Cesar E. Chavez High School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Cesar E. Chavez High School
Street	800 Browning Road
City, State, Zip	Delano, CA 93215-1456
Phone Number	(661) 720-4504
Principal	Justin M. Derrick
Email Address	jderrick@djuhsd.org
School Website	www.djuhsd.org/Domain/9
County-District-School (CDS) Code	15634120100529

2023-24 District Contact Information

District Name	Delano Joint Union High School District
Phone Number	(661) 725-4000
Superintendent	Jason Garcia
Email Address	jgarcia@djuhsd.org
District Website	www.djuhsd.org

2023-24 School Description and Mission Statement

César E. Chávez High School is located in Delano, Ca and currently serves a total of 1,333 students in grades 9-12. Of the 1328 students, 96 (7.23%) of enrolled students received special education services, 283 (21.31%) qualified for English learner support, and 1176 (88.55%) are considered Socio-Economically Disadvantaged. The César E. Chávez High School has recently been recognized as a California Distinguished School by California Department of Education in 2019 and is also part of a recently recognized California Distinguished District. Cesar E. Chavez is currently in year three of a 6 year WASC accreditation and will have a mid-term review in the 2024-2025 school year.

As a Professional Learning Community, César E. Chávez High School is a school where learning and academic achievement are fostered, recognized, and celebrated. This mission has been discerned as CCHS has continues to achieve award-wining academic success. CCHS has a concise and well-defined mission, vision and purpose which reflect the school and community's commitment to success for all students. The mission statement is reviewed annually by the School Site Council and can be changed as the school's needs also change. It is the goals set forth in our mission statement that guide and direct all decisions for the students of the César E. Chávez High School community.

The mission of CCHS is to "Provide a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth."

The purpose of CCHS is to "Promote academic, athletic, and artistic achievement, provide superior technical and vocational opportunities, and prepare tomorrow's leaders to be college and career ready."

The school motto of CCHS is "A learning community where academic achievement is fostered, recognized, and celebrated."

The vision of Delano Joint Union High School District (DJUHSD) and CCHS is for students to experience daily academic success through superior standards-based instruction. All teachers and staff are personally committed to creating a positive atmosphere of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

2023-24 School Description and Mission Statement

César E. Chávez High School faculty members agreed to the following Expected School Wide Learning Results (ESLRs):
C—College and Career Ready
C—Communication and Technology
H—Higher Order Thinking Skills
S—Social Responsibility and Service Learning.

CCHS continues to use these learner outcomes because they continue to fit in, shape, and drive the school's culture of promoting academic, athletic, artistic, technical and vocational opportunities, in order to prepare students to be college and career ready.

Since the last WASC visit, the Expected School-Wide Learning Results (ESLRs) have remained the same. The ESLRs have fit well into the school's mission, vision, and culture. They continue to guide students and staff towards academic excellence, and serve as tools that every student and teacher can utilize for higher achievement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	342
Grade 10	362
Grade 11	353
Grade 12	320
Total Enrollment	1,377

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.2%
Asian	1.3%
Black or African American	0.3%
Filipino	8.9%
Hispanic or Latino	87.4%
Two or More Races	0.2%
White	1.6%
English Learners	22.9%
Foster Youth	0.1%
Homeless	0.5%
Migrant	3.7%
Socioeconomically Disadvantaged	86.2%
Students with Disabilities	7.2%

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.

2020-21 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)	44.00	70.51	137.60	73.81	228366.10	83.12
Intern Credential Holders Properly Assigned	2.80	4.53	8.80	4.73	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.70	22.02	32.60	17.52	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	2.91	7.30	3.92	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	62.40	100.00	186.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)	51.40	80.26	147.50	79.01	234405.20	84.00
Intern Credential Holders Properly Assigned	3.30	5.26	6.90	3.72	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.70	10.50	17.60	9.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	1.92	8.20	4.41	11953.10	4.28
Unknown	1.20	2.01	6.30	3.42	15831.90	5.67
Total Teaching Positions	64.00	100.00	186.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	7.10	2.00
Misassignments	6.50	4.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	13.70	6.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.80	1.20
Total Out-of-Field Teachers	1.80	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.6	6.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives 9 Language Arts, Pearson 2017 My Perspectives English 10 Language Arts, Pearson 2017 My Perspectives English 11 Language Arts, Pearson 2017 Language of Composition, Bedford/St. Martins 2008	Yes	0

	Literature & Language Arts 6th Course, Holt 2003 Expository Reading & Writing Course Current Issues and Enduring Questions 12th Edition The Norton Introduction to Literature, Shorter 14th Edition, Paperback The Heinle Picture Dictionary, Thomson, 2005 Listen In, Level 1, Cengage, 2003/2nd Edition Grammar and Context Basic, 2010 Edge Fundamentals, National Geographic, 2014 Heinle Reading Library-MRC 10 Class Sets of 20 Edge Levels A and B, National Geographic, 2014 Heinle Reading Library Collection Levels A-C Saddleback Classics Novel Collections Grammar in Context Level 2, 2010 Edge Level C, National Geographic, 2014 2nd Edition 21st Century Communications, National Geographic, 2017		
Mathematics	California Mathematics Concepts & Skills, Course 2 McDougal Littell, 2001 Algebra I Concepts & Skills, McDougal Littell, 2001 Algebra 1 Core Connections - CPM Common Core Algebra 1 College Preparatory Mathematics, 2013, 2nd Ed. Algebra 2, Glencoe, 2003 Algebra II Core Connections - CPM Common Core Algebra 2 College Preparatory Mathematics, 2013 Glencoe Geometry, Glencoe, 2005 Geometry Core Connections - CPM Common Core Geometry College Prep Math, 2013 Advanced Mathematical Concepts/Pre-Calculus With Applications Glencoe, 2004 Calculus Concepts and Calculators, Venture, 2006 2nd Ed. Math for the World of Work AGS, 2002 The Practice of Statistics VHPS, 2008, 3rd Ed. The Practice of Statistics, 5th Ed., 2015 Algebra 2, Glencoe, 2003 Mathematics Concepts & Skills Course I McDougal Littell, 2001	Yes	0
Science	Holt Earth Science, Holt Rinehart, 2007 Holt Biology, Holt Rinehart & Winston, 2007 Holt Biology Holt, Rinehart, & Winston, 2008 CA Inspire Biology, McGraw Hill, 2019 CA Inspire Chemistry, McGraw Hill, 2019 Holt Physics, Holt, Rinehart, & Winston, 2006 Physics Principles w/ Applications D. Giancoli Pearson Education, 2005 Science Level Blue, Glencoe, 2008 Physical Geology, Plummer, 17e 2020	Yes	0
History-Social Science	Modern world History McDougal Littell, 2006 The Americans McDougal Littell, 2006 America's History, Bedford/Martin, 2008, 6th Ed. U.S. Preparing for the AP Exam AMSCO School Publication Inc., 2015 Give me Liberty! 5th Edition United States Government Glencoe McGraw-Hill, 2003 Economics Principles in Action Prentice Hall, 2005 American Government Houghton Mifflin, 2006, 10th Ed. Foundations of Macroeconomics, Pearson, 2004,	Yes	0

	Understanding Psychology, Glencoe McGraw-Hill, 2003 We the People, WW Norton, 13th ed, 2021 The West and Give me Liberty We the People. ww Norton, 13th ed, 2021		
Foreign Language	Senderos Buen Viaje! 1 Glencoe/McGraw HIll, 2003 & 2005 Buen Viaje! 2 Glencoe/McGraw HIll, 2003 & 2005 Buen Viaje! 3 Glencoe/McGraw Hill 200 & 2005 Temas, Vista Higher Learning, 2014 Reflexiones Intro a la Literatura Prentice Hall, 2013 1st Ed. Discovering French II, McDougal Littell, 2007 Discovering French III, McDougal Littell, 2004 Discovering French 1, McDougal Littell, 2007 Discovering French 1, McDougal Littell, 2004 El Espanol Para Nosotros curso para hispanohablantes Nivel 1 Vistas Intro A La Lengua Espanola, 6th ed, 2020	Yes	0
Health	Glencoe Health, Glencoe 2004	Yes	0

School Facility Conditions and Planned Improvements

FACILITIES PROFILE:

Cesar E. Chavez High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2003. Routine inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

FACILITIES INSPECTIONS:

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Cesar E. Chavez High School took place on June 16, 2022.

FACILITIES MAINTENANCE:

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, and special projects. Most of Cesar E. Chavez High School's repairs and maintenance projects are performed by the district's maintenance crew. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team of one day custodian, four evening custodians, and three groundskeepers are assigned to Cesar E. Chavez High School for routine maintenance, daily custodial duties, and special events preparations. The assistant principal and lead custodian (site supervisor) communicate daily as needed regarding campus cleaning needs and safety concerns. Custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, cleaning classroom and administrative areas, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. Day custodians inspect restrooms throughout the day as a proactive measure in keeping restrooms fully stocked, safe, and sanitary. Security Officers check restrooms every hour as a component of their daily routine safety procedures.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians, security officers, and student affairs liaisons inspect the campus every morning for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Professional training for custodial support staff is provided through 1) computer-based learning system provided by third party risk management and insurance company, 2) through safety meetings, and 3) at targeted training sessions led by highly trained representatives.

DEFERRED MAINTENANCE:

Delano Joint Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and floor systems.

Year and month of the most recent FIT report	6/13/2022

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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	70	65	63	47	46
Mathematics (grades 3-8 and 11)	29	30	26	25	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	341	335	98.24	1.75	70.45
Female	161	157	97.51	2.49	70.7
Male	180	178	98.88	1.12	70.23
American Indian or Alaska Native	--	--	--	--	--
Asian	8	8	100	0	--
Black or African American	--	--	--	--	--
Filipino	30	30	100	0	90
Hispanic or Latino	292	287	98.28	1.72	67.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	6	6	100	0	--
English Learners	67	64	95.52	4.48	23.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	286	281	98.25	1.75	66.55
Students Receiving Migrant Education Services	9	8	88.89	11.11	--
Students with Disabilities	19	19	100	0	21.05

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	341	335	98.24	1.76	30.15
Female	161	157	97.51	2.49	23.56
Male	180	178	98.89	1.11	35.96
American Indian or Alaska Native	--	--	--	--	--
Asian	8	8	100	0	--
Black or African American	--	--	--	--	--
Filipino	30	30	100	0	60
Hispanic or Latino	292	287	98.96	1.04	27.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	6	6	100	0	--
English Learners	67	64	95.52	4.48	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	286	281	98.25	1.75	26.34
Students Receiving Migrant Education Services	9	8	88.89	11.12	--
Students with Disabilities	19	19	19	0	0

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. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.19	27.59	19.78	24.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	443	435	98.19	1.81	33.57
Female	219	215	98.17	1.83	29.30
Male	224	220	98.21	1.79	37.73
American Indian or Alaska Native	--	--	--	--	--
Asian	8	7	87.5	1.25	--
Black or African American	--	--	--	--	--
Filipino	48	48	100	0	68.75
Hispanic or Latino	377	371	98.41	1.59	29.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	5	5	100	0	--
English Learners	74	72	97.29	2.71	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	363	356	98.07	1.93	28.93
Students Receiving Migrant Education Services	15	14	93.33	6.67	28.57
Students with Disabilities	22	22	100	0	4.55

2022-23 Career Technical Education Programs

WORKFORCE PREPARATION:

Cesar E. Chavez High School's career technical education programs offer a diverse range of opportunities for students to get a head start on their future. Counselors meet with students at least annually to evaluate individual progress in meeting graduation requirements and vocational education needs. Sophomores meet with their counselors individually twice throughout the year to develop an Individual Learning Plan which identifies their unique academic plan to meet post-secondary and/or career goals upon graduation.

All career technical education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Students are required to pass one career-related course (Computer Literacy) to fulfill a portion of their graduation requirements.

Some career education courses fulfill A-G university entrance requirements. A variety of career exploration resources and interest surveys are available in the career center as well as a component of coursework in some classes, particularly College and Career Readiness.

All freshmen students enroll in our College and Career Readiness class, which guides students through the development of a ten-year plan.

CAREER PATHWAYS INDUSTRY SECTORS:

Building and Construction Trades: Residential and Commercial Construction
Education, Child Development & Family Services: Education Pathway
Marketing, Sales & Service: Entrepreneurship/Self-Employment
Hospitality, Tourism & Recreation: Food Service and Hospitality
Health Science & Medical Technology: Patient Care
Fashion and Interior Design: Fashion Design and Merchandising
Arts, Media & Entertainment: Performing Arts; Production and Managerial Arts

CAREER TECHNICAL EDUCATION COURSES:

Foods/Nutrition
Computer Literacy
Business Management I and II
Fashion Design & Fashion Design I
Health Occupations
Medical Receptionist
Multimedia I & Multi Media II
Nurse Assistant
Architectural Drafting
Education Theory & Education Practice
Building Skills I
Building Skills II
Medical Terminology
Choir
Advanced Choir
Band
Varsity Band
Contemporary Music I and II

The Career Technical Education Program table in this report shows the total number of students participating in the school's vocational education and regional occupational programs and their completion rates.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	584
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.8
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.23

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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

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.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to get involved in Cesar E. Chavez High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process.

Volunteer Opportunities:

- Parent University
- Library
- Fundraisers
- Coaching Sport
- School Advisory Groups
- Academic Culture Club/Alliance for Education
- Booster Clubs
- English Learner Advisory Council (ELAC)
- District English Learner Advisory Council (DELAC)
- Migrant Education Advisory Committee
- Safe Schools Committee
- School Site Council
- WASC Leadership Team

Each of these advisory groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (661) 720-4504.

Cesar E. Chavez High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

School Events and Activities:

- Athletics/Banquets
- Back to School Night
- ELAC Meetings
- Music Memorial Concert
- Parent University
- Parent Orientation Nights
- Cash for College Nights
- Salute to Scholars Night
- Student Performances
- Talent Show
- Title I Meetings

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.1	3.6	1.5	2.7	2.6	2.7	9.4	7.8	8.2
Graduation Rate	94.3	94.3	96.9	94.5	95	96.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	323	313	96.9
Female	157	154	98.1
Male	166	159	95.8
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	37	37	100
Hispanic or Latino	280	270	96.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	281	271	96.4
Students Receiving Migrant Education Services	26	25	96.2
Students with Disabilities	33	24	72.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1458	1433	255	17.8
Female	690	680	125	18.4
Male	768	753	130	17.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	20	19	0	0.0
Black or African American	7	6	3	50.0
Filipino	127	127	2	1.6
Hispanic or Latino	1276	1253	246	19.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	22	22	4	18.2
English Learners	382	372	101	27.2
Foster Youth	4	2	0	0.0
Homeless	13	12	3	25.0
Socioeconomically Disadvantaged	1261	1238	236	19.1
Students Receiving Migrant Education Services	72	71	12	16.9
Students with Disabilities	109	104	29	27.9

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.16	1.71	0.02	1.30	1.73	0.20	3.17	3.60
Expulsions	0.00	0.00	0.07	0.05	0.14	0.16	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.71	0.07
Female	0.14	0
Male	3.13	0.13
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.88	0.08
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	3.14	0.26
Foster Youth	0	0
Homeless	7.69	0
Socioeconomically Disadvantaged	1.82	0.08
Students Receiving Migrant Education Services	1.39	0
Students with Disabilities	3.67	0

2023-24 School Safety Plan

The CCHS Comprehensive Safe School Plan is a living document which is reviewed and updated continuously by administration based on staff input, school/student data, and new guidelines set forth periodically by local police, DJUHSD and California Department of Education. Traditionally, any major updates are modified and implemented during the summer and reviewed with staff during the teacher in-service days before the start of the Fall semester. The plan is a comprehensive document that covers a wide range of possible situations of which could be summarized by the following major areas: 1. Daily supervision plan for the safety and security of students and staff. 2. Emergency disaster plans including active shooter and code red, yellow, blue and green lockdown procedures. 3. Evacuation procedures in the event of a fire, flood, chemical spill, or earthquake. 4. Crisis preparedness, management, and resolution. 5. Intervention and prevention strategies including talking to students about death, working with parents, anti-bullying, and elements of a positive school culture. 6. DJUHSD board policies and regulations.

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

An evaluation of the 2023-2024 School Safety Plan goals took place on November 14, 2022. (EC32282)

A hearing was held on _____ to obtain public input pursuant to (EC 32288).

School staff was advised of the updated school safety plan on _____ during a school staff meeting. (EC 32282)

2023-24 School Safety Plan

The School Site Council reviewed and unanimously approved the Safe School Plan on January 18, 2024. After approval by the School Site Council, it was Board approved on February 13, 2024.

The most current copy of the school plan is available in the school office for public review.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	23	32	32	26
Mathematics	22	24	39	10
Science	24	8	25	8
Social Science	22	21	12	21

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	60	45	10
Mathematics	17	47	41	
Science	16	31	26	2
Social Science	17	35	26	11

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	20	40	38	11
Mathematics	20	27	40	3
Science	22	13	17	6
Social Science	19	24	26	6

2022-23 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	333

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	.5
Nurse	1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	3.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$13,382.72	$5,883.78	$7,498.94	$92,717.55
District	N/A	N/A	$7,996.86	$81,919
Percent Difference - School Site and District	N/A	N/A	-6.4	12.4
State	N/A	N/A	$7,607	$85,804
Percent Difference - School Site and State	N/A	N/A	-1.4	7.7

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2023-2024 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- AB 86 In-Person Instruction Grant
- AB 86 Expanded Learning Opportunities
- CARES Coronavirus Relief Fund (CRF): Learning Loss Mitigation
- CARES Elementary and Second School Emergency Relief (ESSER) Fund
- CARES Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation
- CARES State Learning Loss Mitigation Funds
- Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - ESSER II Funds
- SB 117 COVID-19 LEA Response Funds (State)
- Carl Perkins Career and Technical Education
- CTEIG
- Comprehensive School Improvement
- LCAP Supplemental/Concentration Funds
- Lottery both Instructional Materials and State
- Local Grants (Resource 9000s)
- Medi-Cal Billing Option
- Special Education IDEA, Basic Local Assistance Entitlement, Part B (Federal)
- Special Education Project Workability I
- Special Education: Mental Health Services
- Special Education Apportionment (State)
- Title I Part A, Part C-Migrant Education and MESRP Grant
- Title II Effective Instruction,
- Title III-English Language Learner
- Title IV: Well-Rounded Education, Safe and Healthy Students, Technology

Throughout the year, Cesar E. Chavez High School sponsors a variety of special events, workshops, and courses to help students and their parents understand as well as to prepare students for the importance of the high school years as a foundation for collegiate, vocational, and civic life. Our programs consist of regular classes, extended-day tutorial, Saturday and evening tutorial sessions targeting under-achieving students, who need additional support; the mid-range students, who can achieve college readiness on either federally or state-mandated tests; and the high-achieving student, who will be able to perform stronger on college entrance and AP exams.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,142	$53,824
Mid-Range Teacher Salary	$77,704	$84,312
Highest Teacher Salary	$114,236	$104,930
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	
Average Principal Salary (High)	$157,451	$148,501
Superintendent Salary	$226,165	$199,596
Percent of Budget for Teacher Salaries	25.02%	28.73%
Percent of Budget for Administrative Salaries	5.29%	5.39%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.3

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	3
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Staff development has been designed to help staff work together as departments to align their courses to State Academic and Performance (Content) Standards in ELA and ELD, Content standards in History-Social Science, Science Standards found in the new NGSS, and Common Core State Standards, develop curriculum and assessments, and develop instructional practices that address key components of the CCSS. The purpose of staff developments are to maximize student learning and academic achievement.

During a normal school year, the staff meets every other Wednesday morning during PLC time to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments so as to align them to CCSS. The PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science. Second, as we find more local evidence that particular school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/ or programs so that implementation is broader and more consistent.

Staff development activities are also based on professional needs. As we implement the NGSS and the Common Core State Standards, CCHS teachers participate in site and District level cohort meetings and professional development opportunities meant to build professional capacity, calibrate assessments and curriculum, increase DOK level questions on assessments and activities, align curriculum, instruction, and assessments to the NGSS and Common Core State Standards.

There is a collaborative process involved in assisting and supporting teachers in research based instructional practices like Explicit Direct Instruction (EDI), Strategically Designed Academic Instruction in English (SDAIE), CPM (College Prep Mathematics), Literacy(Deep Reading, Text Annotating and Critical Writing), and methodologies and consultants the District has invested considerable staff development time and money in.

Through Title I funds, we have 2 periods (1 per teacher) for two Resource Teachers, one for English Language Arts and one for ELD. Both teachers will help CCHS close the achievement gap in ELD and English by:
* Conducting Peer Observations with follow up Feed-Back/Forward Conferencing
* Modeling Lessons
*Adjusting curriculum/ assessments based on data.
*Helping teachers effectively implement technology (CANVAS, PowerPoint, Microsoft Teams)
* Helping teachers incorporate the use of OneNote and Office 365

Training in Explicit Direct Instruction is ongoing with emphasis in Lesson Objectives, Checking for Understanding, and meeting the needs of English Learners. By using real content examples, this institute showed teachers different ways to improve literacy skills and vocabulary building using grade-level concepts and addressing the new English Language Development Standards, the Next Generation Science, the CCSS mathematics standards, and the Mathematical Standards of Practice.

The District will continue to employ and utilize consultants who provide information and training on curriculum, instruction, assessments, observation/evaluation instruments for teachers, DOK, literacy instructional strategies, key instructional strategies for second language acquisition and sheltered instruction, and knowledge of the ELD/ELA California State Standards.

For the 2023-2024 school year, CCHS will continue with a focus on providing teachers both new and experienced with professional development in Explicit Direct instruction to enhance lesson delivery and improve student learning. Additionally, with a recent implementation of distance learning and increase in new staff there is a need for a re-introduction into Thinking Maps methodologies, as well as essential collaborative practices, and Distance Learning Platform implementation (CANVAS, TEAMS, ZOOM, One Note)

Trainings and planning on the implementation of the district literacy plan and ELD strategies will be provided to staff as full implementation of the district literacy plan is expected in the 2023-2024 school year.

Ongoing evidence-based professional development activities for all teachers throughout the year include activities:

- One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up trainings in November and January to refine instruction.
- PLC training (Data Analysis and How to Collaborate workshop (March) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches

Professional Development

- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.
- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proact training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

All professional activities are strategically implemented to support ongoing learning. Professional growth and improvement is monitored through weekly classroom visitations and continual data analysis of benchmark and summative assessments. The DJUHSD has set aside a two hour Parent Engagement time each day during Distance Learning focused on parent outreach, collaboration, data analysis, and improving instruction and student learning.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3