Cesar E. Chavez High School

800 Browning Road • Delano, CA 93215-1456 • (661) 720-4501 • Grades 9-12
Uriel Robles, Principal
urobles@djuhsd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Delano Joint Union High School District

1720 Norwalk Street
Delano, CA, 93215
(661) 725-4000
www.djuhsd.org

District Governing Board

Art Armendariz
Board President

Eloise Carrillo
Board Clerk

Arnold Morrison
Board Member

Lionel Reyna
Board Member

Ray Arvizu
Board Member

District Administration

Jason Garcia
Superintendent

Adelaida Ramos
Assistant Superintendent Educational Services

Jesus Gonzalez
Assistant Superintendent Personnel Services

Matt Carter
Director of Maintenance, Operations, and Transportation

Raudel Rojas
Director of Curriculum and Instruction

Kenneth Moore
Director of Special Education

Paul Chavez
Director of Career and Technical Education

Ben Deleon
Director of Migrant Education

Cesar Ramirez
Director of Information Technology

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. 7.9% of enrolled students received special education services, 22.7% qualified for English learner support, 86.1% enrolled in the Free and Reduced-Price Meal program. The César E. Chávez High School has recently been recognized as a California Distinguished School by California Department of Education and is also part of a recently recognized California Distinguished District.

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

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

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

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

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

César E. Chávez High School faculty members agreed to the following Expected School Wide Learning Results (ESLRs):
C—College and Career Ready
C—Communication and Technology
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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	383
Grade 10	363
Grade 11	406
Grade 12	363
Total Enrollment	1,515

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	1.3
Filipino	9.5
Hispanic or Latino	87
White	1.7
Two or More Races	0.2
Socioeconomically Disadvantaged	86.1
English Learners	22.7
Students with Disabilities	8
Foster Youth	0.1
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Cesar E. Chavez High	18-19	19-20	20-21
With Full Credential	54	56	50
Without Full Credential	8	7	14
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Delano Joint Union	18-19	19-20	20-21
With Full Credential	♦	♦	152
Without Full Credential	♦	♦	34
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: August, 2020

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 Edge Reading, Writing, and Language B and C, Cengage 2014 Perrine's Literature Structure, Sound and Sense **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, The West and Give me Liberty **Percent of students lacking their own assigned textbook:** 0

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 El Espanol Para Nosotros curso para hispanohablantes Nivel 1 **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)

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Sinks and running water (12) Graduated cylinder (300) Alermeyer flasks (200) Beakers (500) Dishwasher (1) Refrigerators (3, one in Bldg 1600 and two in Bldg 1500) Thermometer (40) Gas collecting tubes (30) Pipettes (50) Bunsen burners (30) 60" angle funnel (100) Round bottom flasks (50) Centrifuge (2) Incubator (2) Autoclave (1) Condensers (16) Spectrophotometer (2) Skeletons, standards (1) Bones (3 boxes) DTL system (8) Barometer (8) Light sensor (8) Thermometer (6) Clinical thermometers (7) AC adaptor (1) Oven (1) Analytical balance (1) Conductivity meter (15) Goggle sanitizer (1) Calculator Bered ranger (15) TI-83 graphing calculator (10) Air track with timing system (1) Blackboard optics kit (1) Transformer (1) Projectile launcher (1) Rive ray box (1) Inertia device (1) Molecular model set (12) Organic distillation set (10) Electrolysis demonstration apparatus (8) Ballistics car (1) Male torso model (1) Female torso model (1) Centripetal force apparatus (12) Standing wave generator (1) Digital timers (5) **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)

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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/1/2020

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	61	N/A	62	N/A	50	N/A
Math	31	N/A	32	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	18	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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 (School Year 2020-2021)
The CCHS Comprehensive Safe School Plan is a living document which is reviewed and updated continuously by administration based on staff input, school/student data, and new guidelines set forth periodically by local police, DJUHSD and California Department of Education. Traditionally, any major updates are modified and implemented during the summer and reviewed with staff during the teacher in-service days before the start of the Fall semester. The plan is a comprehensive document that covers a wide range of possible situations of which could be summarized by the following major areas: 1. Daily supervision plan for the safety and security of students and staff. 2. Emergency disaster plans including active shooter and code red, yellow, blue and green lockdown procedures. 3. Evacuation procedures in the event of a fire, flood, chemical spill, or earthquake. 4. Crisis preparedness, management, and resolution. 5. Intervention and prevention strategies including talking to students about death, working with parents, anti-bullying, and elements of a positive school culture. 6. DJUHSD board policies and regulations.

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

An evaluation of the 2019-20 School Safety Plan goals took place on December 17, 2019. (EC32282)

A hearing was held on January 22, 2020 to obtain public input pursuant to (EC 32288).

School staff was advised of the updated school safety plan on February 5, 2020 during a school staff meeting. (EC 32282)

The School Site Council reviewed the Safe School Plan on October 9th, 2019, and again on October 23rd, 2019, then unanimously approved the plan on January 30th, 2020. After approval by the School Site Council, it was Board approved on February 11, 2020.

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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	4.8	1.9	4.4	3.5	3.5
Expulsions	0.1	0.1	0.6	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.1	1.3	
Expulsions	0.1	0.25	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	303

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	25	20	31	14	28	14	21	23	27	21	36	25
Mathematics	27	11	28	18	29	7	31	14	25	20	33	13
Science	28	4	16	12	29	4	24	10	27	8	21	14
Social Science	31	4	6	24	29	6	10	23	24	16	11	24

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

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

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

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

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

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

- Conducting Peer Observations with follow up Feed-Back/Forward Conferencing
- Modeling Lessons
- Adjusting curriculum/ assessments based on data.
- Helping teachers effectively implement technology (CANVAS, PowerPoint, Microsoft Teams)
- Helping teachers incorporate the use of OneNote and Office 365

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

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

For the 2020-2021 school year, CCHS will continue with a focus on providing teachers both new and experienced with professional development in Explicit Direct instruction to enhance lesson delivery and improve student learning. Additionally, with a recent implementation of distance learning and increase in new staff there is a need for a re-introduction into Thinking Maps methodologies, as well as essential collaborative practices, and Distance Learning Platform implementation (CANVAS, TEAMS, ZOOM, One Note)

Ongoing evidence-based professional development activities for all teachers throughout the year include activities:
- One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up trainings in November and January to refine instruction.
- PLC training (Data Analysis and How to Collaborate workshop (March) to assist teachers in using data from classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement.
- The Heart of Coaching strategies for academic coaches
- Thinking Maps, ELD, SDAIE, EDI, DOK, NCTM Best Practices, Science Institute and Learning Network, and KCTE writing and reading workshops to improve teaching and student learning.
- Activities that increase the ability of teachers to effectively teach children with disabilities, and English learners: UDL strategies and How to write IEPs; Training on autism, health care, and how to meet student needs; Proact training for crisis intervention; Transitions Supports workshop; 21st Century training Classroom management; and Supporting Learning Disabilities.

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

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,797	$52,670
Mid-Range Teacher Salary	$71,467	$89,660
Highest Teacher Salary	$105,068	$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		$142,638
Average Principal Salary (HS)	$144,814	$158,074
Superintendent Salary	$198,106	$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	26.0	32.0
Administrative Salaries	6.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,994.58	4,906.71	8,087.87	90,927.74
District	N/A	N/A	8,589.39	$88,112.69
State	N/A	N/A	$7,750	$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.0	3.1
School Site/ State	4.3	0.7

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

Types of Services Funded

In addition to general state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- LCFF Supplemental/LCFF Concentration
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education IDEA, Basic Local Assistance Entitlement, Part B (Federal)
- Lottery Unrestricted
- Title I, II, III, IV
- Carl Perkins-Career and Technical Education
- CTEIG
- Migrant Education/Title I Part C
- Special Education: Project Workability I
- Workforce Innovation and Opportunity Act (WIOA)-Youth Program
- TUPE (Tobacco Use Prevention Education) Grant
- Comprehensive School Improvement
- Cares Act Funding/COVID-19 Pandemic
- CARES Coronavirus Relief Fund (CRF): Learning Loss Mitigation
- CARES Elementary and Second School Emergency Relief (ESSER) Fund
- CARES Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation
- CARES State Learning Loss Mitigation Funds
- SB 117 COVID-19 LEA Response Funds (State)

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Cesar E. Chavez High School	2016-17	2017-18	2018-19
Dropout Rate	1.3	3.8	1.9
Graduation Rate	95.5	93.9	97.1

Rate for Delano Joint Union High	2016-17	2017-18	2018-19
Dropout Rate	2.7	3.3	2.3
Graduation Rate	93.4	95.1	95.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	762
% of pupils completing a CTE program and earning a high school diploma	57.7
% 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.89
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.54

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	2	N/A
All courses	16	15.4

*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:

- Foods/Nutrition
- Computer Literacy
- Consumer Skills
- Business Management I and II
- Fashion Design
- Apparel
- Health Occupations
- Medical Receptionist
- Multimedia
- Nurse Assistant
- Parent Lab/PACT
- Parent Skills/PACT
- Technical Drafting
- Education Theory
- Education Practice
- Building Skills I
- Building Skills II
- Medical Terminology
- Chamber Adv Choir
- Choir
- Advanced Choir
- Band
- Varsity Band
- Contemporary Music I and II

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.