Cesar E. Chavez High School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Delano Joint Union High School District
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School Description

César E. Chávez High School is located in Delano, CA and currently serves a total of 1,488 students in grades 9-12. 6.4% of enrolled students received special education services, 21% qualified for English learner support, 83% enrolled in the Free and Reduced-Price Meal program, and 4% qualified for migrant education services. 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
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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Cesar E. Chavez High School	17-18	18-19	19-20
With Full Credential	56	54	56
Without Full Credential	6	8	7
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Delano Joint Union High School District	17-18	18-19	19-20
With Full Credential	♦	♦	169
Without Full Credential	♦	♦	33
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cesar E. Chavez High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials

Year and month in which data were collected: August, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 **Percent of students lacking their own assigned textbook:** 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 The Practice of Statistics VHPS, 2008, 3rd Ed. Algebra 2, Glencoe, 2003 Mathematics Concepts & Skills Course I McDougal Littell, 2001 **Percent of students lacking their own assigned textbook:** 0
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 **Percent of students lacking their own assigned textbook:** 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, 2nd Ed. **Percent of students lacking their own assigned textbook:** 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 **Percent of students lacking their own assigned textbook:** 0
Health	Glencoe Health, Glencoe 2004 **Percent of students lacking their own assigned textbook:** 0

Science Laboratory Equipment	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) 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)

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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) **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 October 8, 2019.

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/8/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	69	61	64	62	50	50
Math	43	31	36	32	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	349	347	99.43	60.81
Male	175	174	99.43	57.47
Female	174	173	99.43	64.16
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	26	26	100.00	92.31
Hispanic or Latino	309	307	99.35	57.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	308	306	99.35	58.17
English Learners	114	113	99.12	23.01
Students with Disabilities	17	17	100.00	5.88
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	349	347	99.43	31.41
Male	175	174	99.43	27.59
Female	174	173	99.43	35.26
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	26	26	100.00	65.38
Hispanic or Latino	309	307	99.35	26.38
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	308	306	99.35	29.41
English Learners	114	113	99.12	7.96
Students with Disabilities	17	17	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
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

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.

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. During our bi-weekly Wednesday late starts in the 1st Semester, the Safe School plan was discussed with faculty which included modifications, updates, and the reviewing of major components. The plan was also reviewed and approved by the School Site Council in November of 2018; the 2018-2019 Comprehensive Safe School Plan was approved during the regular Meeting of the Board of Trustees on February12, 2019. 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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

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.

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), Discrete Language Skills Acquisition Instruction (ELD - Kevin Clark), 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.

For instance, we have found that many of our technology-driven efforts are effective at improving student performance; however, they require more specialized training of our staff. For staff members who have limited capacity in the use of computer hardware and software for instruction, they are provided with periodic professional development through an on site IT Coach/Resource Teacher, District IT trainers (for Aeries, Office365, OneNote,

Schoolagy, iLit, etc.), and outsourced consultant/trainers from Vernier, Illuminate, Edgenuity, Revolutions, etc.. Teachers also have access to an on site Tech that helps troubleshoot real-time problems as they arise. In addition, given our diverse student population, many of our teachers have participated in Specially Designed Academic Instruction in English ("SDAIE") and Cross-cultural Language Academic Development ("CLAD") training.

Through Title I funds, this year we have added 2 periods (1 per teacher) for two Resource Teachers, one for Math and one for English Language Arts. Both teachers will help CCHS close the achievement gap in Math 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 (HPs, Tablets, WiFi projectors)

* 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. These efforts continue to be funded by Title III monies as well as Title I.

For the 2019-2020 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 increase in new staff there is a need for a re-introduction into Thinking Maps methodologies, as well as essential collaborative practices.

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 (Aug, Feb, March, Summer), Illuminate training (Aug), Solution Tree Data Driven Analysis workshop (Aug), Data Analysis and How to Collaborate workshop (Jan) 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 biweekly scheduled time on Wednesdays (late start) for this purpose of collaboration, data analysis, and improving instruction and student learning. Academic coaches provide needed instructional support and guidance throughout the year.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,603.72	2,441.23	9,162.49	86,631.95
District	N/A	N/A	9,735.83	84,060.82
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.1	3.0
School Site/ State	-1.4	7.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The following programs and services are available at CCHS specifically to support and assist students bridge the academic gap.

* After School Tutorial: Cesar Chavez High School has a department-based After School Tutorial program. Tutoring is available for students in ELD, English, Mathematics, Science, and Social Studies. In the After School Tutorial program, students receive: tutorial instruction relating to departmental curriculum standards; individualized tutoring for specific needs; and, additional opportunities to take departmental Formative Assessments of Common Core State Standards (FACCS)

- Targeted Tutorial program. Was initiated to provide targeted instruction and remediation for struggling students, in particular, and any student who was found determined not to meet essential standards throughout the school year.
- ELD: All EL students were monitored for academic progress throughout the year, and a sub-group of these students, identified through multiple diagnostic measures, were strategically targeted for on going targeted tutorial

Title III

The DJUHSD will assist all English learners, including immigrant youth, in attaining English proficiency and develop high levels of academic achievement in English; meet the challenging State academic content standards; and graduate with UC a-g eligibility and/or Career Technical Education (CTE) completion. The DJUHSD will use Title III resources to fund three instructional assistants to provide English learners with additional instructional support in the core academic content areas. Title III resources will also be used to:

- provide professional development for teachers and paraprofessionals on English Language Development (ELD) instructional strategies;
- purchase supplementary instructional materials and equipment for student learning including picture dictionaries, CD players for listening, enunciation and speaking, Essential Words, Scholastic readers, and supplementary reading materials;
- provide students with enrichment activities such as field trips to educational institutions that include colleges, universities and museums
- The Migrant Education Program's objective is to assist the sites by providing our migrant students with the resources/services necessary to earn a diploma. One of the most important services is the efforts of the District Migrant Resource Counselor. She performs her duties during zero and 7th periods, working out of the Migrant Office. She often visits the sites to have students pulled out at the end of 6th period so she may meet with them after school. She develops Individual Learning Plans that supplement the migrant students' regular school day schedules and consults with site counselors as needed. She meets with every migrant student multiple times per year, sometimes on a weekly basis depending on their progress. She also contacts parents on a regular basis to keep them informed and provides progress updates. In collaboration with MEP staff, she recruits migrant students to attend leadership camps and college readiness camps/visits throughout the school year.
- Cohort Groups: These are regular meetings (PLC Wednesdays of groups of ELD, English, Math, Science, Social Studies, and Special Education teachers) which are aimed at providing support for implementing the standards-based scope/sequences and FACCS for all courses in the academic core. These cohort meetings facilitate alignment efforts, consensus building, problem-solving, mentoring, data analysis, refinements/revisions of materials, and improved instructional practices. These cohort activities are facilitated by the designated resource teacher(s) for each cohort, with support from district and site administration.
- Spring-Summer-Early Fall Frosh Diagnostic and Placement Exams: All 9th grade students take comprehensive placement exams in ELA, Writing and Math as well as the already mentioned STAR Reading Assessment that identifies reading and comprehension level with subsequent follow up to track growth. Students identified as English Learners also take the CELDT (soon to be ELPAC) exam. These exams help identify deficiencies in academic skills that help better coordinate intervention efforts, including placement in the correct intervention classes, after-school tutorials, math support, etc.
- Incoming Freshmen Orientation Night in late Summer provides incoming students with a head start in preparing for high school. While being given their course schedule, parents and students visit the CCHS campus and are given important information regarding school programs. They are given the opportunity to sign up for clubs, visit with Academic Decathlon or FBLA, and even inquire about other school wide interventions and efforts.
- Instructional Aides: Funded from Title I and Special Education, aides provide assistance to students enrolled in English, Math Support, and ELD classes.
- Instructional Coaches: Funds from Title I have provided identified department-level cohort leaders to support their teachers in implementing the research based instructional strategies.
- Translated materials and workshops for parents: We provide numerous workshops, notices, and materials to parents in targeted languages. In the recent past, these workshops focused on the California High School Exit Exam, California content standards, and graduation requirements. Currently these workshops have expanded to include information on colleges, financial aid, intervention programs, LCAP, and CTE. The school nurse has explained the barriers to learning that arise from health, vision, and hearing problems. The meetings are held in Delano, Richgrove, and Earlimart. (LCFF, Title I, Title III)

- Nurse, Psychologist: With increased screening of our students, we have been able to uncover many health barriers that were not previously being addressed by the school system. Once these students are identified, we can get them targeted assistance in various programs.
- Technological Support to Classroom Teachers: Since instructional software is being distributed school-wide by LAN and/or WiFi, assistance for teachers in the classroom is a must. An on site IT-Technician is available to address and troubleshoot problems as they arise. A certificated Tech Coach - Resource Teacher is available for teachers for professional development in the use of software and programs. The district IT department also provides technical assistance for telecommunications and for the network in general.
- Campus Discipline and Security Liaison: Cesar E. Chavez High School utilizes two Discipline Liaisons who work with students and families on attendance/discipline problems. But in order to ensure that more of our low-performing students get to school, we hope to expand services through a Teacher On Special Assignment (TOSA); this position would be the Certificated Administrative designee to assist in efforts in remediation of truancy issues as well as make community contacts to assist our parents and to identify any barrier that is preventing the student from attending school.
- Coordinated Services Council: Currently on hold due to budgetary constraints, the Nurse, Psychologist, Community Discipline Liaison, and Administration meet with county agencies to assist parents and students with barriers that lead to low performance and/or poor attendance.
- Writing Support classes: All 9th grade students students are enrolled in a Writing Support classes. These classes offer curriculum designed to provide foundational grammar, writing, and reading skills necessary for achievement and success in all core and co-curricular areas or subjects

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- Targeted English and Applied Math Classes - These are intervention classes for 10th & 11th grade students that have gaps in their skills that would make it difficult for them to score at or above standard on the SBAC exam. The curriculum is designed to close the gaps that exist.

Cesar E. Chavez High School is strongly committed to increasing and improving Parent Engagement in line with the 8 State Priorities of the LCFF and WASC recommendations. CCHS aims at providing parents with opportunities to contribute to the educational process as well as provide input into decisions affecting student learning. These opportunities can be grouped into the following categories:

- School: A new District and Site Web page that is more user friendly. Parents now have access through AERIES Parent Portal to their student's most current academic standing and progress. Not only can they check on grades but missing assignments and attendance. Most importantly, CCHS is proud of the work and role of the School Site Council in providing parents with oversight of programs and budgetary decisions. The school site council exists to bring together administration, teachers, parents, and students, and using the single school plan, to make decisions regarding the use of categorical funds.
- School Events: Cesar E. Chavez High School provides many opportunities for parents and the community as a whole to participate as part of our Professional Learning Community. Some examples include: Safe Schools Committee meetings, ELAC (English Learner Advisory Committee) and DELAC meetings, WASC Focus Group meetings, Title I meetings, School Site Council (SSC) meetings, Salute to Scholars Nights, Back to School Nights, Senior Awards Nights, Ninth Grade student & parent orientations, interscholastic athletic events, and ASB club/organization sponsored events. These committees and their meetings and noted events are publicized in the community newspaper (Delano Record), the school newspaper and school website, are announced through a school-wide call via Blackboard Connect Ed.
- Parent University: A series of workshops for parents are hosted throughout the school year. Workshops are hosted by school counselors, academic counselors, school psychologist/Nurse. The goal is to provide with a variety of information such graduation requirements, college admission, financial aide, drug awareness, suicide prevention and intervention.
- Community: Currently, we are increasing the information in the community about our school and programs via Social Media (Twitter, Facebook, Instagram) Also, the district launched a new website and phone application that is more user friendly that advertises current events and provides access to the Parent Portal for parent access to student grades, assignments, and attendance. There is also a weekly all-call through Blackboard Connect.
- Public Meetings:There are several public meeting forums that parents are encouraged to attend. The Board of Trustees meets on the second Tuesday of each month at 5:00 p.m. The CCHS School Site Council meets on average, once a quarter (or as needed), and we hold Title I and LCAP Stakeholder parent information meetings on a yearly basis.
- Student Services: Our school has a variety of student services that target parent involvement as the key factor in promoting student success. The Safe School Ambassador program is student driven and aims at promoting a culture of tolerance and respect. The Student Study Teams are a forum where students, parents, teachers, and administrators meet together in order to identify issues that are preventing student success and to collaborate in developing solutions to these problems. Counselors work with parents of struggling students in order to create an intervention plan that will aid in recovering credits as well as lead to certification in CTE Pathways or completion of A-G requirements. The school also has a full time Nurse, School Psychologist, Intervention Counselor, and School Resource Officer.
- Campus Visits: Parents are always welcome on campus at Cesar E. Chavez High School. To arrange for parent conferences with teachers, parents should call the counseling secretary. To meet with an administrator, parents contact the administration at the school site. To visit the school campus during regular school hours, parents should report to the Principal’s office for a visitor’s pass pending authorization.
- Volunteering: Cesar E. Chavez High School welcomes parent volunteers. To volunteer to serve in a classroom or in another formal educational setting, parents are encouraged to contact the administration at the school site.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	518
% of pupils completing a CTE program and earning a high school diploma	26%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	1	N/A
Social Science	1	N/A
All courses	13	13.3

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

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

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 Commerical 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:

- Architectural Drafting/NVKTC ROP
- Auto Body
- Auto Technology/NKVTC ROP
- Foods/Nutrition
- Computer Literacy
- Consumer Skills
- Engineering Drafting/NKVTC ROP
- Business Management I and II
- Fashion Design
- Apparel
- Health Occupations
- Medical Receptionist/NKVTC ROP
- Multimedia
- Nurse Assistant/NKVTC ROP
- Parent Lab/PACT
- Parent Skills/PACT
- Technical Drafting
- Video Production
- 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.