

Cesar Chavez Community School

2024-25

Celebrations & Reflections
for Continuous Improvement



From the CCCS Team

Thank you for the opportunity to share our excitement and successes. We are happy to be part of a nationwide effort to develop improved systems that can more meaningfully assess the vital and unique work of re-engagement schools.





Who We Serve

Demographics for FAY student group

- 88% Direct Certification (Low Income)
- 27% Students with Disabilities
- 33% English Learners
- 73% Hispanic
- 14% Native American
- 9% Black

Who We Serve

Academics

- **34%** of students entered CCCS at a 1st to 4th grade level in Math
- **25%** of students entered CCCS at a 1st to 4th grade level in Reading
- These students do not all have IEPs
- Students continue to enroll at CCCS with an average of 12 failing grades already on transcripts

***This is a critical mass of students that requires school structures that are able to support these high needs every day.**



All Students Condition Data

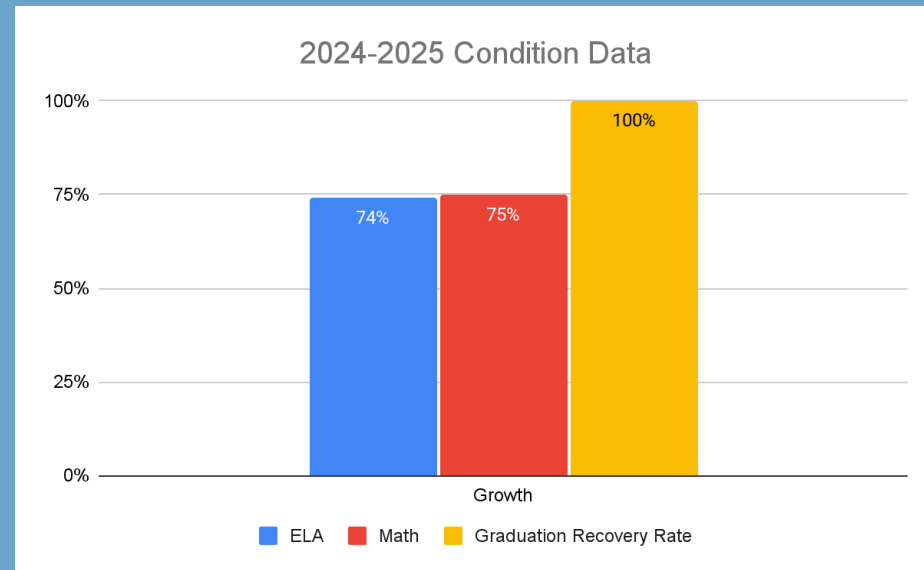
- All students

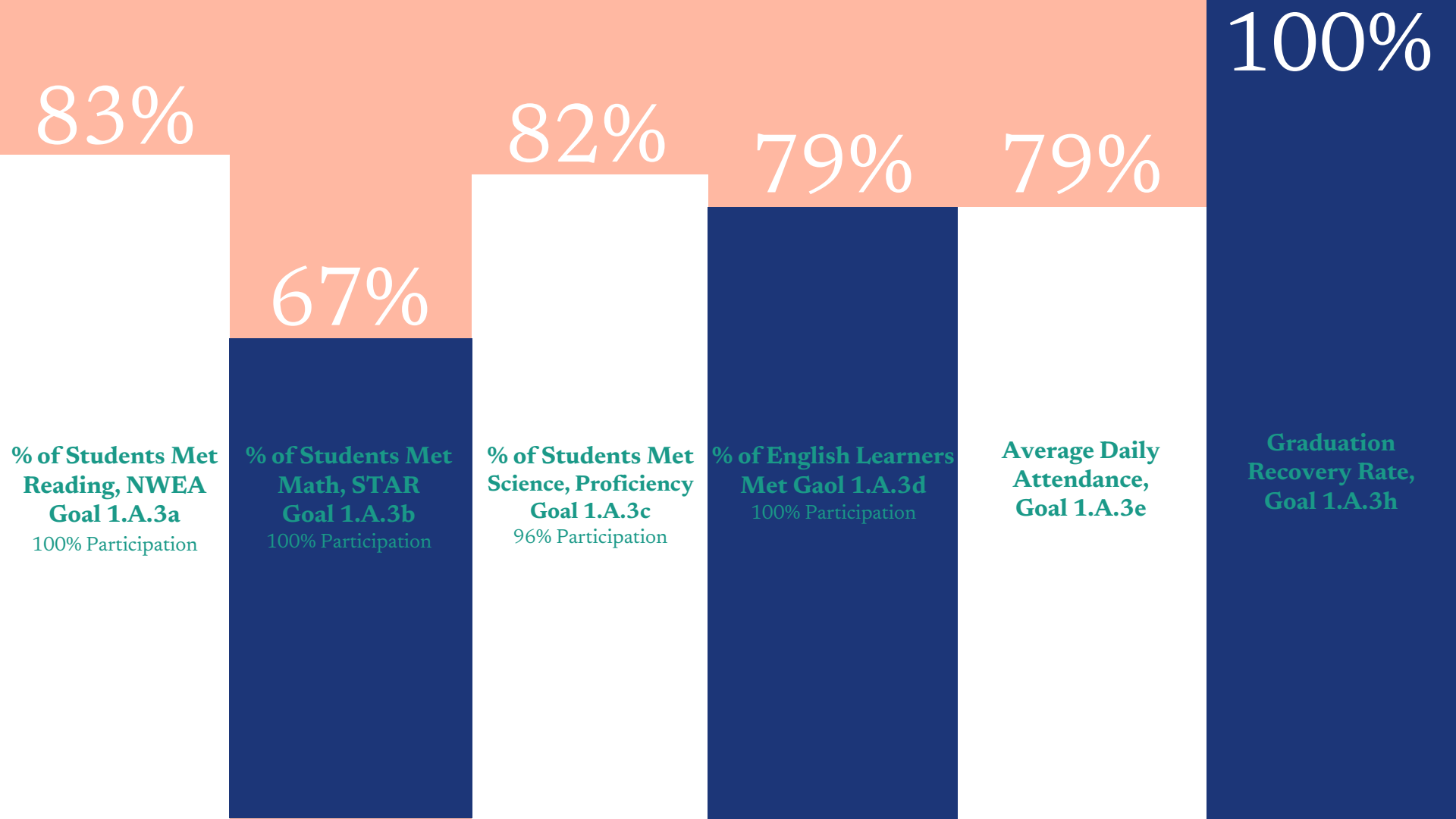
□ 2024-2025 End-of-Year student growth results reported to PEC in June:

74 % of students showing growth in ELA

75 % of students showing growth in Mathematics

100 % Graduation Recovery Rate (2023-24); 28% 4-year cohort Graduation Rate (prior year data, 2023-24)





83%

67%

82%

79%

79%

100%

**% of Students Met
Reading, NWEA
Goal 1.A.3a**
100% Participation

**% of Students Met
Math, STAR
Goal 1.A.3b**
100% Participation

**% of Students Met
Science, Proficiency
Goal 1.A.3c**
96% Participation

**% of English Learners
Met Goal 1.A.3d**
100% Participation

**Average Daily
Attendance,
Goal 1.A.3e**

**Graduation
Recovery Rate,
Goal 1.A.3h**

Highlights!

49% of students grew more
than 2 years in Reading

(in nationally normed NWEA tests)

34% of students grew more
than 2 years in Math

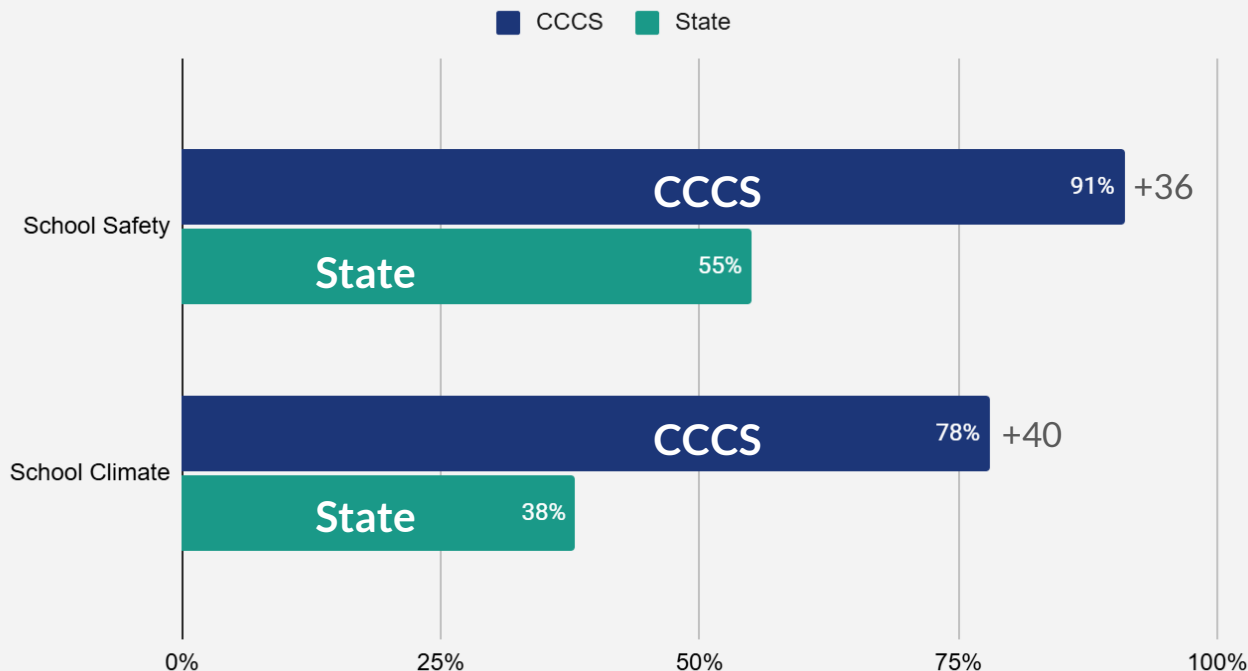
(in nationally normed STAR tests)

Empowering a positive,
growth-minded school culture
helping students successfully
re-engage and reach their goals
and potential.

School Culture Builds Belonging, Safety, Community Empowerment, and Growth

"Nothing -nothing - has more impact on the life of a child than positive relationships."

Peter Benson, creator of the Search Institute Developmental Framework



CESAR CHAVEZ COMMUNITY SCHOOL



**We Are Excited to have Met
or Exceeded All of Our P.F.
Goals
and
We Continue to Strive to
Improve!
How Did We Do It?**

**What Works Clearinghouse research
analysis clearly points to the necessity and
positive impact of our key focus areas:**

Research regarding the success of Re-engagement students continually points to the impact of our following focus areas:

Intensive, Individualized Supports

Supports start at Registration continue through many layers of intervention teams and support staff and structures including Attendance Team,, Social Workers, Mentors, MLSS

Strong Mentoring Program and Trust Building

Mentors monitor progress, build positive relationships and work with students weekly, and parents bi-weekly, toward goals

Monitor Progress & Intervene Early

Small class sizes as well as multiple layers of support structures allow every student to be monitored for barriers and progress, and to discover root causes

Highly Qualified Teachers

CCCS prioritizes professional development as a critical part of learning how to support our specific population

Relevant, Rigorous Real-World Instruction

CCCS continues to build more CTE courses and real-world projects into our core curriculum in order to create relevant and rigorous real-world instruction

Next Steps Toward *Continuous Improvement*

1. Continue working to create a data template that can calculate results for 21 unique data sets.
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Resulting in increased integration of data throughout the year, and increased time working with students directly by decreasing time on data entry.

2. Restructure Math Program to better serve all ability levels, including the 34% cohort of students at 1st to 4th grade math levels.
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Hired an additional Math Teacher to increase student Time with Teachers, and to help group different student levels with teachers specifically targeting the areas of need identified by interim tests.

3. Increase Individual Growth aligned with National Norms for all in Reading and Math
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High impact actions include high quality, relevant instruction and personalized interventions that can navigate deep and complex barriers. Adding a Program Coordinator position to support interventions.

Thank you