



DELANO JOINT UNION HIGH SCHOOL DISTRICT
1720 NORWALK STREET, DELANO CA 93215
(661) 725-4000 • WWW.DJUHSD.ORG

CESAR E. CHAVEZ HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges
2007 & 2012 Title I Academic Achieving School • 2008 Golden Bell Award Recipient
2009 & 2011 America's Best High School - Bronze • 2012 America's Best High School - Silver
2012 National Title I Distinguished School

ANNUAL SCHOOL REPORT CARD

A Report of 2011-12 School Activity Reported in 2012-13

DELANO JOINT UNION HIGH SCHOOL DISTRICT

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Ben DeLeon, Principal
Gabriel Diaz, Assistant Principal • Jose Maldonado, Learning Director
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Delano Joint Union High School District

Delano Joint Union High School District is centrally located between Bakersfield and Visalia along Highway 99 at the southern base of the San Joaquin Valley. The district serves students in grades 9-12 from surrounding culturally diverse communities. During the 2011-12 school year, the district's three comprehensive high schools and continuation school served more than 4,300 students. The demographic composition of the student body includes 5.2% of students receiving special education services, 29.5% qualifying for English learner services, 97.79% percent enrolled in the Free and Reduced-Price Meal program, and 8.65% qualifying for migrant education services.

Cesar E. Chavez High School

During the 2011-12 school year, Cesar E. Chavez High School served 1,447 students in grades 9-12. Student enrollment included 8.8% receiving special education services, 62.5% qualifying for English learner support, 100% enrolled in the Free and Reduced-Price Meal program, and 8.5% 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 Expected Schoolwide Learning Results (ESLRs) 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, while maintaining particular attention to the various learning styles and needs represented by all students. Student Outcomes (ESLRs) are a driving force in curricular development and teaching methodology. The Student Outcomes are intended to challenge students to: Be Thinkers & Creators, Be Knowledgeable & Accountable, Be Responsible & Respectful.

Percentage of Students by Ethnicity/Grade Level			
2011-12			
Ethnic Group	%	Grade Level	#
African American	0.8%	Grade 9	483
American Indian or Alaskan Native	0.1%	Grade 10	300
Asian	1.6%	Grade 11	330
Filipino	8.7%	Grade 12	291
Hawaiian or Pacific Islander	0.0%	Ungraded	
Hispanic or Latino	85.9%	Secondary	43
White (not Hispanic)	2.9%		
Two or More Races	0.0%		
Total Enrollment			1,447

School Mission

Cesar E. Chavez High School 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 winning academic success. As further evidence of Cesar E. Chavez High

School academic success, in 2010 the 800 API level was reached; with a 2012 API score of 839, CCHS surpassed all other high schools in Kern and Tulare counties by earning the top API of 840. These successes truly show that Cesar E. Chavez High School is a professional learning community, "a school where learning and academic achievement is fostered, recognized, and celebrated".

Principal's Message

In August 2003, Cesar E. Chavez High School (CCHS) opened its doors to the students of Delano. This historic occasion marked the beginning of a new educational era in the city of Delano where Delano High School (DHS) had been the only comprehensive high school for nearly a century. Our students and school community exude "Titan Pride", and we enjoy sharing our accomplishments with parents and community members.

The Motto: Our school motto is that "CCHS is a Professional Learning Community (PLC), a school where learning and academic achievement is fostered, recognized, and celebrated." Teachers, parents, students, and staff have worked hard to create a uniquely Titan Culture, align our curriculum, instruction, and assessments to the California content standards, and to motivate our students to achieve. CCHS students are benefiting from our efforts as evidenced in recent strides in our school's Academic Performance Index (API) which reflects the abilities of our students and staff. Please note the different tables in this report that outline academic data for CCHS as measured by test scores on California Standardized tests and the California High School Exit Exam. I am pleased to report that CCHS far exceeded all performance goals and is **"thriving in the land of 800"**. During the fall of 2011, CCHS became the top performing high school in Kern and Tulare counties with a score of 840 on its API. Since 2003-04, CCHS has gained about 300 points which research confirms is the best of any high school in the state. Test results verify that our people, as well as our programs, are making an impact on the academic progress of our students.

The Awards: In the Spring of 2011, CCHS was nominated and then awarded as a **California Distinguished School**. In 2012, CCHS was named again as a **Title I Academic Achievement Award** winner. 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 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 **"thriving in the land of 800"** by 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 community. If you have any questions, or if I may be of assistance, please contact me at (661) 720-4502.

Parent Involvement

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

Volunteer Opportunities

- Career Center
- Library
- Fundraisers
- Coaching Sports

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

STAR Results

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Chavez High			DJUHSD			CA		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	52	58	59	40	45	46	52	54	56
Math	40	52	49	33	40	42	48	50	51
Science	64	75	75	56	64	64	54	57	60
History	66	75	63	44	56	53	44	48	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results

Percentage of Students Scoring at Proficient and Advanced Levels

2011-12

	Chavez High						
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)
English-Language Arts			*	*	56		88
Math			*	*	45		66
Science			*	*	70		100
History			*	*	60		91
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education	
English-Language Arts	55	61	19	59	47	58	
Math	50	49	26	49	56	48	
Science	78	72	38	75	*	79	
History	68	58	25	63	*	59	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Chavez High			DJUHSD			CA		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	55	65	72	50	60	59	54	59	56
Math	66	75	81	62	68	70	54	56	58

California High School Exit Exam

Tenth Grade Results by Student Group

2011-12

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
DJUHSD						
All Students	41	30	29	30	43	27
Chavez High						
All Students	28	33	39	19	53	29
Male	31	34	35	16	50	34
Female	26	33	41	21	54	25
Filipino	22	22	56	6	47	47
Hispanic or Latino	32	35	34	22	54	24
White (not Hispanic)	0	29	71	0	43	57
Economically Disadvantaged	28	33	39	19	53	29
English Learners	68	28	4	38	53	9
Migrant Education	24	52	24	15	60	25

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

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 Empowerment Program Classes
- Parent Orientation Nite
- Salute to Scholars Night
- Student Performances
- Talent Show
- Title I Meetings

School News

All school-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- ConnectEd (mass communication telephone system)
- District newsletters/Superintendent's Message at www.djuhsd.org
- ELAC Meetings
- School newsletters
- Flyers and letters
- Parent Information Packet
- Principal's Weekly Message (ConnectEd broadcast every Monday evening)
- School website
- Title I Notifications

Student Achievement

To obtain accurate and valid measures of educational progress, Cesar E. Chavez High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of

the instructional program. These assessments include teacher tests, classroom observation, report card grades, CAHSEE results, Assessment Core Exit Standards, and results of standardized tests.

Assessment of Core Exit Standards (ACES)

Students enrolled in courses within the academic core are required to demonstrate mastery of a crucial group of content standards - "core exit standards" - in order to qualify for a passing grade. These "core exit standards" (also known as "essential standards") are those content standards that are fundamental for that course, necessary for success in all of the courses that follow in the same department, and support high achievement on the CAHSEE and STAR exams. Each academic core department has designed a series of tests that allow students to show mastery of the core exit standards.

Standardized State Assessments

Students at Cesar E. Chavez High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students

the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 97% of Cesar E. Chavez High School's tenth grade students who took the test in 2011-12 passed the math portion of the exam and 96% passed the language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Cesar E. Chavez High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

Academic Performance Index Three-Year Performance Comparison									
	Chavez High Base API Rank:								
	2009			2010		2011			
	6			8		9			
Statewide Rank	10			10		10			
Similar Schools Rank									
	Chavez High			Chavez High		DJUHSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2009-10	2010-11	2011-12	2011-12		2011-12		2011-12	
	74	34	-1	1,001	839	2,924	791	4,664,264	788
Ethnic Subgroups									
Hispanic or Latino	79	31	-3	843	826	2,469	776	2,425,230	740
White (not Hispanic)				30	938	64	894	1,221,860	853
Two or More Races				124	874	380	832	88,428	849
Other Subgroups									
Economically Disadvantaged	74	33	11	1,001	839	2,924	790	2,779,680	737
English Learners	76	34	-4	548	787	1,717	739	1,530,297	716
Students with Disabilities				72	667	156	592	530,935	607

For the 2011-12 AYP cycle, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 740 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2011-12		
Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Chavez High	DJUHSD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	18/18	14/22
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2011-12 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Cesar E. Chavez High School received Title I Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Title I PI Status 2012-13		
	Chavez High	DJUHSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2010-11
Year in PI	N/A	Year 2
# Schools Currently In PI		2
% Schools Currently In PI		50%

The statistical information in this table reflects the PI status during the 2012-13 school year.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ayl/.

Physical Fitness

In the spring of each year, Cesar E. Chavez High School is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	21.8%	22.9%	27.1%

School Facilities & Safety

Supervision & Safety

All staff share in the supervision of students throughout the day. As students arrive on campus each morning and depart in the afternoons, three campus security officers and two student affairs specialists monitor student behavior at strategic locations. During passing periods, one student affairs specialist and the security officers circulate throughout the campus. During the lunch period, security officers, student affairs specialists, and assigned teachers monitor students in the meal and common areas. All parents and visitors are required to check in at the main office upon arrival, obtain and wear a visitor's badge during their visit, and then return to the main office upon departure.

School Site Safety Plan

The Comprehensive School Safety Plan (CSSP) was developed for Cesar E. Chavez High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully

prevention policy. The school's most current safe school plan was reviewed, updated, and shared with school staff in October 2012.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, staff training programs, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

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.

Campus Description	
Year Built	2003
Acreage	55
	Quantity
# of Permanent Classrooms	85
# of Portable Classrooms	0
# of Restrooms (student use)	5 sets
Auditorium	1
Basketball Courts	4
Cafeteria	1
Career Center	1
Computer Lab	5
Culinary Arts Facility	1
Field House	2
Gyms	2
Industrial Arts Building	1
Library	1
Locker Rooms	1 set
Science Building with Labs	1
Science Building with Lecture Hall	1
Sports Stadium	1
Tennis Courts	4
Weight Room	1

2011-12 Campus Improvements:

- Distinguished School logo/mural painted on the front of the Administration Building above the entrance area
- Title I, Golden Bell, and America's Best High School logos/murals painted on buildings throughout campus (in the quad and auditorium area, at the entrance of the main gym, and at the stadium).
- Purchased SMARTboards for English and Science Departments
- Repainted exterior of buildings (maroon sections)
- Installation of "Distinguished School" Banners in prominent locations around campus

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 21, 2012	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			No deficiencies were noted during the inspection.
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

- Installation of additional flag poles to accommodate "Distinguished School" and "WASC" flags
- Refinish gym floor
- Installation of marquee

2012-13 Campus Improvements

- Purchase iPads for math classes
- Refurbish grounds
- Install SMARTBoards in Science Building
- Continue exterior painting projects
- Install bulletin boards in prominent locations on campus
- Install additional sensor lighting

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 21, 2012. 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 specialists 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. During the 2011-12 school year, Cesar E. Chavez High School did not receive deferred maintenance funds campus upkeep projects.

Classroom Environment

Discipline & Climate for Learning

All staff work collaboratively to create and support a pro-active, positive learning environment which promotes a culture of safety surrounding academics. Behavior management and discipline practices are in alignment with district policies and state education codes.

At the beginning of the school year, school rules and academic expectations are clearly communicated to students through the student handbook. Reinforcement of school policies takes place in classroom orientations and parent meetings. Students and their parents are requested to signed the student compact which outlines student, parent, and staff expectations. In November, students are engaged in a full week of bully prevention/awareness activities and teachers share a Bullying Prevention media presentation with their classes to discuss the identification of and effective strategies to manage bullying.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, student affairs specialists, counselors, and administrators. Students continuing to have difficulty with their behavior are referred to one of the student affairs specialists for further intervention, counseling, and/or remediation. Consequences for misconduct may include after school detention, in-school suspension, parent conference, and Saturday School. In some cases, students may be referred to mental health specialists, a probation officer, and/or the sheriff's department. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Suspensions and Expulsions			
	Chavez High		
	09-10	10-11	11-12
Suspensions (#)	162	146	206
Suspensions (%)	10.47%	10.51%	14.25%
Expulsions (#)	19	13	10
Expulsions (%)	1.23%	0.94%	0.69%
	DJUHSD		
	All High Schools		
	09-10	10-11	11-12
	546	498	475
Suspensions (%)	12.02%	11.50%	10.94%
Expulsions (#)	78	43	39
Expulsions (%)	1.72%	0.99%	0.90%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Dropouts

Cesar E. Chavez High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavior traits that typically lead to dropping out of school. A total of 19 dropouts were recorded for the 2010-11 school year by Cesar E. Chavez High School. Behavior and academic intervention strategies provide the support and motivation some students require to earn their diploma. Dropout/attendance intervention and credit recovery strategies include:

- A+ Credit Recovery (during school, after school, Saturdays)
- CAHSEE Prep Revolution 360 (online program)
- CAHSEE Prep Classes
- Concurrent Enrollment in Community College
- Counseling

- MADD - Mandatory Afterschool Daily Detention
- MAWD - Mandatory Afterschool Weekly Detention
- MAASH - Mandatory Afterschool Academic Study Hall
- Parent Conferences
- SB65 Outreach Support Services
- Teacher Tutorials

In the following Dropout & Graduation Rates table, 2010-11 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	Chavez High		
	08-09	09-10	10-11
Dropout Rate (%)	-	7.5	5.7
Graduation Rate (%)	-	86.88	92.15
	DJUHSD		
Dropout Rate (%)	-	10.2	7.5
Graduation Rate (%)	-	80.9	86.4
	CA		
Dropout Rate (%)	-	16.6	14.4
Graduation Rate (%)	-	74.7	76.3

Graduation Requirements

To earn a diploma from Cesar E. Chavez High School, students must acquire 220 course credits, earn a passing grade in all required courses, and pass the California High School Exit Exam. Alternative methods of acquiring a diploma are available through the Valley High School for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Cesar E. Chavez High School. The following table illustrates the percentage of students who graduated from Cesar E. Chavez High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2012			
	Chavez High	DJUHSD	CA
All Students	89.3%	85.5%	-

The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.

Teaching Load Distribution

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction

2009-10				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	26	19	50	6
Math	24	18	33	2
Science	27	5	28	1
History	32	1	17	16
2010-11				
English	22.2	42	51	15
Math	20	35	28	5
Science	23.2	15	17	5
History	21.2	20	13	9
2011-12				
English	22.3	44	43	20
Math	24.6	24	16	20
Science	23.3	19	13	10
History	26.1	14	9	14

Curriculum & Instruction

Staff Development

All curriculum and instructional improvement activities at Delano Joint Union High School District are aligned to the California State Content Standards and Frameworks and the National Common Core Standards. District administration, school administrators, and learning directors work as a collaborative unit to identify and select staff development programs based upon results of:

- Analysis of student performance on state standardized tests, ACES, the CAHSEE exam
- WASC teacher surveys
- District and school plans
- Collaboration of teachers and site administration

For the 2011-12 school year, teacher training concentrations were devoted to strengthening alignment of core subjects to essential state standards and common core standards as well providing Explicit Direct Instruction training for teachers in all subject areas. Two non-student staff development days were provided during the 2011-12 school year. One day was devoted to site-based training and the second day was devoted to a districtwide workshop on Explicit Direct Instruction.

2011-12 District Training Topics

- Explicit Direct Instruction
- Instructional Frameworks

Staff Development Days Three-Year Trend

2009-10	2010-11	2011-12
2	2	2

Site-based Training

Department teams meet formally and informally throughout the year to align the curriculum to state and common core standards, analyze student performance data, identify and share best teaching practices to improve instruction. Release time is provided for teachers to meet as cohorts to collaborate, analyze data, and adjust instruction accordingly. Cohort meetings are chaired by resource teachers who coordinate the curriculum and instruction efforts within each core department and in conjunction with the department chairs and an administrator. Using results from data analysis, department chairs and resource teachers facilitate the development of teacher training to improve both the content and delivery of classroom lessons to increase student proficiency. During the 2011-12 school year, professional development concentrations encompassed the Common Core Standards.

Supplemental District Support

Delano Joint Union High School District offers supplemental training and support for new and ongoing program implementation. Selected and targeted staff development opportunities are made available for core subjects. When teachers are sent to third party sponsors for training, topics are closely focused on instructional improvement and enhancement. Teachers training activities take place throughout the school year to support districtwide concentrations and programs.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. Teachers new to the district participate in the New Teacher Orientation Program. Participating teachers meet frequently with school administrators and mentor teachers who provide guidance and support with classroom teaching techniques, classroom management strategies, and school procedures.

The Beginning Teacher Support and Assessment program offers comprehensive support and training for new teachers with a preliminary credential. After successful completion of the two-year BTSA training, teachers may apply for their clear teaching

credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

Professional staff are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Instructional aides may receive district and site-level training based upon instructional support and program needs. Classified support staff may receive additional job-related training from district administrators.

Instructional Materials

All textbooks used in the core curriculum throughout Delano Joint Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
1998	*	Holt, Rinehart & Winston: Literature and Language Arts	0%	9-12
2005	*	Thomson Heinle: Visions, Language, Literature - Intro	0%	9-12
2005	*	Heinle: Visions, Language, Literature Levels B, C	0%	9-12
	*	Buckle Down Publishing: Buckle Down California Secondary English Language Arts Workbook	0%	9-12
		Great Source; All Write	0%	9-12
	*	Great Source; Write Ahead	0%	9-12
Math				
2003	*	McDougal Littell: California Math Concepts and Skills Course 1 & 2	0%	9-12
2004	*	McDougal; Algebra I Concepts and Skills	0%	9-12
1997	*	Glencoe: Algebra II, California Edition	0%	9-12
2005	*	Glencoe; Geometry	0%	9-12
2004	*	Glencoe; Advanced Mathematical Concepts, Pre-Calculus with Applications	0%	9-12
2005	*	Houghton Mifflin: Topics in Contemporary Mathematics	0%	9-12
2005	*	AGS; Math for the World of Work	0%	9-12
Science				
2003	*	Holt, Rinehart & Winston; Holt Earth Science	0%	9-12
2008	*	Holt, Rinehart & Winston; Holt Biology	0%	9-12
2003	*	Holt, Rinehart & Winston; Holt Modern Biology	0%	9-12
1969	*	Holt, Rinehart & Winston; Holt Modern Chemistry	0%	9-12
1977	*	Holt, Rinehart & Winston; Holt Physics	0%	9-12
	*	Glencoe; Science Level Blue (Integrated Science)	0%	9-12
Social Science				
2000	*	Prentice Hall: Economics: Principles in Action	0%	9-12
2000	*	Glencoe McGraw-Hill: United States Government	0%	9-12
1999	*	McDougal Littell: The Americans: California Edition	0%	9-12
1999	*	McDougal Littell: Modern World History	0%	9-12
Foreign Language				
2004	*	Glencoe McGraw Hill: Buen Viaje! 1, 2, 3	0%	9-12
2005	*	Holt, Rinehart & Winston; Nuevas Vistas Curso	0%	9-12
2003/2004	*	McDougal Littell; Discovering French I, II, III, IV	0%	9-12
2005	*	Pearson; Abriendo Paso: Lectura	0%	9-12
2005	*	Pearson; Abriendo Paso: Gramatica	0%	9-12
Health				
	*	Glencoe; Glencoe Health	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

Textbook information was obtained from district office personnel in September 2012.

On September 11, 2012, the Delano Joint Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted [Resolution No. 2012/2013-01](#) which certifies as required by Education Code §60119 that (1) sufficient textbooks or instructional materials, or both, have been provided to all students, including English learners, within the district to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, 2) all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, 3) all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, 4) textbooks and instructional materials are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: history/social science, mathematics, English/Language Arts (including the English language development component of an adopted program), science, foreign language, and health, 5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2012-13 school year, Delano Joint Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Professional Staff

Support Services Staff

Cesar E. Chavez High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors and Support Personnel (Nonteaching Professional Staff) 2011-12		
	No. of Staff	FTE
Academic Counselor	4	4.0
Dropout Prevention Recovery Outreach Specialist	1	0.2
Duplication Operator/Textbook Clerk	1	1.0
ELD Resource Specialist	1	1.0
Librarian	1	1.0
Migrant Education Counselor	As needed	
Nurse	1	1.0
Psychologist	1	1.0
Security Officers	3	3.0
Student Affairs Specialists	2	2.0
Average Number of Students per Academic Counselor		361.75

FTE = Full-Time Equivalent

Teacher Assignment

Cesar E. Chavez High School recruits and employs the most qualified credentialed teachers. For the 2011-12 school year, the school employed 52 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments				
Chavez High				
	09-10	10-11	11-12	12-13
Total Teachers	67	67	55	
Teachers with Full Credential	65	65	52	
Teachers without Full Credential	2	2	3	
Teachers Teaching Outside Subject Area	0	0	1	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	0	0	0	0
Teacher Vacancies	0	0	0	0
DJUHSD				
	09-10	10-11	11-12	12-13
Total Teachers	190	190	165	
Teachers with Full Credential	177	180	151	
Teachers without Full Credential	13	10	14	
Teachers Teaching Outside Subject Area	1	0	2	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	0	0	0	0
Teacher Vacancies	0	0	0	0

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Chavez High	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	0.0%	0.0%

*Most current data available.

College & Work Readiness

College Preparation Courses

Throughout the year, Cesar E. Chavez High School sponsors special events and workshops to help students and their parents navigate through the college preparation, application, and financial aid processes. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2011-12 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	91.02
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	32.5

University of California Admission Requirements

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California web site at www.universityofcalifornia.edu/admissions/general.html.

California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University web site at www.calstate.edu/admission/.

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2011-12

	No. of Courses Offered	% of Students Enrolled in AP Courses
Art	1	1.4%
English	2	10.2%
Foreign Language	2	5.1%
Math	2	4.3%
Science	2	2.6%
Social Science	3	14.2%
Totals	12	37.8%

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. Offered as an elective course for seniors, College Preparation and Awareness Class (CPAC) follows an AVID-like model for career and college exploration. Activities include financial aid preparation strategies, SAT preparation, and visits to college campuses.

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 CPAC.

The district collaborates with (Future Farmers of America) and FHA-HERO to promote the development of personal growth as well as job skills. Delano High School sponsors the FFA club.

which promotes leadership and prepares students for success in agriculture, food, fiber and/or natural resources systems. Cesar E. Chavez High School sponsors the FHA-HERO (Future Homemakers of America) club for students interested in developing and refining skills to prepare for their roles as family members, workers, and citizens.

Cesar E. Chavez High School sponsors a career fair every other year, inviting professionals, businesses, and community organizations to share the opportunities and benefits of their respective industries. Military representatives and college representatives visit the campus throughout the year to lead presentations highlighting the unique qualities of their institutions.

Regional Occupational Programs (ROP) are offered off campus through the 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 Pathway Industry Sectors

Agriculture & Natural Resources
Arts, Media & Entertainment
Building Trades & Construction
Education, Child Development & Family Services
Engineering & Design Industry
Fashion & Interior Design
Finance & Business
Health Science & Medical Technology
Hospitality, Tourism & Recreation
Information Technology
Manufacturing & Product Development
Marketing, Sale & Service

On-Campus Career Technical Education Courses

Architectural Drafting/NKVTC ROP	Medical Receptionist/NKVTC ROP
Auto Body	Multimedia
Auto Technology /NKVTC ROP	Nurse Assistant /NKVTC ROP
Beginning Foods	Office Practice
Computer Literacy	Parent Lab/PACT
Consumer Skills	Parent Skills/PACT
Engineering Drafting/NKVTC ROP	Personal Finance
Entrepreneurship	Technical Drafting/NKVTC ROP
Fashion Design	Technology Literacy
Health Occupations	Video 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, contact the high school's career center or visit the state's career technical web site at www.cde.ca.gov/ci/ct/.

Career Technical Education Program Participation

District Totals

2011-12

Total Number of Students Participating in CTE Programs	415
Percentage of Students Completing a CTE Program and Earning a High School Diploma	62.2%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	*

*At Chavez High, only one course, Spanish IIICP has an articulation agreement; the agreement is with Bakersfield College.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2010-11 school year, Delano Joint Union High School District spent \$10,129 of total general funds to educate each student (based on 2010-11 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2010-11

	DJUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	34,002	42,660
Mid-Range Teacher Salary	59,844	69,198
Highest Teacher Salary	87,027	88,943
Average Principal Salaries:		
High School	121,915	127,707
Superintendent Salary	154,223	202,123
Percentage of Budget For:		
Teacher Salaries	29	36
Administrative Salaries	6	5

Current Expense of Education Per Pupil 2010-11

Dollars Spent Per Student					
Expenditures Per Pupil	Chavez High	DJUHSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,816	9,925	98.9%	N/A	N/A
Restricted (Supplemental)	3,504	3,452	101.5%	N/A	N/A
Unrestricted (Basic)	6,312	6,473	97.5%	5,455	115.7%
Average Teacher Salary	69,333	57,461	120.7%	70,792	97.9%

In addition to general fund state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund
- CA School Information Services
- Economic Impact Aide
- Education Jobs Funds
- K-12 Service Learning Initiative
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local and State
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Vocational Programs
- Workforce Investment Act

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/>; the website contains more information about Cesar E. Chavez High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Cesar E. Chavez High School's SARC and access the Internet at any of the county's public libraries. The closest public library to Cesar E. Chavez High School is the Delano Branch Library located at 925 10th Avenue, Delano.

Delano Branch Library

Phone (661) 725-1078

Hours: T and Th 11-7; Sun. 9-5

Number of Computers Available: 4

Printers Available: Yes

The statistical information disclosed in this report is obtained from the California Department of Education and the Delano Joint Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Documentation for school facilities and instructional materials sections was acquired in September 2012.