Cesar E. Chavez High School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Cesar E. Chavez High School
Street	800 Browning Road
City, State, Zip	Delano, CA 93215-1456
Phone Number	(661) 720-4501
Principal	Justin Derrick
Email Address	jderrick@djuhsd.org
School Website	www.djuhsd.org/Domain/9
County-District-School (CDS) Code	15634120100529

2021-22 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 Address	www.djuhsd.org

2021-22 School Overview

César E. Chávez High School is located in Delano, Ca and currently serves a total of 1,332 students in grades 9-12. 8.7% of enrolled students received special education services, 24.55% qualified for English learner support, 85.51% enrolled in the Free and Reduced-Price Meal program. The César E. Chávez High School has recently been recognized as a California Distinguished School by California Department of Education and is also part of a recently recognized California Distinguished District.

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.

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

2021-22 School Overview

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.

Student Learner Outcomes
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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	399
Grade 10	366
Grade 11	351
Grade 12	394
Total Enrollment	1,510

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
American Indian or Alaska Native	0.2
Asian	1.4
Black or African American	0.4
Filipino	9.8
Hispanic or Latino	86.4
Two or More Races	0.2
White	1.7
English Learners	22.7
Foster Youth	0.2
Homeless	0.1
Migrant	4.5%
Socioeconomically Disadvantaged	87
Students with Disabilities	8.5

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

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

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)	44.0	70.5	137.6	73.8	228366.1	83.1
Intern Credential Holders Properly Assigned	2.8	4.5	8.8	4.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	13.7	22.0	32.6	17.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	2.9	7.3	3.9	12115.8	4.4
Unknown	0.0	0.0	0.0	0.0	18854.3	6.9
Total Teaching Positions	62.4	100.0	186.5	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	7.1
Misassignments	6.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	13.7

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.8
Total Out-of-Field Teachers	1.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August, 2021

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 Literature & Language Arts 5th Course, Holt 2003 Literature & Language Arts 6th Course, Holt 2003 Language of Composition, Bedford/St. Martins 2008 Edge Reading, Writing, and Language B and C, Cengage 2014 Perrine's Literature Structure, Sound and Sense	Yes	0
Mathematics	California Mathematics Concepts & Skills, Course 2 McDougal Littell, 2001 Algebra I Concepts & Skills, McDougal Littell, 2001 Algebra 1 Core Connections - CPM Common Core Alg 1 College Preparatory Mathematics, 2013, 2nd Ed. Algebra 2, Glencoe, 2003 Algebra II Core Connections - CPM Common Core Alg 2 College Preparatory Mathematics, 2013 Glencoe Geometry, Glencoe, 2005 Geometry Core Connections - CPM Common Core Geom 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	Yes	0

	The Practice of Statistics VHPS, 2008, 3rd Ed. Algebra 2, Glencoe, 2003 Mathematics Concepts & Skills Course I McDougal Littell, 2001		
Science	Houghton Mifflin, Earth Science, 2007 Holt, Rinehart and Winston (Cheetah), Life Science, 2008 Holt, Rinehart and Winston, Modern Biology, 2007 Holt, Rinehart and Winston, Modern Chemistry, 2006 Holt, Rinehart and Winston, Physics (CP), 2006 Pearson Education, Physics Giancoli (AP), 2005 Glencoe/McGraw-Hill, Science Level Blue (Integrated Science), 2008	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 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, The West and Give me Liberty	Yes	0
Foreign Language	Buen Viaje! 1 Glencoe/McGraw HIll, 2003 & 2005 Buen Viaje! 2 Glencoe/McGraw HIll, 2003 & 2005 Buen Viaje! 3 Glencoe/McGraw Hill 200 & 2005 Nueva Vista Curso de Introduccion Holt, Rinehart & Winston 2006 Nueva Vistas Curso Uno Holt, Rinehart & Winston 2006 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	Yes	0
Health	Glencoe Health, Glencoe 2004	Yes	0
Science Laboratory Equipment (grades 9-12)	20 digital timers 1 Inertia lab device Sinks and running water (4) Burettes (100) Condensers (25) Gas jar (29) Barometer (29) Neon spectrum tube (1) Illuminated planetarium (1) Lab cart polypropylene (4) Analytical balance (1) Melting point apparatus (2) Spectrophotometer (2) Spectrum tube power supply (2) Air spectrum tube(2) Argon spectrum tube (2) Bromine spectrum tube (2) Chlorine spectrum tube (2) Carbon dioxide spectrum tube (2) Helium spectrum tube (2)	Yes	0

	Hydrogen spectrum tube (2) Iodine spectrum tube (2) Krypton spectrum tube (2) Mercury spectrum tube (2) Neon spectrum tube (2) Oxygen spectrum tube (2) Water spectrum tube (2) Xenon spectrum tube (2) Capillary tube (10) Replacement thermometer (4) Test tubes for spectrophotometer (3) Replacement lamp (2) Kimwipes (5) Sinks and running water (4 in 1502, 10 in 1503). Microscopes (30) Slides (600) Micro-viewers and slides (40) Sinks and running water (3 in each room) Triple beam balance (30) Electronic balances (12) Hot plates (12) Spectrophotometer (2) Water still (1) Therm OEC (3) Ph meter (15) Geiger counter (2) Sinks and running water (12) Graduated cylinder (300) Alermeyer flasks (200) Beakers (500) Dishwasher (1) Refrigerators (3, one in Bldg 1600 and two in Bldg 1500) Thermometer (40) Gas collecting tubes (30) Pipettes (50) Bunsen burners (30) 60” angle funnel (100) Round bottom flasks (50) Centrifuge (2) Incubator (2) Autoclave (1) Condensers (16) Spectrophotometer (2) Skeletons, standards (1) Bones (3 boxes) DTL system (8) Barometer (8) Light sensor (8) Thermometer (6) Clinical thermometers (7) AC adaptor (1) Oven (1) Analytical balance (1) Conductivity meter (15) Goggle sanitizer (1) Calculator Bered ranger (15) TI-83 graphing calculator (10) Air track with timing system (1) Blackboard optics kit (1) Transformer (1) Projectile launcher (1)		

	Rive ray box (1) Inertia device (1) Molecular model set (12) Organic distillation set (10) Electrolysis demonstration apparatus (8) Ballistics car (1) Male torso model (1) Female torso model (1) Centripetal force apparatus (12) Standing wave generator (1) Digital timers (5)		

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 November 10, 2021.

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	11/10/2021

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	299	88.72	11.28	62.84
Female	146	132	90.41	9.59	68.18
Male	191	167	87.43	12.57	58.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	33	29	87.88	12.12	89.66
Hispanic or Latino	290	258	88.97	11.03	59.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	60	45	75	25	20.45
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	280	249	88.93	11.07	58.54
Students Receiving Migrant Education Services	14	13	92.86	7.14	53.85
Students with Disabilities	21	18	85.71	14.29	5.56

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	336	290	86.31	13.69	38.25
Female	146	131	89.73	10.27	33.85
Male	190	159	83.68	16.32	41.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	33	28	84.85	15.15	78.57
Hispanic or Latino	289	250	86.51	13.49	32.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	41	69.49	30.51	9.76
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	279	241	86.38	13.62	33.76
Students Receiving Migrant Education Services	14	12	85.71	14.29	41.67
Students with Disabilities	21	18	85.71	14.29	5.56

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	24.66	N/A	21.70	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	377	298	79.05	20.95	24.66
Female	189	157	83.07	16.93	26.45
Male	188	141	75.00	25.00	22.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	37	33	89.19	10.81	42.42
Hispanic or Latino	326	256	78.53	21.47	21.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	38	69.09	30.91	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	323	253	78.33	21.67	23.11
Students Receiving Migrant Education Services	14	12	85.71	14.29	0.00
Students with Disabilities	24	19	79.17	20.83	0.00

2020-21 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
Engineering and Architecture: Architectural Design
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
Consumer Skills
Business Management I and II
Fashion Design
Apparel
Health Occupations
Medical Receptionist
Multimedia
Nurse Assistant
Parent Lab/PACT
Parent Skills/PACT
Technical Drafting
Education Theory
Education Practice
Building Skills I
Building Skills II
Medical Terminology
Chamber Adv Choir
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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	696
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.08
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	53.78

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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
- Back to School Night
- ELAC Meetings
- Music Memorial Concert
- Parent University
- Parent Orientation Night
- 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.9	3.0	3.1	2.3	2.5	2.7	9.0	8.9	9.4
Graduation Rate	97.1	95.6	94.3	95.6	95.8	94.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	384	362	94.3
Female	189	178	94.2
Male	195	184	94.4
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	38	36	94.7
Hispanic or Latino	334	314	94.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	107	94	87.9
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	351	329	93.7
Students Receiving Migrant Education Services	25	20	80.0
Students with Disabilities	28	23	82.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1549	1532	154	10.1
Female	707	703	45	6.4
Male	842	829	109	13.1
American Indian or Alaska Native	3	3	0	0.0
Asian	22	22	2	9.1
Black or African American	6	6	1	16.7
Filipino	148	148	6	4.1
Hispanic or Latino	1342	1325	142	10.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	25	25	3	12.0
English Learners	354	347	67	19.3
Foster Youth	3	3	0	0.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	1347	1335	148	11.1
Students Receiving Migrant Education Services	75	75	7	9.3
Students with Disabilities	133	132	27	20.5

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.78	0.00	4.38	0.02	3.47	0.20
Expulsions	0.06	0.00	0.18	0.05	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.07	1.27	2.45
Expulsions	0.13	0.25	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 2021-2022 School Safety Plan goals took place on October 26, 2021. (EC32282)

A hearing was held on January 19, 2022 to obtain public input pursuant to (EC 32288).

School staff was advised of the updated school safety plan on January 19, 2022 during a school staff meeting. (EC 32282)

The School Site Council reviewed the Safe School Plan on October 26th, 2021 and again on November 3rd, 2021, then unanimously approved the plan on January 24th, 2022. After approval by the School Site Council, it was Board approved on February 8th, 2022.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	28	14	21	23
Mathematics	29	7	31	14
Science	29	4	24	10
Social Science	29	6	10	23

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	21	36	25
Mathematics	25	20	33	13
Science	27	8	21	14
Social Science	24	16	11	24

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

2020-21 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	302

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$13,063.39	$4,910.90	$8,152.49	$92,926.96
District	N/A	N/A	$8,648.66	$75,292
Percent Difference - School Site and District	N/A	N/A	-5.9	21.0
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	-3.5	0.8

2020-21 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 2021-2022 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$51,291	$54,687
Mid-Range Teacher Salary	$73,611	$92,222
Highest Teacher Salary	$108,220	$114,208
Average Principal Salary (Elementary)	$0	$143,647
Average Principal Salary (Middle)	$0	$145,785
Average Principal Salary (High)	$149,158	$162,322
Superintendent Salary	$204,049	$258,950
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	6%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	16.4

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	4
Fine and Performing Arts	0
Foreign Language	3
Mathematics	4
Science	2
Social Science	3
Total AP Courses Offered	16

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 2021-2022 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)

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
- 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3

Delano Joint Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.djuhsd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	943	799	84.73	15.27	57.03
Female	456	398	87.28	12.72	62.60
Male	487	401	82.34	17.66	51.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	98	79	80.61	19.39	74.68
Hispanic or Latino	815	698	85.64	14.36	54.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	9	64.29	35.71	--
English Learners	191	142	74.35	25.65	10.87
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	843	712	84.46	15.54	54.39
Students Receiving Migrant Education Services	34	32	94.12	5.88	65.63
Students with Disabilities	75	56	74.67	25.33	8.93

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	942	772	81.95	18.05	28.33
Female	456	385	84.43	15.57	26.77
Male	486	387	79.63	20.37	29.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	98	78	79.59	20.41	53.25
Hispanic or Latino	814	673	82.68	17.32	24.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	9	64.29		--
English Learners	190	135	71.05	28.95	2.99
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	842	688	81.71	18.29	25.89
Students Receiving Migrant Education Services	34	32	94.12	5.88	28.13
Students with Disabilities	75	53	70.67	29.33	5.66

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.