

Cesar Chavez Community
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 255 West Beamer St.
Woodland, CA , 95695-2510

Principal: Heather Schlaman

Phone: (530) 668-3090

Grade Span:

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

Heather Schlaman

Principal, Cesar Chavez Community

About Our School



Dear Parents, Guardians, and Community Members,

We at Cesar Chavez Community School welcome your interest in our School Accountability Report Card (SARC). This report card provides parents, guardians, and the community with valuable information about Yolo County Office of Education’s accredited public community school, Cesar Chavez Community School (CCCS) in Woodland, CA. Our school provides educational programming and services for students in grades 7-12 who are 1) expelled from their district of residence, 2) referred by their district of residence due to behavior or truancy, or 3) referred by probation. This report includes information about student achievement, school safety, staffing, curriculum, and instructional materials. Cesar Chavez is currently in the planning process to become a full-service community school, which will offer expanded learning opportunities and integrated supports and services to students while engaging families and community partners in the leadership and ongoing improvement of the school. CCCS staff and leadership are committed to building and maintaining strong, trusting relationships with students and families; setting and holding high expectations for students; affirming students’ identities; and supporting students’ personal and academic growth. We have a highly trained staff who regularly exceed expectations in developing relationships with students who have faced a range of challenges in their past schooling experiences. Many of our students have been marginalized in school and have developed a mistrust of the system and the adults in the system. We view it as our responsibility to counteract the harm students have experienced and to help them see themselves as knowledgeable and capable people and potential leaders in their communities. While we have made much progress, we recognize we have much work to do to fulfill our mission and our promise to our students and their families. We hope you find the report card a useful resource, and we welcome family and community input as we continue to improve each student’s educational experience and academic achievement. Our goal is to create a welcoming, supportive, and rigorous educational environment for our students, families, and staff.

Sincerely,

Heather Schlaman, Principal

Contact

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

Phone: (530) 668-3090
Email: heather.schlaman@ycoe.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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 2022–23)

School Name	Cesar Chavez Community
Street	255 West Beamer St.
City, State, Zip	Woodland, CA , 95695-2510
Phone Number	(530) 668-3090
Principal	Heather Schlaman
Email Address	gayelynn.gerhart@ycoe.org

Website

www.ycoe.org

County-District-School (CDS) Code

57105790113787

Last updated: 1/26/23

School Description and Mission Statement (School Year 2022–23)

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.

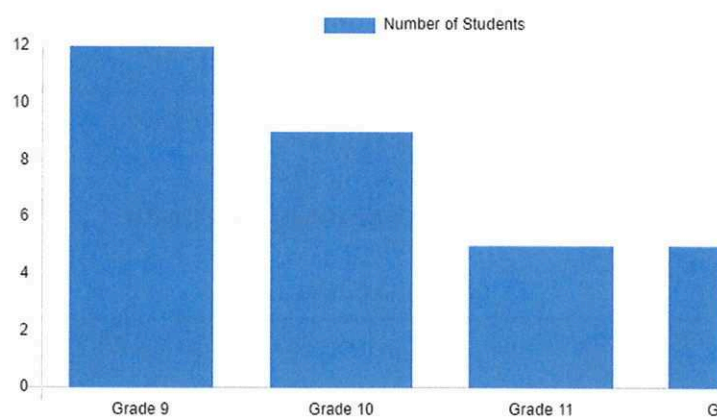
Vision: Cesar Chavez Community School is a community-driven center that provides the highest quality education, promoting success for all students in a setting where students, parents, and staff share responsibility for students' learning and growth, and work together to create a safe, affirming, and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

Last updated: 1/25/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	12
Grade 10	9
Grade 11	5
Grade 12	5
Total Enrollment	31



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	35.50%
Male	61.30%
Non-Binary	3.20%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	3.20%
Filipino	0.00%
Hispanic or Latino	74.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.50%
White	16.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.50%
Foster Youth	3.20%
Homeless	16.10%
Migrant	0.00%
Socioeconomically Disadvantaged	83.90%
Students with Disabilities	41.90%

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	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: 1/25/23

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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: 1/25/23

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

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

Last updated: 1/11/23

**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	
Local Assignment Options	1.30	
Total Out-of-Field Teachers	1.30	

Last updated: 1/11/23

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	
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	

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: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: October 2022

Subject		Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1) Edgenuity		Yes	0%
	Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.			
Mathematics	1) Edgenuity		Yes	0%
	2) Agile Mind Intensified Mathematics 1 (IM1)	Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.		
Science	1) Edgenuity		Yes	0%
	Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.			
History-Social Science	1) Edgenuity		Yes	0%
	Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.			
Foreign Language	1) Edgenuity		Yes	0%
	Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.			
Health	1) Edgenuity - online program is available for health courses. In addition, Cesar Chavez Community School partners with Communicare and Health and Human Services Agency to provide healthcare-related workshops.		Yes	0%
	Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.			
Visual and Performing Arts	1) Edgenuity - online program is available for visual and performing arts courses.		Yes	0%
	Staff have utilized curricular materials consistent with adoptions from partner districts and are in the process of adopting materials for the 2023-2024 school year.			
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0%

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

Last updated: 1/25/23

School Facility Conditions and Planned Improvements

The campus is located at 255 West Beamer Street, Woodland, CA 95695. Cesar Chavez Community School is comprised of four classrooms, an art lab, and a covered eating area for lunch and assembly. Repairs and maintenance are conducted by Yolo County Office of Education's Support Operations Services Department. YCOE conducted a FIT survey in January 2023 and noted that the campus looks well maintained and will need paint before the next school year. Overall, the facility rating is **GOOD**.

Last updated: 1/25/23

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: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1. Cesar Chavez - Classroom 4: Return grill needs to be vacuumed with horsehair brush. <i>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.</i>
Interior: Interior Surfaces	Fair	1. Administrative Building: Carpet is starting to show its age. 2. Cesar Chavez - Classroom 2: There is evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits) from recent storms, on carpet. 3. Cesar Chavez - Classroom 3: Carpet is showing signs of aging. 4. Cesar Chavez - Restroom Building: Girls restroom, floor is showing signs of aging. <i>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.</i>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	1. Administrative Building: A few screws missing out of the electrical panel. <i>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.</i>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	1. Cesar Chavez Restroom Building: A leak is evident. Vacuum breaking leaking in urinal. <i>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.</i>
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating

Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	--	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	%	N/A	26%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data. Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/26/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
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
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless				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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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: 1/25/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
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
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	N/T		N/T	6.25	28.5	29.47

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 CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/25/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education (CTE) Programs (School Year 2021–22)

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 for students 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: 1/25/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/25/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/25/23

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 2021–22)
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
5	0.0%	0.0%	0.0%	0.0%	0.0%
7	0.0%	0.0%	0.0%	0.0%	0.0%
9	16.0%	16.0%	16.0%	16.0%	16.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/23

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 2022–23)

Building relationships with students and families is a high priority at Cesar Chavez Community School (CCCS). Prior to 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 supports 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 strong 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, Student Art Show, and family engagement event in a local park. Progress reports are mailed home to students every quarter so that parents are informed about their students' progress, and newsletters are mailed home at least once per month.

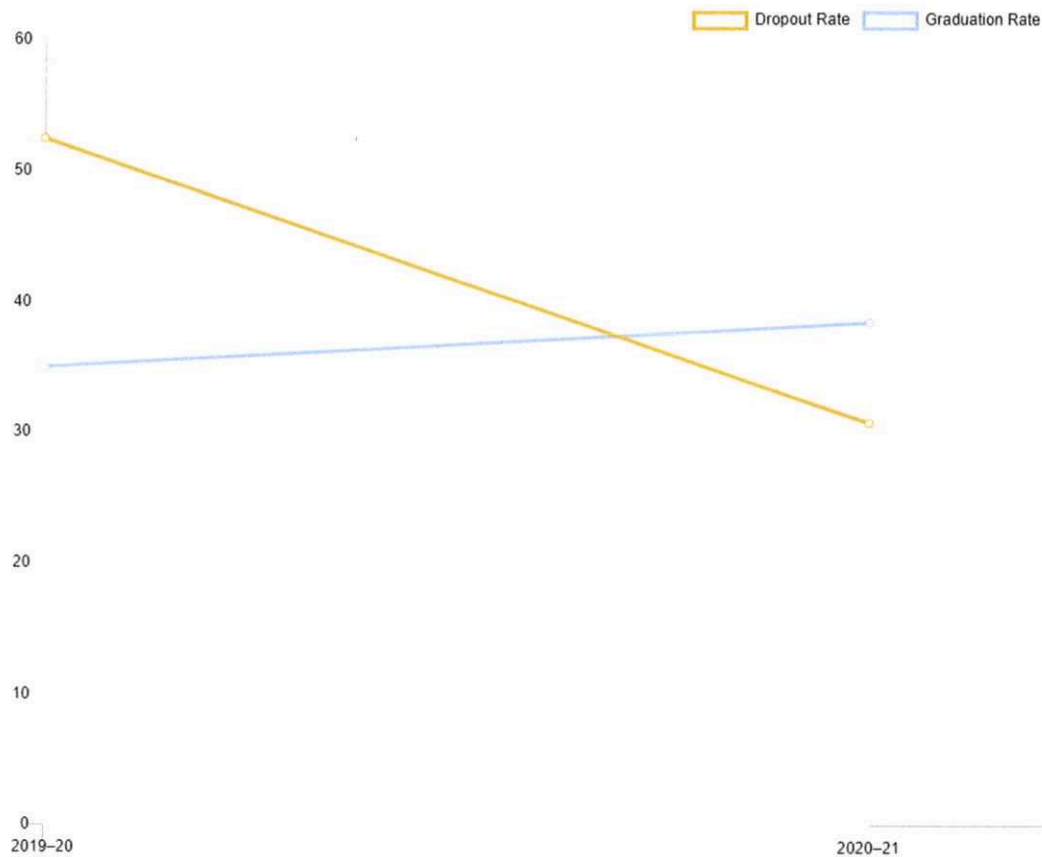
State Priority: Pupil Engagement

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 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		52.50%	30.80%		68.70%	65.50%	8.9%	9.4%	7.8%
Graduation Rate		35.00%	38.50%		21.70%	20.70%	84.2%	83.6%	87.0%



Last updated: 1/20/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	5	38.5
Female			
Male			
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino			
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	11	4	36.4
Students Receiving Migrant Education Services	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>.
Last updated: 1/25/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	50	46	44	95.7
Female	13	13	12	92.3
Male	36	32	31	96.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	42	38	37	97.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	2	100.0
White	5	5	4	80.0
English Learners	14	13	13	100.0
Foster Youth	4	4	4	100.0
Homeless	6	5	4	80.0
Socioeconomically Disadvantaged	43	39	37	94.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	17	16	94.1

Last updated: 1/25/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	9.84%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	5.77%	26.00%	0.62%	6.03%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/25/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	26.00	0.00
Female	23.08	0.00
Male	27.78	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	28.57	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	28.57	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	30.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	29.41	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

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 2023. 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: 1/25/23

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 (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	26		
Mathematics	2.00	23		
Science	3.00	21		
Social Science	3.00	23		

* 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 2020–21)

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)

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

Last updated: 1/25/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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.

Last updated: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29321.00	\$9262.00	\$20059.00	\$68906.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

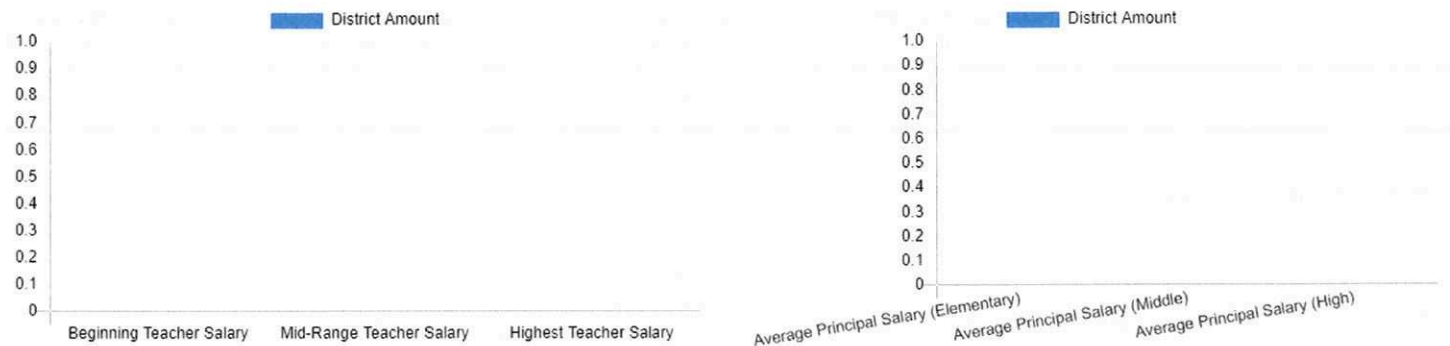
A Youth Advocate works with the school staff to conduct home visits for attendance purposes and provides mentorship to students. Through Yolo Arts, we provide twice-weekly art instruction to students in our day school program and weekly one-on-one art sessions for students on independent study. The Power Source program, provided to all students throughout the school year, is a proven, evidence-based social-emotional learning (SEL) program for high-risk youth that equips our students with the social and emotional regulation skills they need to build healthy relationships, break intergenerational cycles of violence, addiction, and other high-risk behaviors, and be successful in the workforce. Health and Human Services and Communicare provide wrap-around supports and guidance related to suicide prevention and mental health. CCCS is also implementing culturally responsive curriculum and practices with support from the UC Davis Mathematics Project, the Yolo Conflict Resolution Center, and a Reading with Relevance coach.

Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

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

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



Last updated: 1/25/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

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*	0.00%

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

Last updated: 1/25/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/25/23

