to be visible to staff)
- Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, wood shop, and other activities where unique hazards exist
- Specialized courses may require specialized attire, such as sports uniforms or safety gear

Non-Allowable Dress and Grooming:

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances
- Clothing may not depict violence, obscenities, pornography, nudity, or sexual acts
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Generally, students who do not follow the dress code will be referred to the school office to correct the issue, which may include changing into PE clothes, wearing a t-shirt provided by the school, or being sent home to change. Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

Tobacco

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This prohibition applies to all employees, students and visitors at any school sponsored instructional program, activity or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or ground shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

For more information, see [Behavior Interventions](#) and [Dress Code](#) the DJUSD website.

GUN SAFETY AND SAFE STORAGE FIREARMS

Throughout our country there continues to be news reports of children bringing guns to school, and many times the child has obtained the weapon from his/her home. These incidents can be prevented by storing firearms in a safe and secure manner including keeping them locked up when not in use and storing them separately from ammunition. In addition, California law makes a person criminally liable for improper storage of a firearm. Additional information can be found-the District [Student Safety](#) website or by reviewing California Law [AB 424](#).

NONDISCRIMINATION AND BULLYING PREVENTION

Davis Joint Unified School District is committed to making the schools free from unlawful discrimination and providing equal opportunities for all individuals in education. The District prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. The District promotes programs that ensure that discriminatory practices are eliminated in all district activities, and if a student benefits or receives school accommodations in their coursework, they may also benefit from similar accommodations in extra-curricular or co-curricular activities.

Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

In addition, the District strives to ensure that every student experiences a safe and welcoming school environment, free from bullying. When students do experience or witness bullying, schools offer a variety of supports, such as counseling, check-ins, social skills groups, and other programs or services. This is to ensure that students feel safe at school and understand what to do whenever confronted with bullying behavior. Interventions may be offered to the target, aggressor, or bystander.

Sexual Harassment/Title IX Complaints

Davis Joint Unified School District is committed to making the schools free from sexual harassment and discrimination. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The law states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities.

According to California Educational Code, sexual harassment means any form of discrimination which includes, but is not limited to, unwelcome sexual advances, requests, or other verbal visual or physical conduct of a sexual nature made by someone from or in the educational setting under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress; or
- Submission, or rejection of, the conduct by the individual is used as a basis of academic decisions affecting the individual; or
- The conduct has the purpose or effect of having a negative impact upon the individual's academic performance or of creating an intimidating, hostile or offensive educational environment; or
- Submission to, or rejection of, the conduct by the individual is used as a basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

The District strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact their teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal. Additional information on District Sexual Harassment/Title IX policies and/or how to file a complaint can be found on the District's Title IX website found [here](#).

General Complaint Process

When a parent or student has a complaint, they are encouraged to talk to the school employee directly involved in the situation. If the issue cannot be resolved there, then the principal, or administrative designee, will intervene and strive to resolve the issue to the satisfaction of the parent and student. When parent or student complaints cannot be resolved at the site level, the Student Support Services Department conducts an investigation and provides a formal written response. Similarly, when there is complaint regarding a

compliance issue, the department investigates and responds to items related to Americans with Disabilities Act, Williams Act, ACLU and Office of Civil Rights, or any other compliance agency.

For more information, see [Complaints](#) and [Bullying Prevention](#) on the DJUSD website.

FREE MEALS

Free meals are available for students. For more information, see [Student Nutrition Services](#) on the DJUSD website.

PREGNANT AND PARENTING STUDENTS

Students will not be excluded or denied any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. Please see BP 5146 Married/Pregnant/ Parenting Students at <http://www.gamutonline.net/district/davis/> for more information.