Cesar Chavez Community

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	255 West Beamer St. Woodland, CA , 95695-2510	**Principal:**	Jared Coughlan, Principal
Phone:	(530) 668-3091	**Grade Span:**	7-12

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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Jared Coughlan, Principal

📍 Principal, Cesar Chavez Community

About Our School

Dear Parents, Guardians and Community Members,

Here at Cesar Chavez our dedicated staff welcomes your interest in our School Accountability Report Card (SARC). This report card provides all stakeholders with statistical information regarding the Yolo County Office of Education's accredited public community school, Cesar Chavez Community School (CCCS) located in Woodland, CA. Our campus provides educational programs and services for students in grades 7 through 12. Our student body consists of students who are expelled from their district of residence, referred by the county probation department, and or referred by their home district due to behavior, truancy and or credit deficiency. The report card provides information about student achievement, staffing, curriculum, school safety and instructional materials. Cesar Chavez Community School is currently in the planning process of becoming a full-service community school which will offer additional supports and services, expanded learning opportunities all within the framework of engaging families and community partners in the leadership and improvement of all aspects of the school. The dedicated staff at CCCS are committed to providing each student with quality first instruction through rigorous standards-based lessons while building strong trusting relationships. We view it as our responsibility to rebuild trust in the academic process for our students and their caregivers. We trust that

you will find this information useful, and we welcome family and community input as we work to improve the educational experience of every student.

 With gratitude,

Jared Coughlan, Principal

Contact

Cesar Chavez Community
255 West Beamer St.
Woodland, CA 95695-2510

Phone: (530) 668-3091
Email: jared.coughlan@ycoe.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Yolo County Office of Education
Phone Number	(530) 668-6700
Superintendent	Lewis, Garth
Email Address	garth.lewis@ycoe.org
Website	www.ycoe.org

School Contact Information (School Year 2023–24)

School Name	Cesar Chavez Community
Street	255 West Beamer St.
City, State, Zip	Woodland, CA , 95695-2510
Phone Number	(530) 668-3091
Principal	Jared Coughlan, Principal
Email Address	jared.coughlan@ycoe.org
Website	www.ycoe.org
County-District-School (CDS) Code	57105790113787

Last updated: 1/16/24

School Description and Mission Statement (School Year 2023–24)

Cesar Chavez Community School is a WASC accredited high school in Woodland, CA. Students are referred to the program by representatives of the five Yolo County school districts for truancy, behavior intervention, expulsion, and probation. As a result of their negative experiences in school and, in many cases, challenging

personal circumstances, many of our students are also deficient in credits and anxious about attending and engaging in school. The school serves students in grades 7-12. Students in grades 9-12 can be served in our day school program or through independent study; students in grades 7 and 8 are served exclusively through independent study. In addition to the instructional and administrative staff, a Youth Advocate and Mental Health provider are on campus to provide support to students as needed.

Vision: Cesar Chavez Community School is a community-driven center that provides the highest quality education, promoting success for all students in a setting where students, parents and staff share responsibility for students' learning and growth, and work together to create a safe, affirming, and engaging learning environment.

Mission: Provide an educational environment that fosters success and empowers students by providing them the tools to conquer personal challenges, realize their potential, build self-confidence, set, and attain goals and become successful, contributing members of the community.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	14
Grade 10	14
Grade 11	4
Grade 12	7
Total Enrollment	39

Last updated: 1/16/24
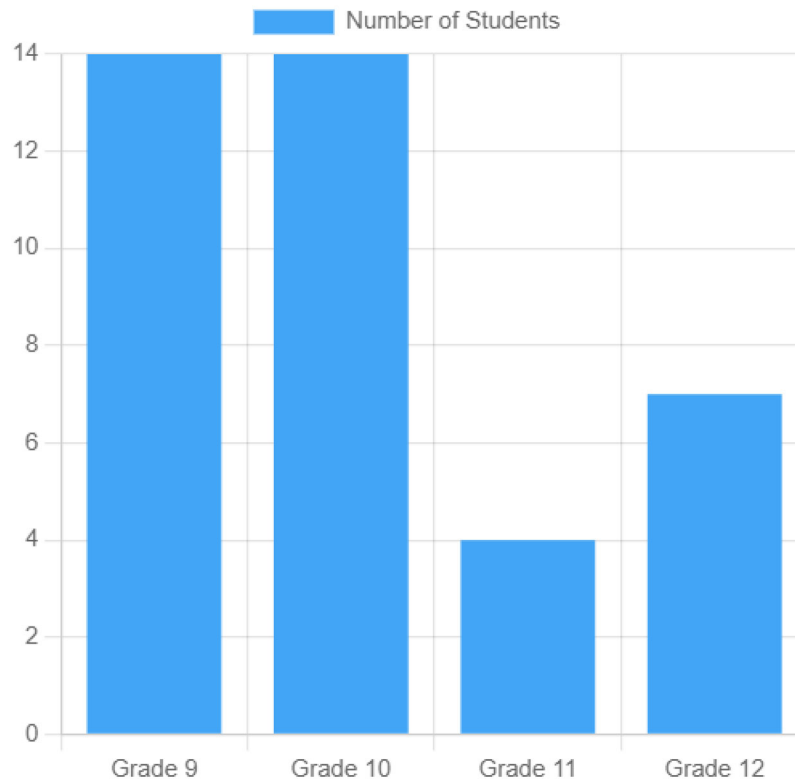
Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	35.90%
Male	61.50%
Non-Binary	2.60%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	5.10%
Filipino	0.00%
Hispanic or Latino	84.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.60%
White	7.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	25.60%
Foster Youth	0.00%
Homeless	33.30%
Migrant	0.00%
Socioeconomically Disavantaged	79.50%
Students with Disabilities	30.80%

A. Conditions of Learning

State Priority: Basic

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

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

- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.40	33.65%	11.90	25.77%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	4.06%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.40	13.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	32.71%	13.50	29.34%	12115.80	4.41%
Unknown/Incomplete/NA	1.40	33.18%	12.40	26.83%	18854.30	6.86%
Total Teaching Positions	4.20	100.00%	46.20	100.00%	274759.10	100.00%

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

Last updated: 1/16/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	23.93%	20.20	48.91%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	4.64%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	9.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.60	54.81%	6.20	15.00%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	21.27%	8.90	21.52%	15831.90	5.67%
Total Teaching Positions	4.80	100.00%	41.40	100.00%	279044.80	100.00%

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

Last updated: 1/16/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60
Local Assignment Options	1.30	1.90
Total Out-of-Field Teachers	1.30	2.60

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.70%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1) Edgenuity Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to a new student when they enter our programs throughout the year.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	1) Edgenuity 2) Agile Mind Intensified Mathematics 1 (IMI1) Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.	Yes	0
Science	1) Edgenuity Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.	Yes	0
History-Social Science	1) Edgenuity Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to a new student when they enter our programs throughout the year.		
Foreign Language	1) Edgenuity Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to a new student when they enter our programs throughout the year.	Yes	0
Health	1) Edgenuity-online program for health is available for health-related courses. Additionally, Cesar Chavez Community School partners with Communicare, the Health and Human Services Agency, and Woodland Community College to provide Health course opportunities. Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.		
Visual and Performing Arts	1) Edgenuity-online program is available for visual and performing arts courses. Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The campus is located at 255 West Beamer Street, Woodland, CA 95695. The campus consists of four classrooms, an art lab, a covered eating area for lunch and gatherings and an administrative building. One of the classrooms, room 4, will no longer be in use by Cesar Chavez to springboard our Early Childhood Education Program so the classroom has been moved to the administrative building. Repairs and maintenance are conducted by Yolo County Office of Education's Support Operations Services Department. YCOE conducted the F.I.T. survey in November of 2023 and noted that the school needs some deferred maintenance such as paint to keep the buildings operational. The campus will undergo a series of upgrades over the course of the next several months. The overall rating of the facility is GOOD.

A project is in place to update the gates at the entrance to the school to provide enhanced security measures. There will also be a new camera system installed to provide better coverage of the campus as well as the ability to save the data for an extended period. A full-court basketball area with bleachers will be installed as part of the planned upgrade.

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School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	1. Cesar Chavez - Classroom 1: Vents or grills are excessively dusty or dirty. 2. Cesar Chavez - Classroom 2: Vents or grills are excessively dusty or dirty 3. Cesar Chavez - Classroom 3: Vents or grills are excessively dusty or dirty. Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.
Interior: Interior Surfaces	Fair	1. Administrative Building: Carpet is torn in secretaries area. Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	1. Administrative Building: Area appears to be unclean with more than minimal dirt, dust, or buildup.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		2. Cesar Chavez - Classroom 4: Area appears to be unclean with more than minimal dirt, dust, or buildup, excessive cobwebs.
		Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	1. Cesar Chavez - 3.999 Acre Lot: Significant cracks, trip hazards, holes and deterioration are found, concrete trip hazard. Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are

System Inspected	Rating	Repair Needed and Action Taken or Planned
		available upon request from the Director of Support Operations Services.

Overall Facility Rate

Year and month of the most recent FIT report: November 2023

Overall Rating	Good

Last updated: 1/12/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	--	0%	30%	28%	47%	46%
Mathematics (grades 3-8 and 11)		0%	26%	24%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	4	33.33%	66.67%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	5	41.67%	58.33%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)			6.25%	--	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/12/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	--				
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--				
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--				
White	--				
English Learners	--				
Foster Youth	--				
Homeless	--				
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--				

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Career Technical Education (CTE) Programs (School Year 2022–23)

The Yolo County Office of Education College and Career Readiness Team Collaborates with Cesar Chavez Community School to provide support in the following areas:

* Provides work-based learning opportunities related to career exploration, resume writing, and interview skills.
* Develops enrichment activities and opportunities including industry tours and presentations.

The YCCP program offers a CTE course sequence in Entrepreneurship in Applied Digital Media.
YCOE's College and Career Readiness Team seeks out and is advised by industry partners in the fields in which students express interest.

Last updated: 1/12/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/12/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/12/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	53%	53%	53%	53%	67%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Building relationships with students and families is a high priority at Cesar Chavez Community School (CCCS). Before enrollment in CCCS, each student attends a personal orientation meeting with a parent or guardian, led

by the principal and attended by the Youth Development Specialist and a CommuniCare mental health provider. These meetings familiarize the student and parent with the school and the support we provide. We also use these meetings to learn about the student's strengths and needs so we can be prepared to serve them well. All parents and students are invited to a meeting at the beginning of each school year to review any changes in the program and to meet with teachers and support staff. At that time, parents are invited to volunteer on campus or to serve on our School Site Council. These opportunities provide parents with a voice on campus and a chance to build relationships with staff and leadership. Teachers and support staff regularly contact families to provide updates on student progress and solicit input. Families are invited to attend our Fall Back to School Night and Community Dinner. In addition, the school hosts a Spring Open House, a Student Art Show, and a family engagement event in a local park. Progress reports are mailed home to students every quarter so that parents are informed about their student's progress, and newsletters are mailed home at least once per month.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	52.50%	30.80%	9.5%	68.70%	65.50%	43.6%	9.4%	7.8%	8.2%
Graduation Rate	35.00%	38.50%	23.8%	21.70%	20.70%	12.8%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Legend: Dropout Rate, Graduation Rate
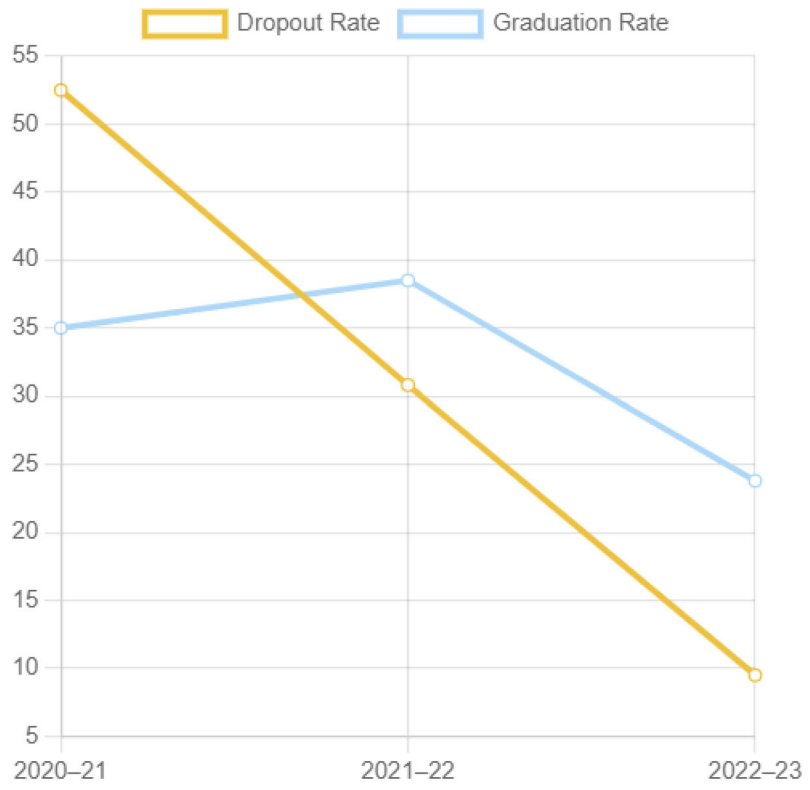
Last updated: 1/12/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	21	5	23.8%
Female	--	--	--
Male	13	3	23.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	19	4	21.1%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	0	0	0.00%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	21	5	23.8%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/12/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	72	60	45	75.0%
Female	27	22	17	77.3%
Male	44	37	28	75.7%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	9	8	6	75.0%
Filipino	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Hispanic or Latino	53	46	36	78.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	9	5	3	60.0%
English Learners	13	12	11	91.7%
Foster Youth	2	1	0	0.0%
Homeless	22	21	20	95.2%
Socioeconomically Disadvantaged	63	54	41	75.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	18	17	14	82.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

State Priority: School Climate

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

- Pupil suspension rates;

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	5.77%	26.00%	18.06%	0.62%	6.03%	4.97%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	18.06%	0.00%
Female	3.70%	0.00%
Male	27.27%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	18.87%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	15.38%	0.00%
Foster Youth	0.00%	0.00%
Homeless	31.82%	0.00%
Socioeconomically Disadvantaged	19.05%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	33.33%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/12/24

School Safety Plan (School Year 2023–24)

Cesar Chavez Community School's Comprehensive School Safety Plan was revised and updated during the 2021-22 school year. The Yolo County Office of Education Board will next review and approve the school safety plan in Spring 2024. The safety plan was developed with staff input and is accessible in each classroom and office. The manual contains information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues.

Last updated: 1/12/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	11		
Mathematics	6.00	6		
Science	4.00	7		
Social Science	4.00	12		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	21		

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
Mathematics	2.00	15		
Science	2.00	11		
Social Science	2.00	21		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	27	0	0
Mathematics	2.00	14	0	0
Science	3.00	12	0	0
Social Science	2.00	22	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/12/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16363.00	$3599.00	$12764.00	$75498.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/12/24

Types of Services Funded (Fiscal Year 2022–23)

A credentialed teacher and paraeducator are present in all Chavez classrooms. A Youth Advocate provides transportation for students who require it, serves as a parent liaison, and adds additional adult presence on campus, connecting with students and supporting staff in a variety of ways. A campus monitor present during the school day, helps to ensure student safety and builds positive relationships with students, often acting as a mentor. The Power Source program is offered to students weekly, teaching them decision-making skills and helping them to understand and leverage their own power over their lives. Chavez also has a CommuniCare staff member on campus full time; this person provides mental health services in the form of regular check-ins with students and more extended sessions with students who need additional support. Yolo Arts provides twice-weekly art instruction to students as part of the regular school day, and a Youth Development Specialist works with students individually to connect them to career and postsecondary education opportunities.
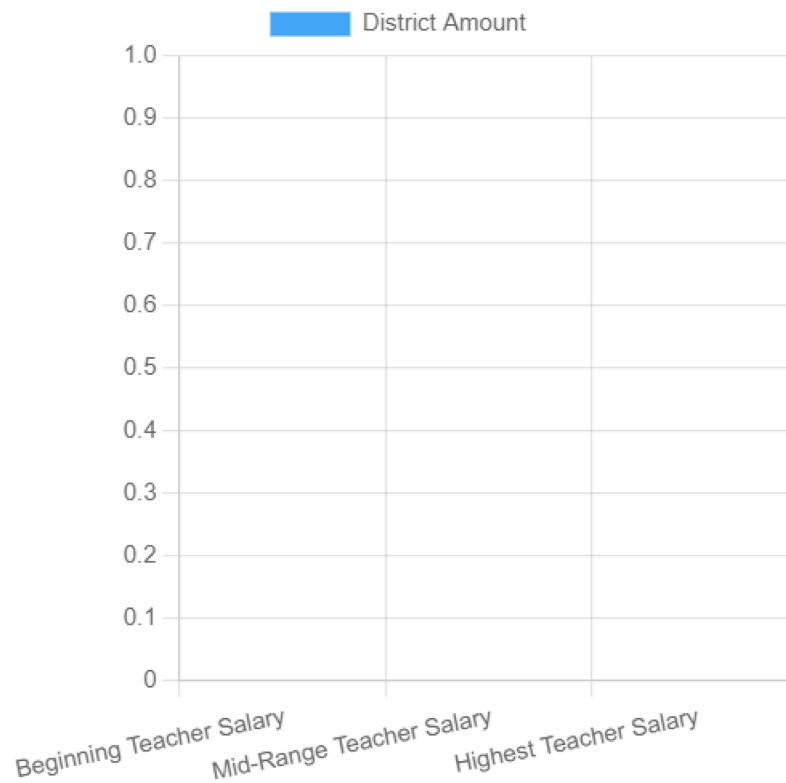
Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	0.00%	0.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

District Amount

Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Last updated: 1/12/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/12/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/12/24