

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

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, 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/fq/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).

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.

Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Yolo County Office of Education
Phone Number	(530) 668-6700
Superintendent	Garth Lewis
Email Address	garthlewis@ycoe.org
Website	http://www.ycoe.org

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Cesar Chavez Community
Street	255 West Beamer Street
City, State, Zip	Woodland, California 95695-2510
Phone Number	(530) 668-3090
Principal	Gayelynn Gerhart, Principal
Email Address	gayelynn.gerhart@ycoe.org
Website	http://www.ycoe.org
County-District-School (CDS) Code	57105790113787

School Description and Mission Statement (School Year 2019–20)

Narrative provided by the LEA

Use this space to provide information about the school, its program, and its goals.

Cesar Chavez Community School is a WASC accredited high school. Cesar Chavez Community School's primary campus is located in Woodland, California. A satellite classroom is located in West Sacramento, California adjacent to the Washington Unified School District Offices. Students are referred to the program from representatives of the five Yolo County school districts. Students are referred to the program for: truancy, behavior intervention, expulsion, probation, school anxiety and credit deficiency. The program serves students in grades 7-12; although students in grades 7 and 8 are exclusively served through an independent studies program. Students in grades 9-12 have two program options: Independent Studies and Day School. In addition to the administration, office staff, teachers and para-educators, a Probation Officer, Youth Advocate, Counselor and Mental Health Therapist are on campus to provide immediate interventions and supports to youth.

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 learning, mutual respect and safety.

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 productive members of the community.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC

Grade Level	Number of Students
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	DPC
Grade 7	DPC
Grade 8	DPC
Ungraded Elementary	DPC
Grade 9	DPC
Grade 10	DPC
Grade 11	DPC
Grade 12	DPC
Ungraded Secondary	DPC
Total Enrollment	DPC

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Foster Youth	DPC
Homeless	DPC

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 Credentials

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts 1) Globe Fearon, “World of Vocabulary” series 2) A California Reading/Writing Review 3) Glencoe/McGraw-Hill, Impact Short Stories (and other readers) 4) Global Fearon, English Skills Practice 5) PearsonPrentice Hall, Timeless Voices, Timeless Themes 6) Edge ELD Level A, B, C 7) 7) Edgenuity (18/19)	Yes	0.0%
Mathematics	1) McDougal Littell-Houghton Mifflin Co., Pre-Algebra 2) Holt, Rinehart & Winston, Holt California Mathematics, Algebra Readiness 3) Glencoe/McGraw Hill, Pre-Algebra 4) American Book Company, California Math Review 5) Key Curriculum Press, “Key to” series (algebra, percentages etc.) 6) Number Power Series 7) Pearson, Mathematics for Carpentry 8) Globe Fearon, Mathematics 9) McDougal Littell-Houghton Mifflin Co, Algebra 1 10) McDougal Littell-Houghton Mifflin Co, Geometry 11) Edgenuity (18/19)	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Science curriculum materials were adopted on August 16, 2007. 1) Pearson, Earth Science, California Edition 2) Glencoe McGraw Hill, Glencoe Biology 3) Edgenuity (18/19)	Yes	0.0%
History-Social Science	History-Social Science History/Social Science curriculum materials were adopted on August 16, 2007. 1) McDougal Littell, The Americans 2) McDougal Littell, Modern World History 3) Pearson/Prentice Hall, "History Case Studies" series 4) Teachers' Curriculum Institute, History Alive 5) Glencoe McGraw Hill, World History Modern Times 6) Prentice Hall, Magruder's American Government 7) AGS, Economics 8) AGS, United States Government 9) Edgenuity (18/19)	Yes	0.0%
Foreign Language	Edgenuity (18/19) online program is available for foreign language courses.	Yes	0.0%
Health	Edgenuity (18/19) 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	0.0%
Visual and Performing Arts	Edgenuity (18/19) online program is available for visual and performing arts courses.	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0%

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

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

Cesar Chavez Community School (CCCS) is located at two campuses.

Woodland: The campus at 255 West Beamer Street, Woodland CA 95695, is large and offers students opportunities for time outside for physical activities. CCCS is composed of four classrooms, an art lab, and covered eating area for lunch and assembly. Repairs and maintenance are conducted by Yolo County Office of Education's Support Operations Services Department. The campus school rating is FAIR. The site looks well maintained overall. There are deficiencies that need to be corrected, as well as some much needed deferred maintenance such as painting and dry rot replacement in window trim to keep the buildings operating for their useful life cycle.

West Sacramento: The other campus at 930 Westacre Road, West Sacramento CA 95605 is composed of one classroom and a computer lab and has sufficient space outside for physical activities. This facility is owned and maintained by Washington Unified School District (WUSD) in West Sacramento. YCOE conducted a FIT survey of the site and found it to be in good order for all systems inspected and exemplary overall. The FIT report was conducted in December, 2019.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2019

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: Electrical		X		
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

Year and month of the most recent FIT report: November 2019

Overall Rating

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, which 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); and
- 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

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

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

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

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018–19)

Narrative provided by the LEA

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

The Yolo County Office of Education College and Career Readiness Department collaborates with Cesar Chavez Community School to provide supports in the following areas:

- Provides work-based learning opportunities related to career exploration, job search, resume writing and interviewing skills
- Develops enrichment activities and opportunities for students including industry-led workshops
- Provides on-site, industry-led instruction in the Building and Construction Trades Sector

There are currently no CTE program sequences offered. Students have the option to take online CTE courses via Edgenuity.

Cesar Chavez Community School works closely with industry advisory partner, Northern California Construction Training, and Yolo County Probation to offer work-based training in construction.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	DPC
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Narrative provided by the LEA

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Building relationships among the student, parent/guardian, and staff are of utmost importance at Cesar Chavez Community School (CCCS). Parents and students must attend a personal orientation meeting with the CCCS counselor prior to enrollment so that they have an opportunity to meet all of the staff members, ask questions about the school and understand the expectations of the students. All parents and students meet together at the beginning of each school year to review any changes in the program and to meet each of the teachers and support staff members. At that time, parents are invited to volunteer on campus, so that they can have a close relationship with the school staff. There is an opportunity for parents to become members of the School Site Council as well. Parents are invited to meet with their student's faculty advisor and administrative staff during the school year. 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 Community Dinner. Progress reports are mailed home to students every quarter so that parents are informed about their students' progress. Parents also participate in student barbecues and celebrations. Two parent stakeholder meetings are planned for the spring to gather input regarding what they feel is working well and any suggestions they have for improvement. A parent group participated in the recent WASC accreditation mid-term review.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2019–20)***Narrative provided by the LEA***

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

CCCS's Comprehensive School Safety Plan was revised and updated during the 2018-19 school year. The Yolo County Office of Education Board will next review and approve the school safety plan in February 2020. 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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

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

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

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

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

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

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

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*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 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*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 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	DPC	DPC	DPC	DPC
Mathematics	DPC	DPC	DPC	DPC
Science	DPC	DPC	DPC	DPC
Social Science	DPC	DPC	DPC	DPC

*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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	DPC

*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.

Student Support Services Staff (School Year 2018–19)

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)
Pending

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2018–19)***Narrative provided by the LEA***

Provide specific information about the types of programs and services available at the school that support and assist students.

Two Youth Advocate's work with the probation officer to conduct home visits for attendance purposes and provides mentorship to students. A 50% School Resource Officer is provided for CCCS. Sacramento Area Youth Speaks (SAYS) provides literacy through poetry. Yolo Arts provides visual and ceramic art instruction. The Power Source program is a proven, evidence-based SEL program for high-risk youth. Designed to be a standalone program for anyone helping youth-at-risk, Power Source equips adolescents 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. This unique and transformative program is both preventative and rehabilitative. Power Source guides highly at-risk adolescents and young adults in discovering their own resilience while building the skills associated with healthy social and emotional development. Health and Human Services and Communicare provide wrap-around supports and student training related to suicide prevention and mental health. The school is implementing Positive Behavior Intervention Support. CCCS is also implementing culturally-responsive curriculum and practices that are provided by The Culture C.O. - O.P., UC Davis SAYS and the School of Education, and through Moving Forward Institute with Reading with Relevance novels and instructional coaching and support.

DRAFT

Teacher and Administrative Salaries (Fiscal Year 2017–18)

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

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

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All Courses	DPC	DPC

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

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10