Cesar E. Chavez High School

800 Browning Road • Delano, CA 93215-1456 • (661) 720-4501 • Grades 9-12
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Delano Joint Union High School District
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District Administration
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Superintendent
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Associate Superintendent
Adelaida Ramos
Assistant Superintendent
Jesus Gonzalez
Assistant Superintendent
Matt Carter
Director of Maintenance, Operations, and Transportation
Deanne Sanchez
Director of Special Education
Paul Chavez
Director of CTE
Dolores Rodriguez
Migrant Program Director

School Description

During the 2015-16 school year, Cesar E. Chavez High School served 1368 students in grades 9-12. Student enrollment included 11.3% receiving special education services, 24% qualifying for English learner support, 100% enrolled in the Free and Reduced-Price Meal program, and 4% qualifying for migrant education services. The Cesar E. Chavez High School community is committed to empowering students through the realization of the school's vision, promotion of the school's mission, and dedication to the school's Graduation Outcomes which embody the principles that are the foundation of our "professional learning community" and serve as the tenets around which we base our decisions. The high school's curricular emphasis has both a solid foundation in the depth and breadth of California State Standards, the 4 C's of the Common Core State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. Student Graduation Outcomes - also known as the Expected Student Learning Results- are a driving force in curricular development and teaching methodology. The Student Graduation Outcomes are intended to challenge students to graduate College and Career Ready, with skills in Communication and Technology, able to solve real life problems through High Order/ Critical Thinking, and be Socially Responsible with an appreciation for Service Learning (C.C. H. S.).

School Mission:

Cesar E. Chavez High School is a Professional Learning Community (PLC), a school where learning and academic achievement is fostered, recognized, and celebrated. Our school's mission is to provide every student a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth. This mission has been realized as Cesar E. Chavez High School has continued to achieve award wining academic success. As further evidence of Cesar E. Chavez High School academic success in bridging the academic achievement gap, in the spring of 2011, CCHS was nominated and then honored with the California Distinguished School Award. In 2012, CCHS was named again as a Title I Academic Achievement Award winner, and a National Title I Distinguished School. In 2009 and then 2011, CCHS was named by U.S. News and World Report as one of America's Top High Schools (Bronze Medal). In 2012, 2014, and 2016 CCHS achieved Silver Medal status as one of America's Top High Schools according to U.S. News and World Report. Although we are proud of recent accolades and accomplishments, the challenge remains to continue innovating, collaborating, analyzing data, and having high expectations with support mechanisms to assist all CCHS students. We are confident that CCHS will continue to be a great school with the support of our parents and our community.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	419
Grade 10	338
Grade 11	283
Grade 12	289
Ungraded Secondary	16
Total Enrollment	1,345

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.9
Filipino	8.8
Hispanic or Latino	87.8
Native Hawaiian or Pacific Islander	0
White	1.7
Two or More Races	0.2
Socioeconomically Disadvantaged	87.2
English Learners	22.5
Students with Disabilities	10.4
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Cesar E. Chavez High School	**14-15**	**15-16**	**16-17**
With Full Credential	57	54	57
Without Full Credential	3	7	8
Teaching Outside Subject Area of Competence	0	0	0
Delano Joint Union High School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	158
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar E. Chavez High School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	96.6	3.4
Districtwide		
All Schools	88.0	12.0
High-Poverty Schools	88.0	12.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: August, 2016	
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

Textbooks and Instructional Materials Year and month in which data were collected: August, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
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)

Textbooks and Instructional Materials Year and month in which data were collected: August, 2016	
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

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 August 15, 2015. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

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 two day custodians, three 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: 8/2/2016					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	66	72	60	65	44	48
Math	28	36	28	32	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	75	61	54	66	56	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.3	31.8	24.8

* 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.

2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	331	326	98.5	54.3
Male	162	161	99.4	60.9
Female	169	165	97.6	47.9
Filipino	30	30	100.0	66.7
Hispanic or Latino	289	284	98.3	52.5
Socioeconomically Disadvantaged	288	283	98.3	51.9
English Learners	74	72	97.3	16.7
Students with Disabilities	34	32	94.1	43.8
Students Receiving Migrant Education Services	11	10	90.9	50.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	289	286	99.0	71.6
Male	11	141	141	100.0	73.0
Female	11	148	145	98.0	70.1
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	31	31	100.0	93.5
Hispanic or Latino	11	242	240	99.2	67.8
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	237	234	98.7	70.0
English Learners	11	40	38	95.0	34.2
Students with Disabilities	11	24	24	100.0	8.3
Students Receiving Migrant Education Services	11	15	15	100.0	73.3
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	288	286	99.3	36.4
Male	11	141	141	100.0	41.8
Female	11	147	145	98.6	31.0
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	31	31	100.0	54.8
Hispanic or Latino	11	241	239	99.2	33.5
White	11	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	**11**	--	--	--	--
Socioeconomically Disadvantaged	**11**	236	234	99.2	35.0
English Learners	**11**	40	39	97.5	10.3
Students with Disabilities	**11**	24	24	100.0	4.2
Students Receiving Migrant Education Services	**11**	15	15	100.0	26.7
Foster Youth	**11**	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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;

- Career Center
- Library
- Fundraisers
- Coaching Sport
- School Advisory Groups
- Academic Culture Club/Alliance for Education
- Booster Clubs
- District Technology
- 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) 720-4502.

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
- Family Movie Night
- Music Memorial Concert
- Open House
- Parent Orientation Night
- Salute to Scholars Night
- Student Performances

- Talent Show
- Title I Meetings
- Parent Awareness & Leadership Modules (PALM)

In 2014-15, Cesar Chavez expanded the Titan Focus Program for Career Choices and a ten year plan for students. In Spring 2014 Cesar Chavez launched the "Parent Awareness and Leadership Module" (PALM) with the help of a $10,000 Wonderful Education Grant. PALM exists to assistant parents in helping their child with their career choice and the path to succeed.

State Priority: School Climate

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

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

School Safety Plan

"The CCHS 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 and DJUHSD. 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 Safe School Committee in September of 2016 and the School Site Council in October of 2016; the Safe School Plan was approved during the regular Meeting of the Board of Trustees on December 13, 2016. 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.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.0	4.1	1.8
Expulsions Rate	0.1	0.1	0.1
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	5.0	4.2	2.8
Expulsions Rate	0.3	0.3	0.2
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2010-2011
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.333
Nurse	1
Speech/Language/Hearing Specialist	.333
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	325

* 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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	27	27	26	14	15	11	44	37	30	26	15	22
Mathematics	30	30	23	4	4	13	27	26	32	20	17	3
Science	29	30	27	3	1	6	19	19	17	7	9	3
Social Science	33	31	29	2	3	2	6	7	24	22	20	4

* 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

CCHS recruits and employs the most qualified credentialed teachers. For the 2015-2016 school year, the school employed 54 teachers, 47 with full credential and 7 without. 100% of the of the classes in core academic subjects are taught by State Certified Compliant teachers as per ESSA.

All teachers hired at CCHS are have met State Credentialing requirements as per ESSA to teach in each of the academic areas. They continue to develop professionally via education classes toward advanced degrees, clear credential classes and the BTSA program, a program that is administered jointly by the CDE and the California Commission on Teacher Credentialing. Teachers who are in the BTSA program participate in professional development that is specifically geared to new teacher needs and concerns. There is also a certificated Staff Mentoring Program and Peer Coaching designed to support new teachers. To address new legislation (SB103), teacher mentors have been designated to work with new teachers to build instructional capacity. In addition, funding has been allocated as part of the SSPSA for ongoing professional development in EDI, Differentiated Instruction, Common Core Curriculum and Instructional Shifts, CPM (College Prep Math), DOK, RIAP, iLit, and SDAIE instructional strategies. Cesar E. Chavez High School is committed to continuing emphasis on staff development, especially as we implement the Common Core State Standards and the new Next Generation Science standards during this 2015-2016 school year. The Learning Director is coordinating the assessment and accountability components of our student achievement plan. Over the last several years through the TIIG program, Title I, Title II and other programs, these District efforts have accomplished the following:

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. Staff development has as its root and final goal 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 Carolyn Coyle's Differentiated Instruction, 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 like 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

Furthermore, there are still staff on site who received training in AVID methodologies (WICR, Costa's Levels of Questioning, etc.) back 2007. These teachers continue to make use of these AVID methodologies including Cornell Note-taking and other WICR (writing, inquiry, collaboration, reading) strategies. Also in 2007, teachers began to participate in Explicit Direct Instruction (EDI) training through DataWorks, which focuses on lesson development as well as the delivery of instruction. Training in Explicit Direct Instruction is ongoing as recent as September 17, 2016 with emphasis in Lesson Objectives, Checking for Understanding, and meeting the needs of English Learners. In 2015 a group of teachers were sent to the CABE conference. In this one-day institute, participants learned how to differentiate instruction in science and mathematics to promote engaging, active participation. 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.

Recent professional development has also included Depth of Knowledge (DOK), an effort to increase high order critical thinking through use of specific questioning during checking for understanding, on student activities, and on assessments. Ron Rohac training on critical thinking activities, deeper questioning and checking for understanding; this training's emphasis was on strategies, resources, technical support and coaching for teachers working with ELL students and/or other students that are struggling in the content areas of mathematics and science. Training focuses on vocabulary building activities and reading strategies for both mathematics and science with additional work on activities that engage the learner and meaningful warm-up activities. Another is Get Focused-Stay Focused Career Choices, training on Career Choices curriculum that uses writing and critical thinking and research so students are able to complete a 10 year plan that answers: Who am I? What do I want? and How do I get it? RIAP 's the two main goals are to help students (1) achieve a level on the joint California Standards Test and CSU Early Assessment Program that would exempt them from the English Placement Test or (2) demonstrate proficiency on the CSU English Placement Test (EPT) by scoring above 150 with no need for future reading and writing remediation. Teachers also are provided with professional development on the use of Vernier Probes for Science, and CPM Math. In the past teachers have also had the opportunity to participate in Differentiated Instruction workshops with Carolyn Coil. Through this opportunity, teachers have not only learned to more readily assist the students in the general population, but also received training in how to address the needs of English Learners. Thinking Maps training was also provided in the Fall of 2008. Based on academic study and brain research, Thinking Maps provide students with a common visual language for learning across all disciplines.

During the 2008-2011 school years, the District employed Kevin Clark who assisted our ELD teachers in aligning their curriculum and instruction to ELD standards with an emphasis on Discreet Language Skills Acquisition. Current efforts for ELD teachers have included deep reading and writing, annotation, and critical thinking.

During the Spring and Summer of 2014, the District contracted with Jill Hamilton-Bunch of Point Loma University for the purposes of providing professional development in the area of literacy (deep reading, annotating, analysis, critical thinking and writing) as it relates to requirements of the Common Core State Standards. Teachers from the ELA and Social Science departments participated, and we anticipate continued partnership with Mrs. Hamilton-Bunch to continue professional development for other departments during the coming years; RIAP through CSUB builds on the work already done in this area.

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.

Moreover, beginning in 2015 site and district teachers participated in CPM training (College Prep Mathematics). CPM's mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. CPM recognizes and fosters teacher expertise and leadership in mathematics education. CPM engages all students in learning mathematics through problem solving, reasoning, and communication. CPM envisions a world where mathematics is viewed as intriguing and useful, and is appreciated by all; where powerful mathematical

thinking is an essential, universal, and desirable trait; and where people are empowered by mathematical problem-solving and reasoning to solve the world's problems.

Furthermore, a group of teachers from the academic core have participated in AP By the Sea over the past few summers, ERWC, and the Bard College "Thinking and Writing Institute." The cohorts meet together on a regular basis, and teachers are creating lessons and implementing strategies that will improve the critical thinking skills of students at all levels, not just Pre-Ap and AP.

Lastly, teachers meet in grade level / subject specific cohorts and as departments every other Wednesday morning for two hours. This PLC collaboration time is designed to give teachers the opportunity to meet together to analyze data, work on alignment to CCSS, review and re-write FACCS/ assessments, monitor student progress, and evaluate best practices.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$35,372	$46,184
Mid-Range Teacher Salary	$62,255	$75,179
Highest Teacher Salary	$90,535	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		$124,243
Average Principal Salary (HS)	$126,830	$137,939
Superintendent Salary	$165,242	$217,637
Percent of District Budget		
Teacher Salaries	30%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site		$3,028.17	$6,895.65	$77,473.29
District	♦	♦	$7,062.88	$63,052
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			-2.4	22.9
Percent Difference: School Site/ State			21.5	-0.5

* Cells with ♦ do not require data.

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 Almost Proficient (TAP) program. Originally TAP was initiated to provide targeted instruction and remediation for EL students, in particular, and any student who was found to be near proficient/near passing on the 9th grade portion of the California Standards Tests (CST) in Mathematics and English-Language Arts (ELA). 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 an intense 10 week after school program that focused on mastering CAHSEE standards.

- Currently, the TAP program has evolved to meet the changing nature of accountability under the new Common Core State Standards. Adding to already administered STAR Reading Assessments (diagnostic tool used to gauge the reading level of every 9th grade student with subsequent follow up exams that track student growth in reading and comprehension), we include SBAC style diagnostic exams at the end of the first semester to identify students needing extra academic assistance in Literacy (reading, writing and critical thinking). Those students are then placed in a TAP-like program that aims to positively shape the academic culture by placing strategic focus on raising students' expectations to achieve proficiency on the SBAC. This effort is supported through establishing of specific incentives and special recognition awards for high achievement and growth.

- Mandatory Academic Afterschool Study Hall (MAASH): Students who fail 3 or more classes during the previous 5 week grading period are assigned MAASH. Students are given time and assistance (tutorial services are provided by the teacher and several AP student tutor-volunteers) in completing daily homework assignments or the assigned daily reading assignment for the Titan Accelerated Reader Program. Students can exit at the next 5 week grading period if all grades are C's or better AND if the student submits a weekly routing slip showing, 90% attendance, and acceptable daily behavior. Together with the teacher, a counselor helps monitor student attendance and progress.

- 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 Room W5 at the District 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. Se 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.

- State standards Curriculum and Assessment Alignment and staff development: As we describe above, extensive resources continue to be used to align and adjust core curriculum and assessment to state content an common core standards. Teachers meet in subject or grade level cohorts, or as departments, every other Wednesday morning to discuss data, curriculum, instruction and assessment, make changes, and develop new course materials. Once courses have been aligned, teachers have been trained in instructional strategies and practices to better implement a standards-based curriculum. (TIIG, Title I, EIA, Title II, and Title III). With the recent adoption of the Common Core Standards and state plans to implement state wide testing of these standards starting in 2015, we anticipate that efforts will continue to align curriculum and assessments and bring them in line with the Common Core.

- 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 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.

- Summer School Intervention: Students entering a new school and new district need extra support and exposure in order to adjust well to the change; this need was identified in a WASC self study. Though presently limited due to budgetary constraints, it is hoped that as funds become available summer school interventions will expand in coming years. They include:

- Summer Bridge is a jump-start effort for our incoming 9th graders which focuses on English-Language Arts and math skills. These efforts to provide early academic assistance and acceleration include "Summer Packets" meant to promote academic continuity and acceleration and ease the transition to High School level rigorous course of study. Students who participate or are enrolled in Summer Bridge classes are scheduled in such a manner to address their individual barriers that influence academic success. Instructional aides provide students with individual support and help students to utilize other software (i.e., NewsELA, Schmoop Kahn Academy, Reading Plus, Lexia and Orchard, iLit, Accelerated Reader (AR360) RevolutionK12, SmartPrep). Also part of this effort is the Career Readiness course (STDV) which offers dual enrollment college credits through Bakersfield College. This class is used as the foundation for various career pathways, or integrated into such academic courses as English and math. The goal is to enable students to take ownership of their pathway towards college and career readiness. Although they are flexible, the standards provide a scope-and-sequence series of learning objectives that lead to a personalized plan for students' educational and career aspirations. Teachers who incorporate the standards in their classrooms will have the formula for a class that culminates with each student developing a comprehensive 10-year educational and career plan.

- 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. The 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.

- As already mention, Summer Packets are provided to students for English and math. The packets along with necessary materials, are distributed to students and need to be returned to their respective English/Language Arts & Mathematics Instructors the first week of class. We have found this effort to be extremely effective in maintaining academic continuity and minimizing the need for extended review of skills already taught in previous grade levels.

- Computer Assisted Instruction (CAI) and Learning Software: CCHS has made learning software available in Reading, Language, and Math. Computer-based instruction is effective because it provides a means to increase individualized instructional time for students within the confines and constraints of a high school setting. Research that has come out of the Congressional Office for Technology Assessment (OTA) supports computers as tools to increase student learning. However, the OTA and other researchers caution that the key to good use of computers in the classroom is teacher training in computing and classroom management as well as the availability of support staff for teachers (OTA 1995; Rotondo, 1992; Ellison 1989; Forrest 1993). Current programs and software include: Illuminate, Accelerated Reader and AR360 by Renaissance Learning, RevolutionK12 and SmartPrep, Edgenuity Credit Recovery, Reading Plus, ACCELUS, Schoolagy, iLit, Office 365, OneNote-OneClass, KAHN Academy, Paxon-Patterson, Microsoft Office, Apple Movie Maker Final Cut Pro, etc.

- Instructional Aides: Funded from Title I and Special Education, aides provide assistance on computers and one-to-one assistance to students enrolled in English, Math Support, and ELD classes.

- Resource Teachers: Funds from Title I, Title II, Title III, and other appropriate programs have provided identified department-level cohort leaders to support their teachers in implementing the standards-based data analysis scope/sequences and FACCS. Additional resource periods were added as we expanded our course offerings.

- 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: Using SB 65 and SB 68 Dropout Prevention and Recovery and other Categorical monies, 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.

- GATE - Gate funds support supplementary materials for AP/ Pe-AP Honors programs in the academic core, and programs for exceptionally gifted students in the Arts, Performing Arts, ad in career pathways. We also provide field trips to colleges, universities, cultural events, and museums.

- Writing Support classes: All 9th grade students and 10th grade CP/ Gen 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cesar E. Chavez High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	4.20	1.60	2.20
Graduation Rate	90.55	93.73	95.94
Delano Joint Union High School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	4.20	3.00	2.80
Graduation Rate	92.86	93.54	96.17
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	478
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	94.07
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	43.9

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	3	♦
Science	1	♦
Social Science	3	♦
All courses	15	.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	98	99	86
Black or African American	50	80	78
American Indian or Alaska Native	0	0	78
Asian	100	100	93
Filipino	100	99	93
Hispanic or Latino	98	99	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	73	91	66
English Learners	27	32	54
Students with Disabilities	98	98	78

Career Technical Education Programs

WORKFORCE PREPARATION:

Cesar E. Chavez High School's career technical education programs offer a diverse range of opportunities for student 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.

The district collaborates with Future Farmers of America and FHA-HERO to promote the development of personal growth as well as job skills. Cesar E. Chavez High School sponsors the FHA-HERO (Future Homemakers of America) club or students interested in developing and refining skills to prepare for their roles as family members, workers and citizens.

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

Regional Occupational Program (ROP) are offered off campus through he North Kern Vocational Training Center (NKVTC). ROP courses are designed to prepare high school students (16 years and older) for entry-level employment, upgrade current job skills or obtain more advanced levels of education. For more information on career technical and regional occupational programs, students may contact the high school's career center or contact the North Kern Vocational Training Center at (661) 725-4180 or through www.nkvtc.org.

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
Entrepreneurship
Fashion Design
Apparel
Health Occupations
Medical Receptionist/NKVTC ROP
Multimedia
Nurse Assistant/NKVTC ROP
Office Practice
Parent Lab/PACT
Parent Skills/PACT
Personal Finance
Technical Drafting/NKVTC ROP
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
Jazz Band
Theater Production

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. For more information on career technical programs and ROP, please contact the high school's career center or visit the state's career technical webise at www.cde.ca.gov/ci/ct.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.