

Cesar Chavez Community School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

2025-26 School Contact Information

| | |
|--|-------------------------------|
| School Name | Cesar Chavez Community School |
| Street | 255 W Beamer Street |
| City, State, Zip | Woodland, CA 95695 |
| Phone Number | (530) 668-3090 |
| Principal | Jose Gutierrez |
| Email Address | Jose.Gutierrez@ycoe.org |
| School Website | www.ycoe.org |
| Grade Span | 7-12 |
| County-District-School (CDS) Code | 57 10579 0113787 |

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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, two Youth Advocates, a Youth Development Specialist, A Full-Service Community School coordinator, and a 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 with the tools to conquer personal challenges, realize their potential, build self-confidence, set, and attain goals and become successful, contributing members of the community.

About this School

| 2024-25 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 7 | 1 |
| Grade 8 | 2 |
| Grade 9 | 11 |
| Grade 10 | 9 |
| Grade 11 | 10 |
| Grade 12 | 7 |
| Total Enrollment | 40 |

| 2024-25 Student Enrollment by Student Group | |
|---|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 38.3 |
| Male | 61.7 |
| Black or African American | 10.6 |
| Hispanic or Latino | 68.1 |
| White | 21.3 |
| English Learners | 12.8 |
| Homeless | 25.5 |
| Socioeconomically Disadvantaged | 68.1 |
| Students with Disabilities | 21.3 |

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.

2021-22 Teacher Preparation and Placement

| 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) | 1.1 | 23.93 | 20.2 | 48.91 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1.9 | 4.64 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 4 | 9.86 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.6 | 54.81 | 6.2 | 15 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 21.27 | 8.9 | 21.52 | 15831.9 | 5.67 |
| Total Teaching Positions | 4.8 | 100 | 41.4 | 100 | 279044.8 | 100 |

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.

2022-23 Teacher Preparation and Placement

| 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) | 1.6 | 28.95 | 21.3 | 53.2 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 2.49 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 3.1 | 7.72 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.3 | 58.6 | 5 | 12.61 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0.6 | 12.11 | 9.6 | 23.95 | 14303.8 | 5.15 |
| Total Teaching Positions | 5.7 | 100 | 40.1 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

| 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) | 1.1 | 23.6 | 11.4 | 27.14 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 2.7 | 6.38 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0 | 0 | 7 | 16.54 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.6 | 72.8 | 6 | 14.17 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0.1 | 3.2 | 15.1 | 35.72 | 13705.8 | 4.91 |
| Total Teaching Positions | 5 | 100 | 42.3 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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.

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

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.60 | 0 | 0 |
| Local Assignment Options | 1.90 | 3.3 | 3.6 |
| Total Out-of-Field Teachers | 2.60 | 3.3 | 3.6 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 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) | 0 | 0 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | 2025-December |
|---|---|--|
| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | 1) Subject.com Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2025-2026 school year. | 0% |
| Mathematics | 1) Subject.com 2) Agile Mind Intensified Mathematics 1 (IMI1) | 0% |
| Science | 1) Subject.com Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2025-2026 school year. | 0% |
| History-Social Science | 1) Subject.com Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2025-2026 school year. | 0% |
| Foreign Language | 1) Subject.com Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2025-2026 school year. | 0% |
| Health | 1) Subject.com -an online program for health is available for health-related courses. Additionally, Cesar Chavez Community School partners with Communicare, the Health and Human | 0% |

| | | |
|---|---|----|
| | <p>Services Agency, and Woodland Community College to provide Health course opportunities.</p> <p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2025-2026 school year.</p> | |
| Visual and Performing Arts | <p>1) Subject.com -an online program is available for visual and performing arts courses.</p> <p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2025-2026 school year.</p> | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | |

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 three classrooms, an art lab, a covered eating area for lunch and gatherings and an administrative building.

Year and month of the most recent FIT report

December 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | EXHAUST FAN IS NOT FUNCTIONING IN MAIN OFFICE |
| Interior: Interior Surfaces | | | X | WALL TRIM IS LOOSE, CEILING TILE IS MISSING, SOME CEILING TILE IS TORN, CEILING TILE T-BAR IS MISSING (IN MAIN OFFICE AND CONFERENCE ROOM) |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | EXTENSION CORD IS BEING PERMANENTLY USED IN ARTS ROOM AND IN THE MAIN OFFICE SURGE PROTECTORS ARE DAISY CHAINED. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) IN BOTH MALE AND FEMALE RESTROOMS |
| Safety: Fire Safety, Hazardous Materials | | X | | CARPET IS CREATING A TRIP HAZARD AT ENTRY IN ART ROOM Room 1 (IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED)) Room 2 (5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS OBSCURED. 11. CHEMICALS ARE UNIDENTIFIED. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED) Room 3 (4. CEILING TILE IS MISSING. 12. DRY ROT ON SIDING. (WILLIAMS NOTICE NOT POSTED) |

| School Facility Conditions and Planned Improvements | | | | |
|--|--|---|--|--|
| Structural: Structural Damage, Roofs | | X | | DRY ROT ON SIDING IN RESTROOM (ALL 3 RESTROOMS) |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | WINDOW SCREEN IS MISSING. (WILLIAMS NOTICE NOT POSTED) MALE AND FEMALE RESTROOM DRY ROT ON SIDING TRIM AND WINDOW TRIM. |

| Overall Facility Rate | | | |
|-----------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| | | X | |

| | |
|-------------------|--|
| B. Pupil Outcomes | State Priority: Pupil Achievement |
| | <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p> |
| | |
| | |
| | |

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 0 | 0 | 21 | 27 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 0 | 20 | 26 | 30 | 35 | 37 |

2024-25 CAASPP Test Results in ELA by Student Group

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

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP 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 | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 5 | 41.67 | 58.33 | -- |
| 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 | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- |

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP 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 | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 12 | 5 | 41.67 | 58.33 | -- |
| 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 | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | -- | -- | 16.67 | 22.22 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| 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 | 0 | 0 | 0 | 0 | 0 |
| 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 | 0 | 0 | 0 | 0 | 0 |
| 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 | -- | -- | -- | -- | -- |

2024-25 Career Technical Education Programs

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.

Students have the opportunity for concurrent enrollment in CTE classes at Woodland Community College.

Students have the opportunity for internships related to CTE pathways.

| 2024-25 Career Technical Education (CTE) Participation | |
|---|---------------------------|
| Measure | CTE Program Participation |
| Number of Pupils Participating in CTE | 14 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 0 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

| 2024-25 Course Enrollment/Completion | |
|--|---------|
| This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements. | |
| UC/CSU Course Measure | Percent |
| Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

| 2024-25 California Physical Fitness Test Participation Rates | | | | | |
|---|-------------------------------|---|--|--|--------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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. | | | | | |
| Grade Level | 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 |
| Grade 5 | NA | NA | NA | NA | NA |
| Grade 7 | NA | NA | NA | NA | NA |
| Grade 9 | 22% | 33% | 22% | 22% | 44% |

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.

2025-26 Opportunities for Parental Involvement

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, Full Service Community School coordinator, 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 students' 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. We are looking to add Aeries Parent Portal and Parent Square to better communicate with families.

C. Engagement

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| Dropout Rate | 9.5 | 81.3 | 42.9 | 43.6 | 88.6 | 71 | 8.2 | 8.9 | 8 |
| Graduation Rate | 23.8 | 18.8 | 57.1 | 12.8 | 11.4 | 25.8 | 86.2 | 86.4 | 87.5 |

| 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate) | | | |
|--|------------------------------|----------------------------|------------------------|
| This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp . | | | |
| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students | 14 | 8 | 57.1 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| 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 | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 13 | 8 | 61.5 |
| 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 | 14 | 8 | 57.1 |
| 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 selected student population is ten or fewer. | | | |

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 69 | 63 | 45 | 71.4 |
| Female | 23 | 22 | 16 | 72.7 |
| Male | 46 | 41 | 29 | 70.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 49 | 45 | 32 | 71.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 11 | -- | -- | -- |
| English Learners | 11 | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 21 | 19 | 14 | 73.7 |
| Socioeconomically Disadvantaged | 59 | 54 | 38 | 70.4 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 15 | 14 | 9 | 64.3 |

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.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 18.06 | 19.51 | 2.9 | 4.97 | 5.44 | 3.53 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.90 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 4.35 | 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 | 2.04 | 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 | 9.09 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 4.76 | 0.00 |
| Socioeconomically Disadvantaged | 3.39 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 6.67 | 0.00 |

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.

2025-26 School Safety Plan

Cesar Chavez Community School's Comprehensive School Safety Plan was revised and updated during the 2024-25 school year. The Yolo County Office of Education Board will next review the 2025-2026 school safety plan in February 2026. 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.

Cesar Chavez will also organize and implement a school safety committee in January 2026 to review discipline data, discuss the supervision staff schedule, and discuss ways to increase the climate and safety on campus.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 27 | 0 | 0 |
| Mathematics | 2 | 14 | 0 | 0 |
| Science | 3 | 12 | 0 | 0 |
| Social Science | 2 | 22 | 0 | 0 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 29 | | |
| Mathematics | 2 | 22 | | |
| Science | 3 | 20 | | |
| Social Science | 2 | 33 | | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2 | 20 | | |
| Mathematics | 3 | 15 | | |
| Science | 3 | 12 | | |
| Social Science | 2 | 27 | | |

2024-25 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| 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 | 1 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$16,363 | \$3,599 | \$12,764 | \$75,498 |
| District | N/A | N/A | | |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$11,146 | |
| Percent Difference - School Site and State | N/A | N/A | 16.9 | |

Fiscal Year 2024-25 Types of Services Funded

We ensured coherence and alignment of all integrated supports through a whole-child approach. Given that the majority of students at Cesar Chavez Community School are considered unduplicated, we coordinated on-site and community-based services to avoid duplication and provide equitable access to necessary resources. Multiple agencies worked with our students either on-site or through community programs, requiring collaboration and alignment. The implemented actions and metrics created an integrated support system for youth and fostered a culture of belonging, safety, and care.

Students were provided opportunities to meet regularly with mentors to develop specific skills, explore future career or academic paths, or discuss matters important to them. This initiative focused on building confidence, resilience, and strong relationships rather than solely enhancing academic skills. Additionally, all staff members participated in comprehensive training sessions on anti-bias practices. These sessions addressed recognizing unconscious biases, fostering inclusivity, and implementing equitable strategies to enhance cultural competence and promote diversity awareness throughout the school community.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | |
| 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 | | |

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| 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 Where there are student course enrollments of at least one student. | 0 |

Professional Development

Professional Development at Cesar Chavez is focused on Restorative Circles,the Transition to Independence Model, Universal Design for Learning and English Language Development.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 15 | 15 |