

Cesar Chavez Language Academy

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Cesar Chavez Language Academy
Street	
City, State, Zip	
Phone Number	(707) 890-3890
Principal	Gabriela Mendoza-Torres
Email Address	gmendozatorres@srcs.k12.ca.us
School Website	https://ccla-santarosa-ca.schoolloop.com
Grade Span	K-8
County-District-School (CDS) Code	49709120128074

2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	www.srcschools.org

2025-26 School Description and Mission Statement

Cesar Chavez Language Academy (CCLA), is a TK-8th grade Dependent Charter School in the Santa Rosa City Schools School District. We offer a Dual Immersion program (Spanish/English) in our TK-6th grade Elementary program. In 7th and 8th grades, we offer four different pathways for incoming students: Dual Immersion, a Newcomer students), Spanish Language and Traditional. We have a unique 7 period day in grades 7 & 8 in order to allow for students to take a language/support class and an additional elective.

We are projected to have approximately 800 students for the 2025-2026 school year, with 70% of them being “unduplicated”.

The mission of Cesar Chavez Language Academy (CCLA) is to create a family and community-centered school that promotes

2025-26 School Description and Mission Statement

a rigorous academic environment which creates a bilingual, biliterate and multicultural quality education for all students. This environment fosters creative, honest and kind citizens of the community and the world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	69
Grade 2	67
Grade 3	64
Grade 4	58
Grade 5	57
Grade 6	52
Grade 7	136
Grade 8	152
Total Enrollment	773

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	51.9
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	1
Black or African American	0.5
Filipino	0.1
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.4
White	6.3
English Learners	32.7
Foster Youth	0.3
Homeless	3.8
Migrant	1.9
Socioeconomically Disadvantaged	76.1
Students with Disabilities	9.6

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)	31.1	70.54	196.2	83.4	234405.2	84
Intern Credential Holders Properly Assigned	0.1	0.36	0.1	0.07	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.4	7.88	17.8	7.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	3.35	2.4	1.05	11953.1	4.28
Unknown/Incomplete/NA	7.8	17.8	18.5	7.87	15831.9	5.67
Total Teaching Positions	44.1	100	235.3	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)	28.2	65.24	213.3	80.66	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	1.36	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.6	22.32	23.3	8.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.6	1	11746.9	4.23
Unknown/Incomplete/NA	4.7	11.05	21.5	8.14	14303.8	5.15
Total Teaching Positions	43.2	100	264.4	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)	29.4	66.66	211.8	76.32	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5	1.8	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.6	24.01	21	7.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.81	1.8	0.65	12112.8	4.34
Unknown/Incomplete/NA	3.3	7.53	37.9	13.66	13705.8	4.91
Total Teaching Positions	44.2	100	277.6	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	0.10	2	2
Misassignments	3.30	7.6	8.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.40	9.6	10.6

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	1.00	0	0.8
Local Assignment Options	0.40	0	0
Total Out-of-Field Teachers	1.40	0	0.8

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)	11.4	18.9	17.8
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	9.8	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 Not Available

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	<p>Estrellita and Cancionero Maravillas and Cancionero The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. https://bit.ly/Elem_Curric</p>	0
Mathematics	All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of	0

	means and review s previous concepts throughout the program. Course 2: CPM 2015, Dietiker, Board Approved 1/24/2018 Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018 Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018	
Science	FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. TCI Bring Science Alive 7th Grade Integrated TCI Bring Science Alive 8th Grade Integrated	0
History-Social Science	Nat. Geo World History: Medieval & early modern times 9781337110808 Nat. Geo American Stories: beginnings to world war 1 9781337111386	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Too (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.
This school was inspected in September 2025 and had an overall rating of "Fair".
The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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)	23	31	31	33	47	48
Mathematics (grades 3-8 and 11)	16	17	24	25	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	508	496	97.64	2.36	30.71
Female	235	229	97.45	2.55	36.24
Male	272	266	97.79	2.21	26.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	452	440	97.35	2.65	26.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	34	34	100.00	0.00	64.71
English Learners	129	125	96.90	3.10	5.60
Foster Youth	0	0	0	0	0
Homeless	20	17	85.00	15.00	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	264	258	97.73	2.27	21.01
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	52	49	94.23	5.77	20.41

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	508	503	99.02	0.98	17.00
Female	235	233	99.15	0.85	18.18
Male	272	269	98.90	1.10	16.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	452	448	99.12	0.88	13.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	51.52
English Learners	129	129	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	20	20	100.00	0.00	5.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	264	261	98.86	1.14	9.62
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	52	51	98.08	1.92	8.00

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)	7.86	9.05	18.14	17.85	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	201	199	99.00	1.00	9.05
Female	87	86	98.85	1.15	10.47
Male	113	112	99.12	0.88	8.04
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	183	181	98.91	1.09	4.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	38.46
English Learners	56	56	100.00	0.00	1.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	112	99.12	0.88	4.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	0.00

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	83.90%	96.40%	50.00%	96.40%	50.00%
Grade 7	94.20%	94.90%	97.10%	99.30%	97.10%

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

This charter recognizes that students and schools are more successful when parents, staff, students, and the community work together to support and foster learning for all. Therefore; at the Charter School, the education of each child is a joint venture between the parent, student, community and school. To support this goal:

1. Parents/guardians, staff, and community partners are elected to serve on the Bilingual Advisory Board (BAB) (See Element D Below).
2. Parents and guardians who enroll their children in the school accept their responsibility for their children's education. Therefore, they will agree to:
3. Discuss regularly with their child the importance of education and school.
4. Keep in regular contact with their child's teacher(s) regarding student progress.
5. Attend mandatory school sponsored parent meetings regarding the school's program.
6. Consistently support their child in completion of school work and preparation for assessments.
7. Parents and guardians are encouraged to participate in the life of the school. Volunteer hours are flexible and varied so as not to create barriers for a diverse student population. Varied service opportunities may include such things as classroom assistance, field trip transportation, fundraising support, BAB work, tutoring, reading with students, and supporting bilingual related activities.
8. Staff provide outreach to students and their parents to create two-way communication and participation, efforts that will be overseen by the program coordinator. Ways to meet this goal may include:
9. Parent Education and Information Nights

2025-26 Opportunities for Parental Involvement

10· Language Nights

11· Family/School/Community Nights

12· Regular phone calls home and e-mail messages to share student performance

13· Explanations of rubrics and other feedback tools and written feedback home regarding assessment, both formative and summative

14· Parent-teacher conferences

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	781	774	105	13.6
Female	376	371	46	12.4
Male	402	401	59	14.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	705	699	101	14.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	1	9.1
White	49	49	0	0.0
English Learners	269	268	33	12.3
Foster Youth	--	--	--	--
Homeless	31	31	5	16.1
Socioeconomically Disadvantaged	612	606	85	14.0
Students Receiving Migrant Education Services	16	15	2	13.3
Students with Disabilities	92	92	18	19.6

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
8.15	8.3	6.53	3.66	4.29	3.31	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
0.34	0.12	0.26	0.08	0.02	0.04	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	6.53	0.26
Female	4.79	0.00
Male	8.21	0.50
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	6.52	0.14
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.16	0.00
English Learners	7.81	0.37
Foster Youth	0.00	0.00
Homeless	22.58	0.00
Socioeconomically Disadvantaged	7.52	0.16
Students Receiving Migrant Education Services	18.75	0.00
Students with Disabilities	8.70	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

The 2025-2026 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

Site-Based Safety Plan Information:

Student safety is paramount at Cesar Chavez Language Academy. Attentive student supervision takes place throughout the day, including before and after school. At lunchtime, administrators, two full-time campus supervisors/student advisor, and teachers monitor students. Every year our safety committee revises the school plan, which the School Site Council (SSC)

2025-26 School Safety Plan

approves. From the first day of school, we instruct students in the importance of safety, respect, and responsibility. Lessons provided through a daily advisory class help students understand how these values provide the foundation for all school rules. We focus on, encourage, and celebrate positive behaviors. Positive consequences are emphasized over negative ones, and our students learn that they are responsible for making the right choice for themselves and others. We also have assemblies for elementary students to focus on our school wide expectations.

Further, each month an emergency preparedness drill is conducted on campus: fire, earthquake and lock-down drills are reviewed, practiced and modified to be more effective.

Our staff safety committee works to update equipment and protocols to ensure the safest campus possible. A full-scale emergency operations plan is in effect and can be reviewed upon request.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	23	0	3	0
2	22	0	3	0
3	22	0	3	0
4	30	0	2	0
5	26	0	2	0
6	20	1	2	0
Other	0	0	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	24	0	3	0
2	22	1	2	0
3	21	0	3	0
4	30	0	2	0
5	29	0	2	0
6	18	2	1	0
Other	0	0	0	0

2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23		3	
2	22		3	
3	21	1	2	
4	29		2	
5	29		2	
6	24	1	2	

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	270.33

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

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	\$16,217.02	\$3,270.81	\$12,946.20	\$82,185.22
District	N/A	N/A	\$6,489.50	\$91,442.90
Percent Difference - School Site and District	N/A	N/A	66.4	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	18.3	

Fiscal Year 2024-25 Types of Services Funded

We offer a range of supports to help students thrive academically, socially, and emotionally. These include tutoring services to strengthen academic skills and provide targeted instructional support; counseling services focused on students’ social-emotional well-being, conflict resolution, and individual needs; and restorative support, which emphasizes relationship building, repairing harm, and fostering a positive and inclusive school climate. Together, these supports ensure students have the resources they need to be successful.

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		

Professional 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	2		2