SCHOOL/COMMUNITY PROFILE

DEMOGRAPHIC DATA

Community

Located at the southern part of the Central San Joaquin Valley, the City of Delano straddles the southern end of Tulare County and northern Kern County. Delano's economy is based in agriculture and, as a result, the local economy is affected by seasonal work patterns and uncertain weather conditions. If crops do not perform well little revenue is generated anywhere in the community. The population of Delano continues to remain stable as industry begins to operate in the area. Industry such as the Sears Logistic Unit, the new Paramount Fruit Packing Company, the state prison, and ROTC provide for a more stable and less mobile population.

Our community is a diverse one. Over the last ten years, Delano has drawn a high number of immigrants from Mexico and to a much lesser extent, the Philippines. Our student population is 85% Hispanic and 8% Filipino. With the large influx of immigrants, the average level of education has dropped considerably. Many of those entering the United States from Mexico are from rural communities with little or no formal education. The city of Delano has approximately 42,801 residents and is 68.5% Hispanic, 26.2% white, and 15.9% Filipino. According to the 2000 census the median household income is $28,143 and the median home price is $86,700. Parent education at the school reflects a distribution commensurate with the economics of this agricultural-based community; 45% of parents did not graduate from high school, 28% graduated from high school and 25% attended college, with 15% becoming college graduates.

This low level of primary language education, in addition to language barriers, creates an even greater challenge with literacy in any language. Despite these barriers, Delano has long prided itself in its cultural diversity. It has served as a point of entry for many waves of immigrants from around the world. Indeed, the city sign declares, "Delano, an International Community Working Together."

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. Now CCHS and DHS are sister schools within the Delano Joint Union High School District serving students in grades nine through twelve. Cesar E. Chavez High School is now one of two public comprehensive high schools (with a third comprehensive high school to open in the fall), two alternative high schools and one adult school in the Delano Joint Union High School District (DJUHSD). CCHS is as a new school opened in 2003 with 9th and 10th graders only. Cesar E. Chavez High School employs 93 teachers, 4 administrators, and 57 support personnel. Our departments consist of English, High Intensity Language Arts, Mathematics, Science, Social Studies, Special Education (includes all Severely Handicapped students within the entire District), Business Education, Sophomore Requirements (includes driver training, health and first aid), Industrial Arts, Home Economics, Physical Education, Music and Art

In addition to excellent facilities, Cesar E. Chavez High School students are supported well by funding from Migrant Education, Title I, Title II, Targeted Instructional Improvement Grant, Title III, Title VI, and GATE, as well as other state and federal funded projects.

CCHS Mission Statement

All students have the right to an education based on standards of excellence. Such an education is the shared responsibility of students, faculty, administrators, support staff, parents and the community at large. While acknowledging the individuality of each student, standards at Cesar E. Chavez High School challenge all students to achieve at their highest potential. Therefore, CCHS offers a comprehensive program that addresses the educational needs, abilities and interests of a diverse student population.

CCHS developed a clear mission statement during the first year the school was in operation. A powerpoint was created and staff and faculty input was solicited during meetings. Annually, the mission statement is reviewed by the School Site Council and can be adapted as needed. It is the goals set forth in our mission statement that guide and direct all decisions for the students of the CCHS community.

Cesar E. Chavez High School has initiated a variety of connections to the local community. Career Day, which takes place every two years, has been well supported by the local business community. The community also supports CCHS through recognition and scholarships that are awarded on a yearly basis. Several groups on campus, including athletics, band, vocal music and cultural clubs, enjoy the monetary and participatory support of booster clubs or the local community. Additionally, Paramount Farms, a local business that employs many of our families, provides resources, grants and scholarship opportunities within the District. Annually, Paramount Farms provides seven (7) grants in the amount of $3,000 each to teachers who apply for the funding intended to provide supplemental materials and/or experiences for the students of CCHS. In addition, Paramount provides numerous scholarships for the students of CCHS who need assistance to pursue higher education.

Local agencies such as the Police Department, Fire Department, Sheriff Probation Department, Child Guidance Clinic, Clinica Sierra Vista, and others articulate with CCHS staff via the Coordinated Services Council (CSC) and Safe Schools Committee. The CSC meets monthly on the CCHS campus to discuss existing and future links along with specific student circumstances where off-campus agencies provide services. The Safe Schools Committee meets biannually to review the CCHS Safe School Plan and make recommendations to the CCHS School Site Council.

Another aspect of community support is provided by the Delano Police Department who, along with the District, provides a full-time police officer on campus, which is vital to maintaining a safe and secure environment. Recently, the Police Department has included our District and school in a grant opportunity termed "Weed & Seed". This partnership shows great promise for our community as the schools and law enforcement work together to plant the "seeds" of good citizenship while patrolling the streets to "weed" out the criminal element.

In addition to our partnerships with local agencies, Cesar E. Chavez High School maintains an excellent working relationship with local post-secondary schools. Bakersfield College (BC) is a community college which houses a satellite campus in the city of Delano and even borrows some of the high school district facilities to conduct classes. Recently, BC and our District have built new facilities in a joint venture to provide smooth transitions from high school to community college. California State University, Bakersfield (CSUB) is a short 30-minute drive from Delano for students who wish to attend a local 4-year school. Our district has participated in many partnerships with CSUB including staff development ventures such as CALLI and Eisenhower Partnership Grant which provided training to high school staff, specifically in math and science, conducted by CSUB faculty. The newest UC campus in the central valley is UC Merced. A representative from UC Merced is on the CCHS campus 2 days per week working with potential UC students and their parents to provide guidance for postsecondary transition. The representative also coordinates the UC Merced-sponsored Parent Empowerment Program (PEP) on the CCHS campus to provide parent information about educational options for their children through a series of evening meetings during the school year. Overall, the CCHS staff works very hard to establish and maintain links with local businesses, agencies, and educational institutions for the benefit of students. The CCHS school community is very fortunate to have so many willing educational partners within and around the city of Delano.

WASC Accreditation History

In the spring of 2005, CCHS was visited by an accreditation team from the Western Association of Schools and Colleges (WASC). The initial visit was to evaluate our school programs and determine an accreditation status for our school based on hard data and collected evidence from the visit. The CCHS students, staff, and school community were highlighted as being an excellent school. The committee reported complete satisfaction with our school which resulted in a **3-year WASC Accreditation, the maximum term a school can receive on an initial visit**. The school community was honored and proud to receive such validation and confirmation of the efforts put forth in the short 2-year existence of CCHS.

A Substantive Change Visit was directed by WASC in 2006 when we added our first senior class. The Visiting WASC Committee determined that all the programs were in order to meet the needs of the senior students and **validated our initial 3 year accreditation term by upgrading it from a grade 9-11 accreditation to a full accreditation encompassing grades 9-12.**

Although CCHS has experienced optimum success in relation to the WASC accreditation process, the school and district staff continues to strive for ongoing improvement through true implementation of the Focus on Learning (FOL) process. The school and district support the process in concept and in practicality. In fact, the FOL Chairperson for CCHS is allotted two (2) periods within the school day to coordinate FOL implementation along with an annual stipend as further remuneration for the effort. In addition, five (5) WASC Focus Chairs receive annual

stipends to oversee and coordinate the implementation of WASC efforts related to their particular Focus group. Clearly, CCHS and the District support WASC and the FOL process.

As the Focus on Learning process moved into the full study phase we have revisited the ESLRs. Initially, CCHS adopted the ESLRs from Delano High School to ensure that our school would have ESLRs from the inception. Through a collaborative process involving all stakeholders, three new ESLRs were established and then correlated to school and district goals with the determination that these student learning outcomes would be measurable. The correlation of ESLRs, WASC goals, and Single School Plan goals are an important component of our ongoing efforts. The Single School Plan is reviewed and possibly revised at least annually to ensure that our goals remain aligned to the needs of our students, staff, and community. This alignment provides an assurance that the progress of WASC goals and the viability of ESLRs are monitored continuously by our WASC Leadership Team, the School Site Council, the School Administration, and the Board of Trustees. This method of checks and balances and continuous monitoring provides clear evidence that WASC Focus On Learning is an ongoing process at CCHS. Home groups and Focus groups met and reviewed the chart to ensure that it clearly identified our goals and was adapted to make sure these are communicated clearly for all stakeholders. The desired intent was that the ESLRs would be easily understood by the students and that they would embrace these outcomes.

Expected School-wide Learning Results—early draft

ESLRs Student Version 3 BEs	WASC Version-details	SSP Goals Planned Improvements
BE THINKERS & CREATORS	**Critical thinking/CreativeExpression** *CCHS students will be:* • Critical and innovative thinkers • Problem-solvers and conceptualizers • Generators of solutions and /or quality presentations	Goal #1 Improve student performance on the CAHSEE Goal #2 Improve student performance on the STAR Goal #3 Improve student performance on the CELDT Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence
BE KNOWLEDGEABLE & ACCOUNTABLE	**Core Knowledge** *CCHS students based on the achievement of required ACES will be:* • Competent in basic skills and able to meet curriculum standards in all areas • Coherent writers and able to think across the curriculum in a variety of formats • Able to communicate effectively • Technologically literate	Goal #1 Improve student performance on the CAHSEE Goal #2 Improve student performance on the STAR Goal #3 Improve student performance on the CELDT
BE RESPONSIBLE & RESPECTFUL	**Personal and Social Development** *CCHS students will be:* • Responsible citizens with consistent attendance • Respectful citizens who demonstrate tolerance and value cultural diversity • Ethical decision-makers that take responsibility for their own actions • Contributors to the community	Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence

Although we are pleased with recent accomplishments and confirmations, such as API Growth and WASC Accreditation, the challenge remains to continue academic achievement growth by 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.

Status of School in Terms of Student Performance

Cesar E. Chavez High School met all API and AYP criteria for 2006-2007. In fact, after meeting our API and AYP in 2005-2006 CCHS was recognized by the California Department of Education as a ***Title I Academic Achievement Award Winner,*** an award received by only 26 high schools in the state of California. It appears that CCHS may receive the award for a second consecutive year which is a very rare accomplishment for a high school. We consider this a strong testament to ongoing efforts to raise the bar for all students at CCHS.

As a schoolwide Title I program, continual efforts are made to align the curriculum, instruction, and assessment to the California content standards, and to motivate all students to achieve. CCHS students are benefiting from our efforts and recent strides in our school's Academic Performance Index (API) reflect the abilities of our students and staff. In 2004 CCHS far exceeded the 15-point Academic Performance Goal by gaining 104 points. In fact, CCHS was the only high school in Kern County to gain more than 100 points on the API and meet all state and federal (AYP) academic progress goals. Test results verify that CCHS academic programs such as Tutorial, Extended Day Program, assessment benchmark ACES, and High Intensity academic instruction are working. An additional 30-point increase was achieved for 2007. Cesar E. Chavez High School has met API growth targets every year without fail.

Student Enrollment

Over the last four years Cesar E. Chavez High School has experienced significant growth as we incorporated additional grade levels to become a complete comprehensive high school. Since opening the school in 2003, we have more than doubled in our student population. Last June, the second graduation for CCHS was held and this was the first class to complete all four years on the Cesar E. Chavez High School campus. There has not been any disparity in the ratio of males to females. However, one trend that is noticeable, not only at CCHS but within the District, is that the freshman and sophomore classes are significantly larger than the junior and senior groups.

Enrollment at CCHS 2004-2005

Grade	Male	Female	Total
9th	297	283	580
10th	257	245	502
11th	179	184	363
12th	0	0	0
Total	733	712	1445

Enrollment at CCHS 2005-2006

Grade	Male	Female	Total
9th	330	313	643
10th	233	209	442
11th	214	249	463
12th	170	143	313
Total	947	914	1861

Enrollment at CCHS 2006-2007

| Grade	Male	Female	Total
9th	321	325	646
10th	201	215	416
11th	240	250	490
12th	176	169	345
Ungraded	50	28	78
Total	988	987	1975
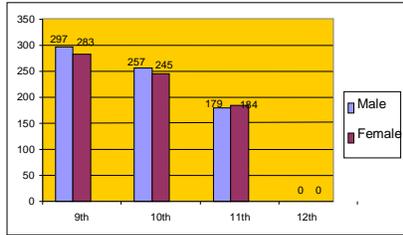
Enrollment at CCHS 2004-2005
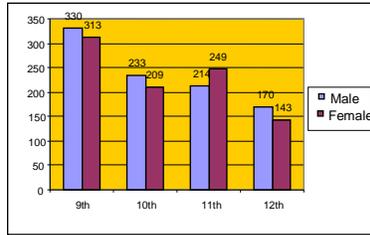
Enrollment at CCHS 2005-2006
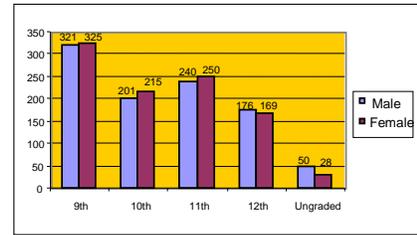
Enrollment at CCHS 2006-2007

Ethnicity Data

The ethnicity makeup of Cesar E. Chavez High School's student population as of 2007-2008 is 85% Latino, 8.4% Filipino, 3.4% Caucasian, 1.4% African American, and 1.3% Asian. Although CCHS does have some ethnic diversity, the student population is predominantly Hispanic, which is typical for many central valley school districts but is higher than the county average. Over the last three years there have been no significant trends or changes to these statistics. Cesar E. Chavez High School continues to enroll students with limited English each year.

Student Population by Ethnicity compared to District, County, and State*

*****See appendix for exact numbers

	Hispanic				Filipino				Caucasian			
	2004	2005	2006	2007	2004	2005	2006	2007	2004	2005	2006	2007
CCHS	85%	83%	85%	86%	9%	11%	8%	8%	3%	3%	3%	4%
District	81%	80%	81%	82%	14%	15%	13%	13%	3%	3%	3%	3%
County	51%	53%	55%	56%	2%	2%	2%	2%	36%	34%	32%	31%
State	46%	47%	48%	48%	3%	3%	3%	3%	33%	31%	30%	30%
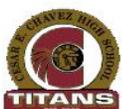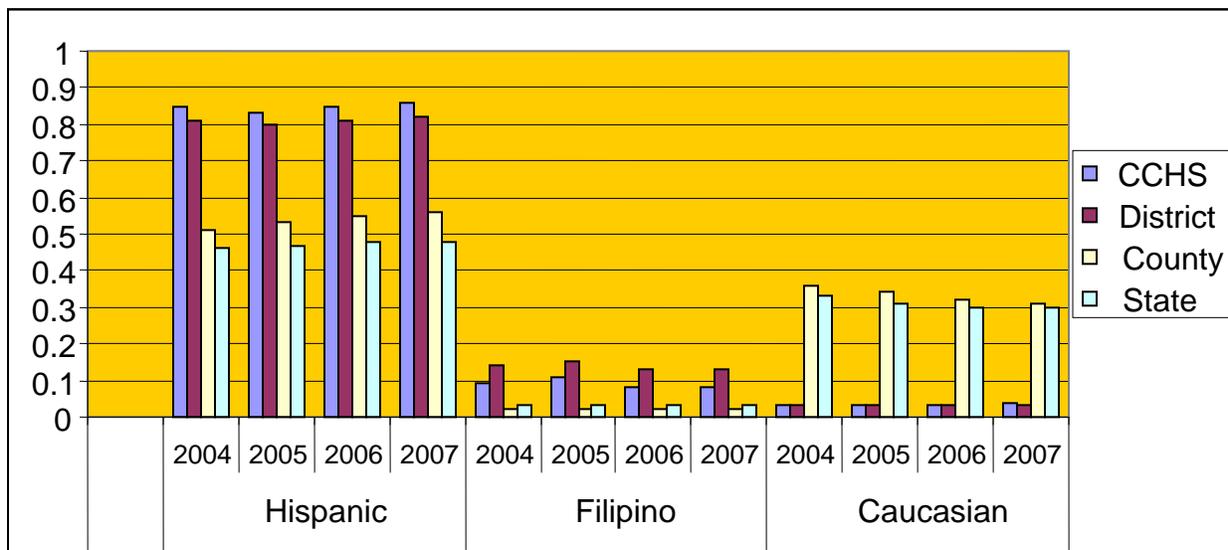
	African American				Asian/Pacific Islander/Am Indian			
	2004	2005	2006	2007	2004	2005	2006	2007
CCHS	2%	2%	1%	1%	1%	1%	1%	1%
District	1%	1 %	1%	1%	1%	1%	1%	1%
County	7%	7%	7%	7%	2%	2%	2%	2%
State	8 %	8%	8%	8%	9%	9%	9%	9%
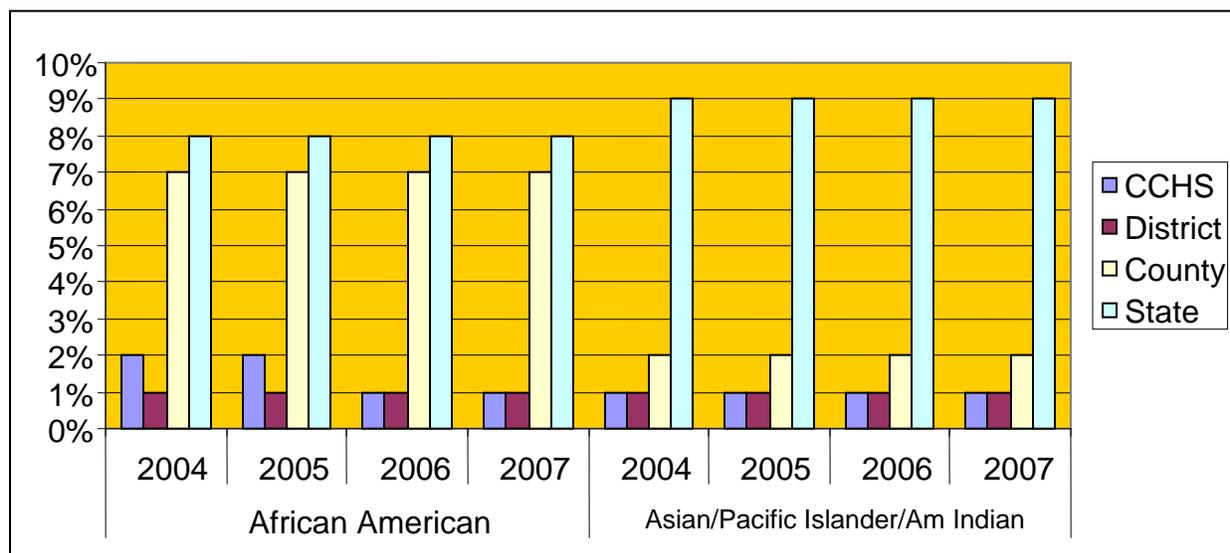
Language Proficiency

All students at Cesar E. Chavez High School have access to the academic core. Students in the regular curriculum are enrolled in classes aligned to state content standards. Students who are English Language Learners and are below grade level in Language Arts are placed in High Intensity classes with state-approved textbooks aligned to the state ELD standards. Classes are small (average 20 or less) and are designed as block periods (2 periods) to provide students with adequate time to master the curriculum and move on to grade level classes. English Language learners, socio-economically disadvantaged, and ethnic subgroups participate in the core curriculum. During the alignment process, teachers developed handbooks for each course which contain lessons and instructional formats to address the needs of all students (ie. graphic organizers, specific instructional strategies, alternate methods of instruction, SDAIE strategies, etc.) Supplementary materials, such as software and instructional materials, are aligned to state standards. Some are aligned to off-grade level standards providing a continuum.

The High Intensity Language Arts department was developed for underperforming and ELD students in language arts. This involved creating a block period to integrate instruction in Language Arts and English Language Development. Supplementary funds provide instructional aides, class size reduction, extensive learning software (Fast ForWord, Lexia, A+, Orchard, etc.), and other resources to assist the instructional staff in providing individual opportunities for student needs.

District funds provide extensive core materials and *Heinle and Heinle* ELD materials. The *Visions* curriculum provides a comprehensive, sequenced approach to address the development of English skills in an accelerated manner. Students must master four (4) levels (Intro, A, B, C, and D) of the state-adopted *Visions* ELD curriculum before being promoted to English classes. To help smooth the transition from ELD to English, strategic classes are scheduled for a two hour block (English CP Strategic). Sheltered classes are provided to English Language Learners in all core academic content areas where SDAIE strategies are implemented by teachers with specific training. Staff in all academic areas has received extensive training in software, instructional strategies, and standards assessments along with release time to ensure that all courses are aligned to ELD and Language Arts standards.

Student learning and mastery is accounted for with ACES (Assessment of Core Exit Standards), which every student must pass in order to complete the class. ACES are graded with *Prosper* software which not only scores the ACES, but provides data analysis for teachers to consider adjustments to curriculum and instruction. Release time is provided for teachers to meet as cohorts to collaborate, analyze data, and adjust accordingly. Cohort meetings are chaired by Resource Teachers who are allotted one full period with pay within their schedule to coordinate the curriculum and instruction efforts within each core department in conjunction with the department chairs. A full-time Resource Teacher is allotted 6 periods per day to coordinate activities and goals related to curriculum and instruction designed to meet the needs of English Learners. The site administration (including a full-time Learning Director), Department Chairs, and Resource Teachers collaborate continuously on matters that directly affect all teaching and learning aspects, especially those aimed at reaching English Learners.

Language Proficiency Data

The EL population has been trending downwards in the past three years from 48% in 2004 to 42% this year. This decline is also observed within the district. There are several factors for the decline. One reason is that our feeder schools are redesignating more students which reduce the number of English Learner students. Second, we are also redesignating more students due to a criteria change specified by the state. For example, this year, we will probably redesignate over 150 students in our district. This is an increase from last year when we only redesignated approximately 90 students. Finally, there has been a decline of new EL students enrolling in our district. The EL curriculum is *Visions*, with computer support from Fast ForWord, Lexia, A+, and Orchard. Reclassified status has been granted to 6.2% of the EL students in the past year.

2006-07	Enrollment	English Learners		Fluent-Eng-Proficient		Re-designated	
		Number	Percent	Number	Percent	Number	Percent
CCHS	1974	827	41.9%	678	34.3%	54	6.2%
District	4428	1896	42.8%	1561	35.3%	101	5.2%
County	171,585	38,175	22.2%	30,284	17.6%	2690	7.6%

	Enrollment	English Learners		Fluent-Eng-Proficient		Re-designated	
2005-06		Number	Percent	Number	Percent	Number	Percent
CCHS	1921	871	45.3%	543	28.3%	75	10.4%
District	4325	1940	44.9%	1333	30.8%	135	7.0%
County	170,362	35,219	20.7%	29,555	17.3%	3722	10.9%
2004-05							
CCHS	1503	721	48%	379	25.2%	170	7%
District	4202	1932	46%	1232	29.3%	179	9.5%
County	165,817	34,161	20.6%	26,970	16.3%	3,581	11%
2003-04							
CCHS	1024	531	51.9%	209	20.4%	0	0
District	3936	1892	48.1%	1027	26.1%	39	2.2%
County	160,157	32,559	20.3%	23,627	14.8%	4152	12.8%
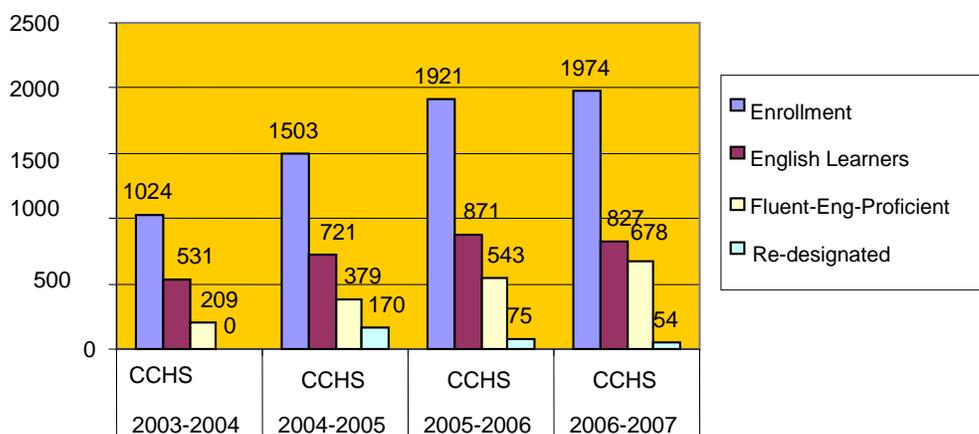
Special Education

A majority of Cesar E. Chavez High School's Special Education students are in the Resource Specialist Program (RSP) and participate in the regular curriculum 60 – 80% of the time. Courses offered by the RSP teachers are aligned to ELD, Math and Language Arts standards. Depending upon the Individualized Educational Learning Plan (IEP) of a Special Education student, these courses may be aligned to off-level standards. Curriculum in the Special Day classes is aligned to state standards as prescribed by the IEP. All Severely Handicapped (SH) students in the District are currently housed and served on the CCHS campus.

Special Education Data

	2004	2005	2006
School Enrollment	1436	1655	1975
Total Special Education	131	152	171
Resource Specialist (RSP)	82	92	95
Special Day Class-Learning Handicap SDC-SH	38	46	46
Speech/Language/Other Impairment	1	3	5

Enrollment in Honors/AP Classes

CCHS was one of only 11 schools in the nation to receive a 3-year AP Start-up Grant from the College Board in 2005-2006. Now in the third and final year of the grant, the students and staff of CCHS have benefited greatly from the grant. CCHS now boasts a wide variety of AP course offerings from which students may choose:

- Calculus AB*
- English Language & Composition
- English Literature & Composition*
- Environmental Science*
- Government & Politics: United States
- Macroeconomics
- Physics C: Mechanics*
- Spanish Language
- Spanish Literature*
- Statistics
- United States History

* Course included in AP Start-up Grant

All AP courses have been approved through the new AP Course Audit process and AP teachers have attended Summer Institutes and other trainings designed to increase curriculum familiarity and improve instructional strategies.

The District-wide Gifted and Talented Education (GATE) program provides challenging learning experiences for a relatively small, but high performing, group of students with exceptional needs. CCHS offers a broad range of AP and honors classes supported, in part, by GATE funds. GATE funding provides supplementary materials for students in Advanced Placement/Honors classes in the academic core and for GATE students enrolled in a college prep course aligned to the state standards (due to student choice or performance). Students are also provided with field trips to colleges, universities, cultural events, and museums.

Enrollment in HONORS/AP Classes

	2004-05	2005-06	2006-07	2007-08
a-History/Social Science				
World History/Geography Honors	31	27	37	61
U.S. History AP	31	27	37	40
Civics/Economics – Macro AP	0	25	28	24
b- English				
English 9 HNRS	41	37	51	94
English 10 HNRS	23	23	29	61
English 11 AP	28	20	29	46
English 12 AP	0	20	14	19
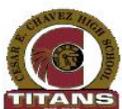
c - Mathematics	2004-05	2005-06	2006-07	2007-08
Algebra II HNRS	45	34	53	77
Geometry HNRS	42	49	75	73
Trigonometry HNRS	35	48	51	67
Calculus AP	0	18	43	30
Physics/ Mechanical Eng AP	0	12	15	25
Statistics AP	0	0	0	21
d – Laboratory Science				
Biology HNRS	61	48	94	163
Chemistry HNRS	52	49	49	78
Environmental Science AP	0	0	0	26
e – Language other than English				
Spanish III Lang AP	36	40	35	52
Spanish IV Lit AP	0	11	13	11
f – Visual and Performing Arts	0	0	0	0
g - Elective	0	0	0	0

AVID Impact

Cesar E. Chavez High School supports a growing AVID program, which targets students in the academic middle who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID puts them on the college track; acceleration instead of remediation. Not only are students enrolled in the school's more difficult classes such as Honors and Advanced Placement, but also in the AVID elective. For one period a day, students are guided in organizational and study skills, work on critical thinking and asking probing questions, get academic help from peer tutors, and participate in enrichment and motivational activities that make college seem attainable. The AVID curriculum, based on rigorous standards, is driven by the **WICR** method, which stands for writing, inquiry, collaboration, and reading.

Students are selected for AVID through a given criteria: an application process, assessment, and an interview process. AVID was first implemented at CCHS for the 2005/2006 academic year with four classes, two AVID I (grade 9) and two AVID II (grade 10). For the 2006/2007 school year an additional class, AVID III, was added and CCHS acquired the status of an AVID certified school. This year AVID IV was added and CCHS now supports six AVID classes. Our first AVID Parent Night was held on August 14, 2007 to introduce 9th grade students and parents to the benefits of the Cesar Chavez High School AVID program.

Cohorts

Very unique to CCHS and the Delano Joint Union High School District are cohort meetings, which allow teachers who teach in core departments to meet and collaborate on a regular basis. Each core department has two to three resource teachers who have paid prep positions in order to act as resources for their assigned areas. The cohorts meet two to three times per semester to discuss curricular issues, ACES revision, data analysis, rubric-norming, CAHSEE preparation, AP Vertical

teams, STAR Review, and Bard College. There are also joint cohort meetings with Delano High School at least one time per semester for articulation purposes. The district supports this staff development model by providing substitutes for teachers to be released to attend these cohort meetings. If requested by resource teachers, cohorts can meet for work sessions after school or on Saturdays and be paid at the contracted hourly rate. There are currently 51 cohorts between the two district comprehensive high schools in the following departments: English, Mathematics, Social Science, Science, and High Intensity.

After School Tutorial

After school tutorial is an important support mechanism for ACES (Assessment of Core Exit Standards tests). Tutorial became department-centered and department-driven during the 2003-2004 school year. Departments use tutorial to provide students with additional academic support for their ACES and to provide an additional venue for students to retake ACES tests. Tutoring is available for students in Business Education, English Language Development, English, Mathematics, Science, and Social Studies. The process by which students are assigned to After School Tutorial varies by department.

Extended Day

The Extended Day Program is a school-wide intervention program designed to increase the reading, writing, math, and test-taking skills of students whose skills are below grade level. The goal of the Extended Day program is to rapidly increase the reading, writing, math, and test-taking skills of participating students so they can successfully meet the high school exit exam requirements and overall academic performance.

The Extended Day Program is required for all juniors who have not passed the CAHSEE. The program will provide identified students with the knowledge and skills necessary to pass the exam. Student will be scheduled to attend a 55 minute period on Monday and Wednesday or Tuesday and Thursday.

Eighth Grade Academic Bridge

Our District-wide Summer Bridge Program has been in place since the summer of 1999, helping to prepare incoming freshmen in the areas of Math, Reading, and Writing. All incoming freshmen who are performing below grade level are strongly encouraged to attend. Enrollment has increased each year since the programs inception and we expect this trend to continue as our community continues to grow.

GATE

The District-wide Gifted and Talented Education (GATE) program provides challenging learning experiences for a relatively small but high performing group of students with exceptional needs. CCHS offers a broad range of AP and Honors classes. GATE students receive counseling services geared to their special circumstances.

Instructional Technology

Cesar Chavez High School has state of the art technology throughout the campus. Every classroom has a teacher workstation with Internet Access and learning/research software for enhancing instruction. Most Language Arts classrooms have 10-station computer labs for student use. In addition, the Business Building contains 6 computer labs that can accommodate an entire class complete with a teacher workstation and ceiling-mounted projector for instruction. An additional computer lab is contained in the Library for student access. The Careers Building contains an excellent facility where CAD Drafting is taught in a technology-rich environment. CCHS is proud to have an environment in which all members of our learning community have access to technology.

Career Center

The Career Center assists students in exploring college and career opportunities The Eureka computer program is available for students to explore their career interests. Seniors can obtain college applications, college bulletins, ACT and SAT applications, and explore available scholarship opportunities in the Career Center or from their counselors. The Career Center technician and the counselors organize a Career Day which is held every two years. Students are able to select two career fields of personal interest and attend informational presentations on campus.

North Kern Vocational Training Center

Cesar Chavez High School students have access to the North Kern Vocational Training Center (NKVTC) Regional Occupational Center located adjacent to the Delano High School campus. NKVTC provides occupational training to high school students, adults, and out-of-school youth. In addition to formal classroom instruction, NKVTC works in cooperation with local businesses in the community to provide students with on-the-job training through the community classroom concept. NKVTC teachers/counselors also assist the students with job placement.

Work Experience Education

Work Experience Education (WEE) is a California State regulated program that allows students at least 16 years of age or Juniors or Seniors with part-time jobs to earn elective credits toward graduation. Students enrolled in WEE are given up to two periods of release time from school. This time is to be used for one of three purposes.

1. Work - Some students will work during their release period(s).
2. Study - Students that work after school hours and/or on weekends are give this release time to study, thus helping them to maintain good grades.
3. Rest - Students that work late are given this time to rest, in order to maintain good health.

Students are required to attend as a minimum one instructional period per week per semester according to the WEE coordinator/teacher's schedule.

Attendance Data

Cesar E. Chavez High School supports students in the development and improvement of personal and academic skills in an environment of collaboration, trust, and respect. Students are expected to attend school on a daily basis. Each student is given a student agenda containing pertinent information about school rules and discipline procedures including attendance and tardy policies. CCHS emphasizes individual responsibility and decision making and maintains clear expectations for appropriate student behavior. Appropriate corrective steps are taken and consequences administered accordingly in response to rules violations. CCHS strives to provide a learning environment that is safe and appropriate for all students.

Saturday School and Work Detail are tools to encourage students to attend all classes regularly and follow school rules consistently. The Student Success Team (SST), which has contributed to a decrease in truancies and other disciplinary concerns, continues to support our students. Faculty may recommend, at any time during the year, a student exhibiting behaviors that may benefit from the services provided by the SST. We continue to explore the implementation of an SB 65 Program on the campus to improve student attendance and minimize our dropout rate. Unfortunately, suspension and expulsion are sometimes necessary to maintain an orderly and productive learning climate for CCHS students and staff. CCHS received funding which, in cooperation with the City of Delano/Delano Police Department, provides for an on-campus police officer. The addition of this School Resource Officer has been a great asset to our campus environment and safety efforts.

ADA, Truancy, and Mobility Rates

Cesar E. Chavez High School has two Student Affairs Specialists who work with students and families on attendance/discipline problems. But in order to ensure that more of our low-performing students get to school, we hope to develop a position to make community contacts to assist our parents and to identify any barrier that is preventing the student from attending school. The Coordinated Services Council, which includes the nurse, psychologist, Student Affairs Specialists, and Administration, meet with county agencies to assist parents and students with difficulties that lead to low performance and/or poor attendance.

The S.B. 68 Outreach Consultant provides drop-out and recovery services for all District high schools. CCHS utilizes the services of this District position for the purpose of assisting in drop-out prevention and recovery efforts. The S.B. 68 Outreach Consultant assists with the Student Study Team (SST) process for students at risk of dropping out of school. This Consultant works with the Student Affairs Office in conjunction with other schools in the District for the purposes of drop-out prevention and recovery.

CCHS is in the process of seeking out ways and means to obtain S.B.65 grant funding to provide an SB Coordinator to orchestrate student study teams in a unified approach to address the needs of students at risk of dropping out of school. The nurse and psychologist will meet regularly with the S.B. 65 coordinator, the student's counselor, and their regular education teachers. The team will also

meet with the student and his or her parents. Together, they will develop a plan for the student. The support staff will then monitor the progress of the student.

Year	ADA-Percentage	Grade 9-12 1 yr Dropout Rate	Truancy Rate	Mobility Rate School CBEDS (STAR)
2006-2007	95.1%	0.9 (19 students)	37.18%	96%
2005-2006	94.7%	0.9 (18 students)	38.16%	95%
2004- 2005	95.4%	0.9 (13 students)	60.94%	95%
2003- 2004	94.9%	N/A	N/A	95%

Actual daily attendance is 95.1%. This number has remained stable over the past four years. The district attendance goal is 96%. CCHS uses Saturday School, Work Detail, and the School Resource Officer as motivations for students to attend class. Student Study Teams are also utilized to investigate individual reasons for attendance issues. CCHS continues to seek an SB 65 program to provide drop-out and recovery services. A statewide funding moratorium over the last two to three years has prevented the operation of the SB 65 program at CCHS. We will continue to search for funding opportunities and resources to fund this program in the future.

The truancy rate of 38.16% in 2005-2006 was an improvement over the previous year's truancy rate of 60.94% which was due, in part, to limited personnel in the Student Affair Office the first two years the school was open.

The organization of the Student Affairs Office was fully implemented when an Assistant Principal was hired in 2005-2006. The Assistant Principal is responsible for two SASIs (Student Affairs Specialists) and the Security Guard team (3 members). He also works with the School Resource Officer from the Delano Police Department, the Attendance Clerk, the Counseling Office, and an Outreach Coordinator to monitor all students. Active intervention from our Student Affairs Office and assistance from the Attendance Office has helped to make sure our students are in class on a regular basis. Student attendance is input electronically daily and staff has a form to send in for follow-up if they notice a student has repeated absences and the Student Affairs Office will then follow-up with parent contact to determine the student's status.

The CCHS dropout rate for the past year is .9%, as determined by the state formula. This is an incredibly low rate and compares favorably to the district rate of 3.0%, and the state rate of 3.5%. This statistic has remained steady for the past two years. However, the accuracy of these numbers can be questioned; currently there are 354 12th graders out of a class that began as a 9th grade with 580 students. This represents a 39% reduction of students between 9th and 12th grades. Over the past several years the national attrition rate for high school students has fluctuated around the 40% mark. Our rate of 39% attrition is comparable to the national rate and below the national Hispanic rate of 52%. Many of our students withdraw and move to other schools both in and out of the area. To meet student needs the district provides two alternative high schools. Valley High School is available to students who are 16 years old requiring a more controlled setting that will allow focus on learning。 Ygnacio Valencia High School is designed to allow students to work independently

and attend school on a minimum basis, if they have already passed the CAHSEE. Many of our students choose to utilize district alternatives for their schooling needs. Also, considering that there is a migrant economy in place locally many of our students may leave the community altogether. A student is withdrawn when the counseling department receives a request for the student's records from another school. It is at this time that the student will be dropped from our rolls. This attrition will be more transparent in the future as the state is currently mandating student identification numbers for Californian students in order to track every student.

Dropout Rate(one year)

	CCHS			District			State		
04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
.9%	.9%	.9%	2.5%	3.0%	4.9%	3.1%	3.5%	NA

Suspension/Expulsion Rates and Crime Statistics

In the last year; there were 189 (9.5%) suspensions while there were 8.7% and 8.0% in the respective two years previous. There were 19 (1%) expulsions for the last year and .6% and .5% for the previous two years. It is important to note that the slight increase in suspensions and expulsions is related to two factors: an increase in student population which resulted in more discord, tension and dissention between students; and, an increase in supervision with an additional SRO (School Resource Officer), thus, more policing means more violations are prevented and more action is taken for remediation. A process is in place to determine expulsions that begins with administrative action. The case will then be sent to the Expulsion Committee that must hear the case and then forward a recommendation to the school board who will then make the final determination in the case. The Delano Joint Union High School District Board of Trustees leans strongly toward zero tolerance relating to expellable offenses. The majority of expulsions are for drug possession, assault or weapons (knives or sharp objects), in that order

	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Number of Suspensions	116	163	189	329	397	419
Rate of Suspensions	.11	.11	.12	0.08	0.09	0.09
Number of Expulsions	1	7	11	19	22	28
Rate of Expulsions	0.001	0.005	0.009	0.005	0.005	0.006

On-Target for Graduation

These statistics are not kept at this time. As per District direction, if a freshman student does not complete 40 credits the following year the student is still classified as a freshman until the 40 credits required have been earned. A student may not have senior status if he has fewer than 140 credits at the beginning of his fourth year as he will be unable to meet the credit requirement in time for graduation. If a senior has 140-160 credits he must remediate the missing credits through the Pass Program, Adult School, or Bakersfield College courses at the Delano Center.

On-Target Rate

	04-05	05-06	06-07	07-08
9th Grade	NA	NA	NA	89.2%
10th Grade	NA	NA	NA	100%
11th Grade	NA	NA	NA	73%

Socioeconomic Status

Cesar E. Chavez High School students reside in Delano and its surrounding rural communities. These rural areas lack resources that are often associated with an environment conducive to learning. **More than 20%** of our families receive AFDC and **over 77%** of our student population qualifies for the free and reduced lunch program. We also have a large LEP and migrant population.

In addition, the fact that we are not a unified district allows each respective feeder school to establish and implement different curricular and instructional modes. Cesar E. Chavez High School feeder districts include Earlimart, Pond, Allensworth, Richgrove, and Columbine, along with Delano Union Elementary. Earlimart and Richgrove are small, unincorporated rural communities of approximately five thousand and two thousand respectively. The student population is over 90% Hispanic in these Title I schools. Allensworth and Pond are rural settlements with virtually no community services except the school. Columbine is not a community, but a small rural geographic area northeast of Delano

Parent Involvement

Delano students tend to come from families in which the extended family is strong, and thus, students have many adults surrounding them to support them in their education. One of our strategies is to take advantage of this strength by increasing parental involvement.

Cesar E. Chavez High School is characterized by ethnic diversity and relatively low parent education levels. The demographic data in the table below suggests an important barrier for CCHS students: parental involvement.

Parent involvement is positively related to parent education and is critical to student achievement. Even though student participation in After School Tutorial has greatly increased, tutorial classes are underutilized, especially in Science and Social Studies. The key to student attendance often lies in parent support. Generally, the more the parents understand the programs offered by CCHS, the more supportive they are and thus, more encouragement is given to their children to take advantage of these programs. This suggests that the school-home communications concerning all programs continues to need strengthening.

CCHS is making strides to improve parent participation by establishing key meetings for all parents to attend, and now we see many parents participating. These include Freshman Information Night, Parent Information Night and AVID Parent Night in August; Back to School Night in September; Salute to Scholars Night in February; and the Senior Awards Night in April. Parent involvement is
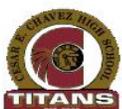
important to realizing a strong, academic, school community. Annually students, parents, teachers and the principal sign a School/Parent/Student Compact that indicates compliance with set goals for a positive, educational experience.

Several additional avenues to increase parent involvement have been instituted. School Site Council meetings are scheduled during the lunch hour to provide availability for parents. Parents regularly attend the school board meetings, as well. The Titan Band has an active parent component assisting the students to enable competition and performance opportunities. The CCHS Quarterback Club meets twice a month and works to financially support our football teams.

Parent Education Level* based on student answer documents with stated parent level information	2004	2005	2006
Percentage with a Response: ＃ with a Response	70% 1012	63% 1173	25% 494**
Of those with a Response:			
Not a high school graduate	46%	48%	45%
High school graduate	29%	27%	28%
Some college	9%	9%	10%
College graduate	14%	14%	15%
Graduate school	3%	2%	2%

** Answer keys provided with student information previously printed

Free and Reduced Lunch

Cesar E. Chavez High School maintains a full service cafeteria designed to serve the student population on a daily basis. Students may take advantage of breakfast and lunch. Nutrition guidelines are set by state and federal regulations.

Free and Reduced Lunch Data

	2004		2005		2006	
	Free Lunch	Reduced Lunch	Free Lunch	Reduced Lunch	Free Lunch	Reduced Lunch
CCHS Enrollment	1024		1455		1975	
CCHS	600 58.59%	135 13.15%	967 66.46%	98 6.74%	1320 70.66%	140 7.49%
District	2314	529	2775	321	3019	339
County	79,252	14,000	89,272	14,444	91,700	14,157

Free and Reduced Lunch at CCHS

Bar chart showing Enrollment, Free & Reduced Lunch, and Percent for 2004, 2005, and 2006.

- 2004: Enrollment 1024, Free & Reduced Lunch 735, Percent 72%
- 2005: Enrollment 1455, Free & Reduced Lunch 1065, Percent 73%
- 2006: Enrollment 1975, Free & Reduced Lunch 1460, Percent 78%

Legend: Enrollment, Free & Reduced Lunch, Percent
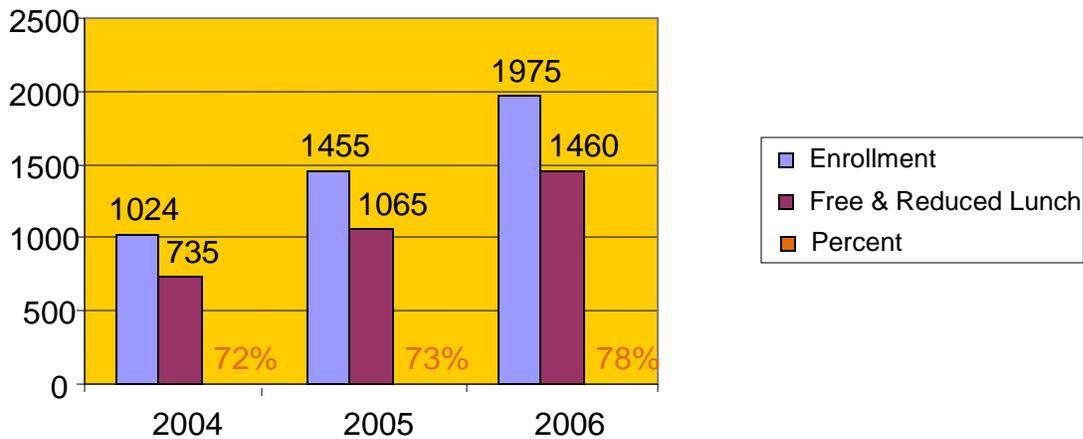
School Safety, Cleanliness, and Facilities

Cesar E. Chavez High School is committed to maintaining a safe and orderly environment for all students. As a new campus, CCHS is beginning to reap the benefits of newly planted trees as they emerge to shade and protect our students from the heat so prevalent in Delano. The design of the campus, with the ability to lock gates surrounding the school, ensures security in an emergency situation. A Safe School Plan is distributed to all staff annually and reviewed prior to the beginning of school at a staff meeting. Practice fire and earthquake drills are held at regular intervals to ensure student awareness of procedures. The community frequently utilizes the campus for events and the Board of Trustees hold monthly public meetings in the auditorium.

The staff at CCHS continue to work diligently in maintaining the existing facilities by repairing and, when possible, preventing vandalism throughout the campus. Overall, the general cleanliness and condition of the school grounds and buildings is in good order. Custodial staff are on campus throughout the school day, in the evenings, and on Saturdays to clean and maintain the CCHS campus. All buildings, including restrooms, are consistently monitored and cleaned throughout the school day. The existing classroom buildings (600 – 1700) adequately house all CCHS instructors and the Library (200), Auditorium (300), Gym (400), and Cafeteria (500) handle large group settings. Student restrooms open during the school day are located in buildings 1200, 1300, 1400, 1500, and Cafeteria with additional restrooms located inside the locker rooms and field house

Staff Data

The Cesar E. Chavez High School certificated staff consists of 93 teachers, 4 administrators, 4 counselors and one psychologist. No difference in gender exists as 48.9% of the teaching staff is male and 51.1% female. The classified staff consists of 20 paraprofessional employees, 12 clerical staff, and 24 classified employees with various assignments.
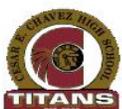
The average certificated staff member has been teaching 7 years with 5 of them in the district. However, over 20% of our teachers are considered first year teachers with many here on internships. Few of our teachers live locally, many travel 30 miles or more to the school each day. For some, the drive is difficult for the family resulting in a less than desired teacher turnover rate. A limited number of highly qualified teachers in the area compound this problem for the district. The district has implemented a number of policies to attract and retain high-quality teachers. First, it provides a base salary competitive with many schools in the area. Second, it has salary incentives for those with credentials. Third, it eases the burden of getting a credential by participating in a credential consortium that allows the local staff development time to count towards units for the credential. Fourth, teachers are assigned to a range of course levels. We do not assign lower-level freshman classes solely to new teachers. Teachers, tenured and untenured, teach college preparatory and non-college preparatory classes.

Teachers are provided with numerous opportunities throughout the school year to participate in staff development activities. Such opportunities are provided on teacher duty days prior to the start of the school year; during after school hours, weekends, and vacation; and on staff development day ("buy back days") scheduled in January. Teachers also have the opportunity to attend workshops and conferences in their respective subject areas.

Teachers are formally evaluated at least once every two years. Probationary teachers and teachers serving on Pre-Intern or Intern permits are evaluated annually. The purpose of these evaluations is to facilitate a continuous dialogue and improvement in teaching practices which will increase classroom effectiveness. Teachers are assessed on their overall performance in relation to the job description, including areas such as progress of pupils toward achieving the ESLRs and the California State Content Standards, use of teaching methods, adherence to the official curriculum, and managing the learning environment.

The past three years have seen additions in certificated staff. The majority of the change has occurred due to additional FTE positions needed to service an increased enrollment. However, there has been no administrative turnover since the school opened, only positions added in administration. The administrative team has remained stable with the addition of only one administrative position, Learning Director, since our last WASC visit. Previously, the duties of this position were handled at the district level for both comprehensive high schools. Having a site Learning Director has improved continuity for all programs and more administrative access for the staff. The Administrative team has 40 combined years of experience within this district.

There are 102 certificated faculty members with an average of 7 years experience. This comparatively short tenure for the faculty is due to the fact that the school is new and has experienced difficulty in retaining faculty. It is difficult to retain faculty because of the remote location of the school (30 miles north of Bakersfield). The school has taken steps to mitigate this trend, which includes participating in a credential consortium that allows local staff development time to count towards units for the credential. Seventy-four percent of the teachers have a full

credential, while the remaining 26% are, for the most part, interns, which allows a highly qualified status as they are teaching in the authorized subject area. There are nine former (DHS-district) students are teaching on the faculty. The faculty and staff do not reflect the ethnicity of the student body; Hispanic staff number 27% while the Hispanic students number 86%. White teachers represent 56% while white students number 4%.

	2003-2004	2004-2005	2005-2006	2006-2007
# of Teachers	41	67	82	88
# of Male Teachers	19	37	46	43
# of Female Teachers	22	30	36	45
% of Fully Credentialed Teachers	87.8%(36)	77.6% (52)	74.4% (61)	73.9% (65)
% of Highly Qualified Teachers NCLB	19% (7)	98% (66)	94% (77)	93% (82)
% of Teachers with Masters	12.2% (5)	9% (6)	8.5% (9)	8.5% (9)
% of Teacher with BA plus 30	46.3% (24)	46.3% (37)	51.2% (42)	46.6%(41)
Average Years of Teaching	8.9	8.2	6.7	7.0
Average Years in District	7.1	5.7	5.1	5.4
# of First Year Teachers	0	11	23	18

	2003-2004	2004-2005	2005-2006	2006-2007
# of Teachers	41	67	82	88
% Alaskan/American Indian	2.4% 1	1.5% 1	1.2% 1	1.1% 1
% African American	2.4% 1	1.5% 1	2.4% 2	3.4% 3
% Asian	2.4% 1	4.5% 4	3.7% 3	4.5% 4
% Caucasian	53.7% 22	58.2% 39	56.1% 46	55.7% 49
% Filipino	4.9% 2	4.5% 3	4.9% 4	4.5% 4
% Hispanic	53.7% 22	28.4% 19	31.7% 26	27.3% 24
% Pacific Islander	0% 0	0% 0	0% 0	3.4% 3

Staff Attendance Rates

The Cesar E. Chavez High School certificated staff work diligently to provide a quality education for all students. With that in mind, it should be noted that teachers make every effort to be in the classroom with their students. Many teachers have a prep period to minimize the amount of work that must be taken home to complete. For the 2006-2007 school year the teacher attendance rate was a commendable 99.1%. The CCHS faculty are satisfied with the work done here and are an asset to the school community.

Classified Staff

Instructional aides are placed principally in the English and High Intensity Departments. At this time there are four positions in classrooms supported by Migrant and Special Projects funding. Special Education utilizes eighteen aides as CCHS houses our RSP students and all district Severely Handicapped students. CCHS also has one part-time and eleven full-time clerical employees. The other twenty-four classified positions include custodians, campus security, and Student Affairs counselors.

	Full-time		Part-time		Total
	Male	Female	Male	Female	
Para-Professional	1	18	0	1	20
Clerical	1	10	0	1	12
Other Classified	10	8	6	0	24

Professional Development

Staff development at Cesar E. Chavez high School continues to provide training and support teachers for the purpose of improving academic achievement. Teachers are provided with numerous opportunities throughout the school year to participate in staff development activities. Such opportunities are provided on teacher duty days prior to the start of the school year; during after school hours, weekends, and vacation; and on staff development day ("buy back days") scheduled in January. Teachers also have the opportunity to attend workshops and conferences in their respective subject areas.

Many teachers have participated in Specially Designed Academic Instruction in English (SDAIE) and Cross-cultural Language Academic Development (CLAD) training. Currently, staff development efforts are focusing on: teacher proficiency in technology; aligning the curriculum, instruction and assessment to the state standards; writing strategies; and, participating in the WASC Focus on Learning accreditation process. Ongoing workshops such as CALLE provide additional training for the implementation of new strategies for working with students in the early stages of language acquisition. Many of our first year and second year teachers participate in the Beginning Teacher Support and Assessment (BTSA) program. As more local evidence surfaces that particular school programs are effective in improving student achievement, the staff is trained in that program so it can be implemented more widely.

Extra-curricular Activities Data

The school staff acknowledges a positive connection between student performance in these extra-curricular pursuits and academic performance. There is extensive staff support at school activities as well. Many students are involved in more than one activity, of course, but the chart reveals that a great number of students (in a school with a population of 2106) are engaged in some co-curricular program(s).

In 2006, Cesar Chavez High School moved to a temporary split lunch schedule to alleviate overcrowding. The schedule now is the standard for 2007-2008 and will remain in effect until the

new high school opens in the fall of 2008. This change has affected club participation to some extent. Generally, club meetings were held during lunch as after school students have tutoring and sports. With a split lunch, clubs are finding ways to hold meetings. Many clubs hold a first lunch/second lunch meeting to provide access for all students wishing to participate. Occasionally, ASB organizes a single lunch rally for special events and the entire student body is able to meet and participate together.

In the last two years, the CCHS Academic Decathlon team has garnered Kern County competition awards. The Cesar E Chavez High School ASB Student Council serves with distinction. Many campus clubs sponsor activities (canned food drives, blood drives, holiday gift drives, Titan Holiday, and so on), which teach students how to have a direct impact on their greater community and world. Dedicated coaches, advisors and directors strive to maximize student achievement in every activity and program.

Academic Co-Curricular Activities for 2007

	Enrolled	9th	10th	11th	12th
Academic Decathlon	24	0	2	3	19
Athletics	299	95	77	72	62
Band	85	20	24	23	18
Titan Groove--Jazz Band	23	3	2	11	7
Cheerleading	20	3	2	8	7
Advanced Choir	28	0	12	6	9
Beginning Choir	12	10	0	2	0
Color Guard/Dance Team	16	3	3	7	3
We The People	29	0	0	0	29
Journalism/Newspaper	19	12	1	1	5
National Honor Society	25	0	7	10	8
Student Government (ASB)	34	6	5	8	15
Yearbook	23	11	1	0	12
SCICON (Spring 2007)	25	NA	NA	9	16
INK	7	0	3	2	2
MECHA	119	19	9	34	57
United Filipino Organization	53	10	7	12	24
Black Student Union	9	0	2	1	6
PAWS (Providing Animals with Support)	52	18	13	11	10
Friday Night Live	22	13	2	3	4
FHA	37	4	8	8	17
BCC	26	2	7	2	15
TOTALS	947	219	175	225	336

School Financial Support

The overall budget, which is funded by the district, for Cesar E. Chavez High School is $12,645,183.51 which includes both restricted and unrestricted sources. Sources of financial support

include: Carl Perkins Grant for vocational education, GATE funding, state lottery money for textbooks and classroom materials, library monies, technology grants, ELL funding, and various grants from the private sector. The unit budget of $6272 per pupil, is distributed by the principal to the departments on campus based on requests and need. Other monies, such as grants, are designated for specific classes and purposes.

Cesar E. Chavez High School

2007-2008	School Budget		WASC Review		
Restricted Programs	Objects 4000-5000		Salaries and Benefits		Total
Title I	$	17,816.30	$	276,325.41	$ 294,141.71
Spec Ed PL94-142			$	509,393.00	$ 509,393.00
Voc Ed	$	12,685.87	$	51,077.00	$ 63,762.87
Title II Part A			$	70,243.00	$ 70,243.00
Title III Immigrant			$	8,233.47	$ 8,233.47
Title LEP	$	13,112.97	$	45,647.00	$ 58,759.97
Library Materials	$	1,000.00			$ 1,000.00
Restricted Lottery	$	39,634.38			$ 39,634.38
School Safety	$	37,147.00	$	105.00	$ 37,252.00
Special Education	$	188,015.79	$	926,699.00	$ 1,114,714.79
Arts & Music Block Grant	$	69,745.00			$ 69,745.00
Arts Music & PE Supplies	$	900.00			$ 900.00
CA Exit Exam	$	11,500.00	$	30,000.00	$ 41,500.00
Supplemental School Counseling			$	87,299.00	$ 87,299.00
EIA	$	149,030.84	$	215,051.00	$ 364,081.84
EIA - LEP	$	32,400.00			$ 32,400.00
Gifted & Talented	$	4,346.24	$	1,500.00	$ 5,846.24
Instructional Materials	$	136,481.28			$ 136,481.28
Pupil Retention	$	11,582.00	$	65,765.00	$ 77,347.00
TIIG	$	66,806.84	$	261,882.00	$ 328,688.84
Discretionary Block Grant	$	115,146.75			$ 115,146.75
Routine Maintenance & Repair	$	5,128.32	$	97,987.00	$ 103,115.32
Other Local	$	97,593.10			$ 97,593.10
Total Categorical Programs	$1,010,072.68		$ 2,647,206.88		$ 3,657,279.56

Unrestricted Program	Objects 4000-5000	Salaries and Benefits	Total
Unrestricted Salaries		$ 6,248,831.00	$ 6,248,831.00
Unrestricted Benefits		$2,011,657.33	$ 2,011,657.33
General Unrestricted Dollars	$ 114,215.55		$ 114,215.55
Grounds	$ 26,000.00		$ 26,000.00
Agendas	$ 17,000.00		$ 17,000.00
Business	$ 15,500.00		$ 15,500.00
English	$ 49,324.00		$ 49,324.00
Art	$ 7,600.00		$ 7,600.00
Visual/Performing Arts	$ 70,776.92		$ 70,776.92
Foreign Language	$ 10,000.00		$ 10,000.00
Homemaking	$ 16,125.00		$ 16,125.00
Industrial Arts	$ 6,700.00		$ 6,700.00
Math	$ 34,500.00		$ 34,500.00
iYearbook	$ 7,400.00		$ 7,400.00
Proficiency Testing	$ 4,000.00		$ 4,000.00
Physical Education	$ 148,352.05		$ 148,352.05
Science	$ 27,400.00		$ 27,400.00
Social Science	$ 26,685.00		$ 26,685.00
Drivers Ed	$ 7,000.00		
Graduation Expenses	$ 9,580.60		$ 9,580.60
Alternative School	$ 4,550.00		$ 4,550.00
Orientation	$ 3,200.00		$ 3,200.00
School Safety	$ 3,300.00		$ 3,300.00
ASB	$ 5,000.00		$ 5,000.00
Counseling	$ 12,700.00		$ 12,700.00
Curriculum	$ 19,050.00		$ 19,050.00
Maintenance	$ 88,456.50		$ 88,456.50
Total Unrestricted Program	$ 734,415.62	$ 8,260,488.33	$ 8,987,903.95
Grand Total Budgeted for Cesar E. Chavez High School			$ 12,645,183.51

'06/07 Carryover has not been budgeted at this point in time.

SCHOOL/COMMUNITY PROFILE

Academic Performance Index (API)

When 2006-2007 API results for all high schools in Kern County were released, only three schools showed a greater growth than Cesar Chavez. Results from 2006-2007 data revealed a 30-point gain, above the county average growth rate. These increases marked the third straight year of positive growth in API for CCHS. Not only did the school meet its target growth during the last three years, but all subgroups within the school population met growth expectations as well. Cesar E. Chavez High School has worked diligently to align curriculum, instruction, and assessment to the California content standards, and to motivate students to achieve. CCHS students are benefiting from the efforts as recent strides indicated growth for students and staff. CCHS exceeded the 13-point Academic Performance Goal in 2004-2005 by **gaining 104 points**. In fact, CCHS was the only high school in Kern County to gain more than 100 points on the API and meet all state and federal (AYP) academic progress goals. Again, CCHS met all API and AYP criteria for 2005-2006 and was **recognized by the California Department of Education as a Title I Academic Achievement Award Winner!** In 2006-2007 CCHS continued to raise the bar as we aimed for **"700 in '07"** and neared that goal with a 30 point increase. This year we plan to be **"Good in '07 but Great in '08".** Cesar E. Chavez High School has also been named a finalist for the **Golden Bell Award**, which recognizes exemplary programs in 16 major categories which focus on curriculum and instruction. Our ACE development and subsequent implementation and successes were honored by the **2007 Golden Bell Award**. The program also recognizes the importance of related programs which are essential to support teaching and learning.

	2003-2004	2004-2005	2005-2006	2006-2007
Base API	N/A	545	649	645
Growth API	550	649	663	675
API Growth Target	N/A	13	8	8
Actual Growth		+104	+14	+30
Met Target Growth		n/a	Yes	Yes
Met All Sub Groups Growth		n/a	Yes	Yes
Award Eligible		n/a	Yes	Yes
Statewide Rank		n/a	1	3
Similar School Rank		n/a	1	7

Academic Performance Index (API)
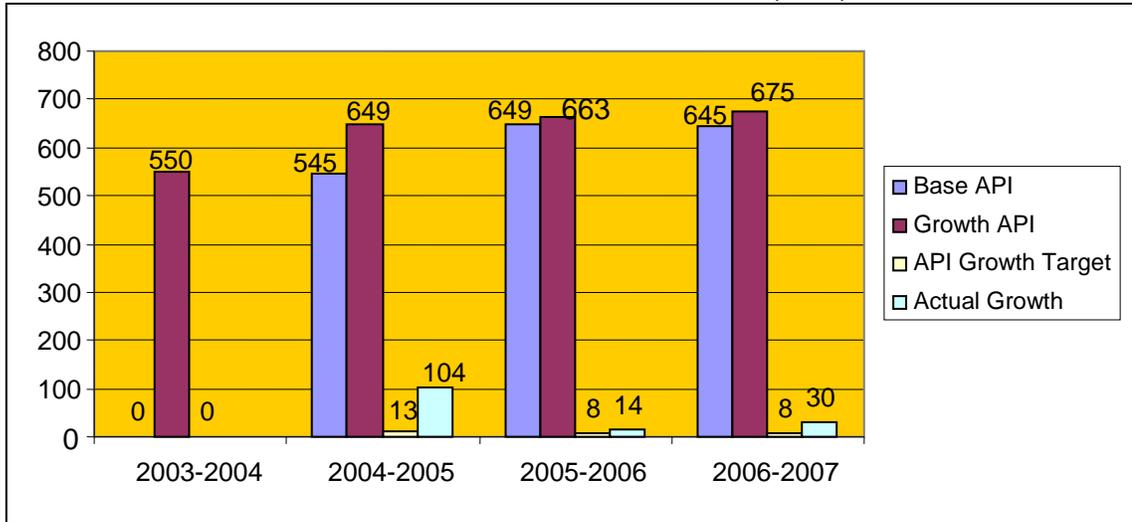
Academic Performance Index 2007 (API)

Subgroups	Number of Students	Subgroup API Growth 2007	Subgroup API Base	Subgroup Growth	Met Target
African-American	15				
American Indian/Alaska Native	0	*Not Numerically Significant*			
Asian	12				
Filipino	112	770	759	11	Yes
Hispanic or Latino	1202	660	629	31	Yes
Pacific Islander	0	*Not Numerically Significant*			
White (Not Hispanic)	50				
Socio-economically Disadvantaged	968	667	624	43	Yes
English Learners	921	650	612	38	Yes
Students with Disabilities	106	*Not Numerically Significant*			

The API for all students and all significant subgroups has increased significantly over the last three years exceeding the target each year. The Filipino subgroup has a much higher API than the other subgroups and the entire school population as a whole. The Hispanic subgroup has steadily increased at a similar pace to the entire school. Over the last two years, the English Learner subgroup and the Socio-economically Disadvantaged subgroup gained more API points than the total school population which, in turn, decreased the gaps between these two subgroups and the school population as a whole.

Subgroup Academic Performance Index (API)
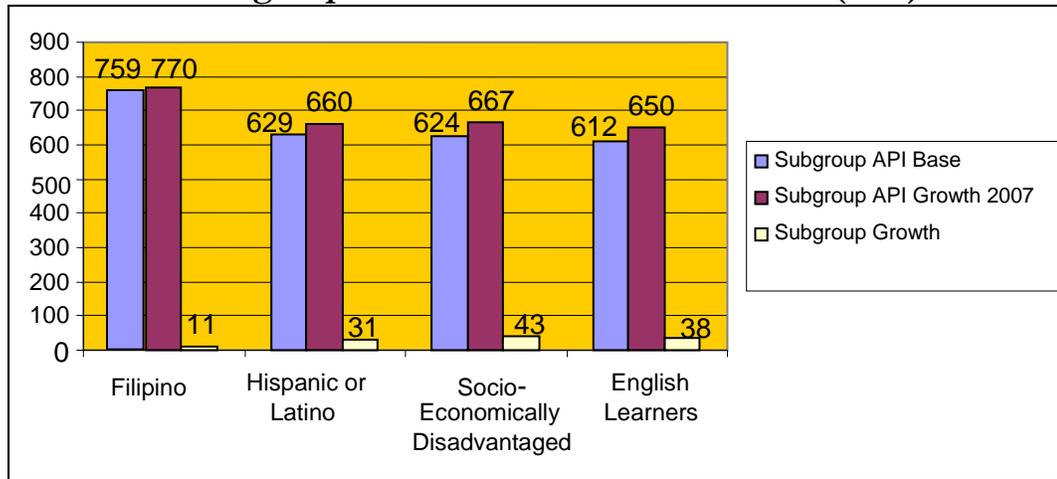
CCHS has met its AYP criteria for all statistically significant subgroups. Several factors have contributed to this success. We endeavor to ensure that all students are subjected to the most rigorous courses commensurate to their abilities as identified by multiple measures. ACES are required in all core classes. Block classes (a two period assignment) are provided for students who are below grade level in math and English. An equitable master schedule is created that places highly qualified and experienced teachers with the most needy students. ELL training is ongoing and regularly available for all teachers. Perhaps, the most important is the mindset of the CCHS stakeholders that there is a campus culture of academic achievement that must be maintained and improved.

California Standards Tests (CST)

CCHS has endeavored to reach the high expectations established by the California State Standards (CSTs). The staff and students take pride in the results seen in the CST data over the last three years. Recognizing the need to improve student results in science, CCHS has increased the science department faculty with three additional teaching positions. The change has enabled 9th grade science course offerings to double within the last two years.

California Standards Test (CST) -- All Students – Three-Year Comparison
Percentage of Students Scoring Proficient or Above

Subject	2005			2006			2007		
	CCHS	District	State	CCHS	District	State	CCHS	District	State
English-Language Arts	27%	23%	40%	25%	24%	42%	31%	28%	41%
Mathematics	16%	14%	38%	14%	13%	40%	17%	15%	25%
Science	7%	7%	27%	18%	22%	35%	26%	25%	32%
History-Social Science	20%	22%	32%	23%	22%	33%	15%	15%	34%
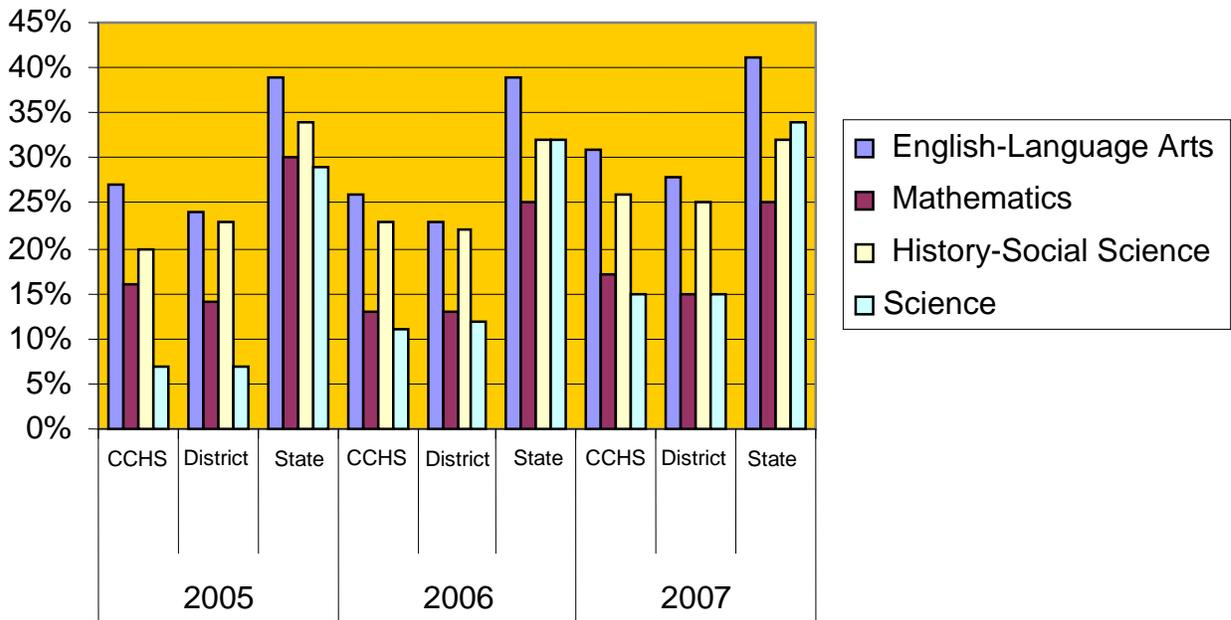
California Standards Test (CST) 2007 -- Racial and Ethnic Subgroups
Percentage of Students Scoring Proficient or Above

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White
English-Language Arts	*	*	*	49%	28%	41%
Mathematics	*	*	*	32%	14%	20%
History-Social Science	*	*	*	41%	24%	37%
Science	*	*	*	28%	13%	21%
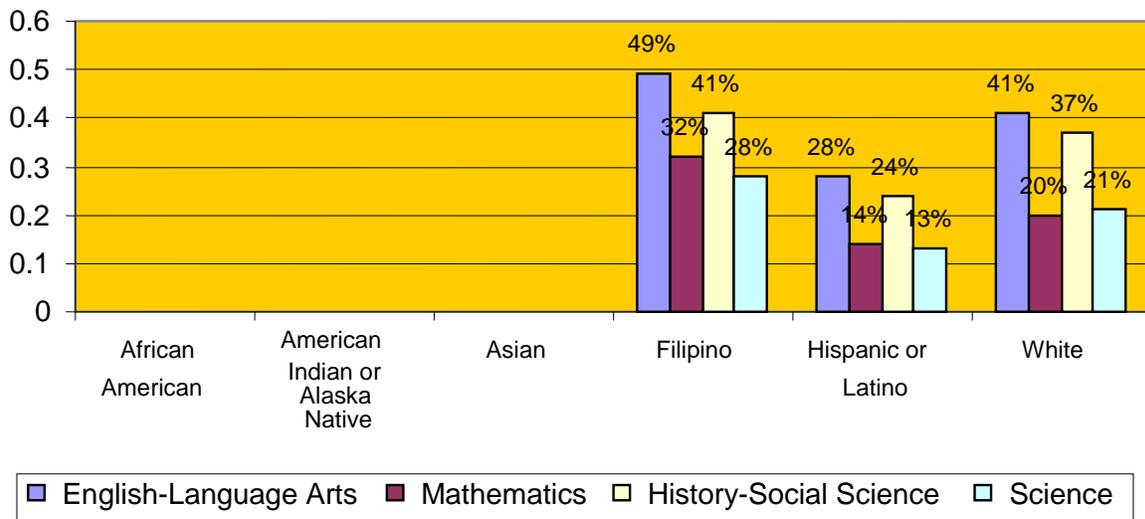
California Standards Tests (CST) 2007 -- Other Subgroups
Percentage of Students Scoring Proficient or Above

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	28%	33%	4%	29%	0%	26%
Mathematics	18%	14%	5%	16%	0%	14%
History-Social Science	31%	22%	9%	25%	0%	23%
Science	18%	12%	5%	15%	0%	13%
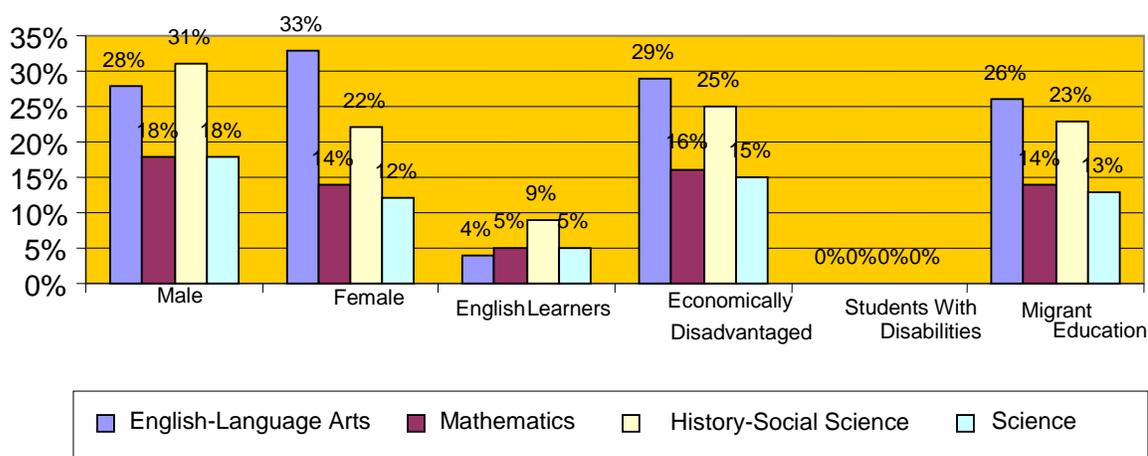
California High School Exit Exam (CAHSEE)

It is evident that the work done at the 10th grade level is improving the pass rate significantly. The ELL population continues to affect the mean pass rate as the language barrier results in these students' inability to pass the CAHSEE on the first attempt. Strategies and practices are continually developed to assist teachers with tools to support second language acquisition. CCHS has implemented a CAHSEE English required course for seniors who have not passed this exit exam. Since 2005 the English Department has instituted a Writing Workshop during 7th period for four to five weeks prior to CAHSEE testing in March. Students are encouraged to participate in a review of essay writing techniques.

Grade 10, 11, and 12 Data Pass Rate

Over the past three years Cesar Chavez High School has seen a steady increase in the pass rates of our 10th grade students. Concerted effort has been made to prepare students for the test and enable them to pass the first time that the test is taken. Core course instructors have integrated test-taking strategies into the daily curriculum to enable students to work in a model that is similar to the test so that test stress will be minimal and English Language Learners will be familiar with style of questioning on the test. Additionally, it is evident that the incorporation of the ACES tests into the

quarterly regimen provides a systematic model for student practice and preparation to meet the academic standards required.

CCHS efforts to improve the passage rate of the California High School Exit Exam are notable. The current rate is 71% in English and 77% in math on the 10th grade administration. Both of these numbers have trended upwards over the past three years with no declining years in either subject. Review of the 12th grade class for 2007 finds that after the July CAHSEE testing only 15 seniors did not pass the exam. For the 12th grade class of 2006 the number of students not passing the exam was 16 students.

California High School Exit Exam— Grades 10, 11, and 12 Pass Rate

	Language Arts				Mathematics			
	2004	2005	2006	2007	2004	2005	2006	2007
Grade 10 # students tested	381	466	436	414	381	463	438	414
Grade 10 % students passing	54% 205	68% 318	69% 300	71% 291	63% 241	72% 335	77% 337	77% 318
Grade 11 # students tested	NA	276	262	220	NA	223	237	186
Grade 11 % students passing	NA	25% 70	21% 56	41% 90	NA	29% 64	28% 66	46% 86
Grade 12 # students tested	NA	NA	97	73	NA	NA	62	45
Grade 12 % students passing	NA	NA	29% 30	36% 26	NA	NA	47% 29	24% 11
Total # students tested	381	742	698	707	381	686	737	645
Total %students passing	54%	52.3%	55.3%	57.6%	63%	58.2%	58.6%	64%
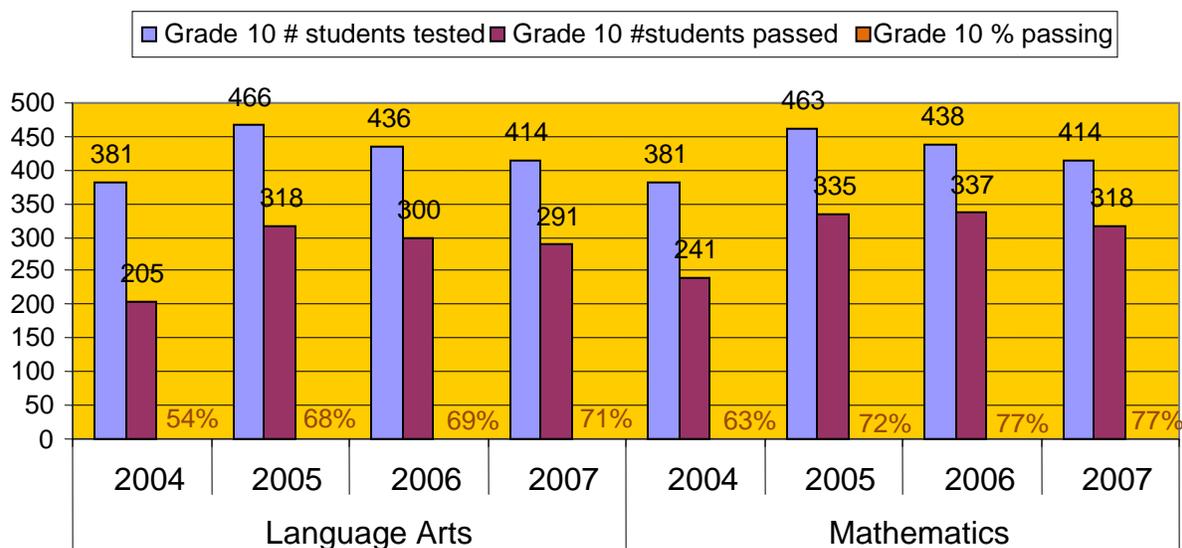
Subgroup Pass Rates
Given that the English Learner population has doubled in the past three years, the pass rate for this sub-group has remained relatively steady. Discussions are taking place to determine ways to

significantly improve future pass rates. A positive increase was noted for the Redesignated English Proficient sub-group as they moved to the 90th percentile.

The percent of all students scoring proficient or above on the ELA CAHSEE has decreased each of the last two school years. Although the AYP target has been met, a continuous decline coupled with a rising target may result in the AYP target not being met. The percent of English Learners scoring proficient or above on the ELA CAHSEE has remained stable over the last two years. Although the AYP target was met the last three years, a rising target will not be met in the future unless more English Learner students score proficient or above.

The percent of socio-economically disadvantaged students scoring proficient or above on the ELA CAHSEE has increased over the last two school years. There has been a decrease in the gap between all students and socio-economically disadvantaged students over the last three years. The same can be said for the gap between all students and Hispanic students. The gap has been decreased by a decline in the achievement of all students and an increase in the achievement of the two subgroups.

The percent of all students and all significant subgroups scoring proficient or above on the Math CAHSEE has increased over the last two school years. The English Learner subgroup has increased the percentage of proficient students at a higher rate than other subgroups and at a higher rate than all students resulting in significant gains over the last two school years. Continuing the current trend of increased achievement on the Math CAHSEE or at least remaining stable should ensure that AYP targets will be met since we have doubled the target over the last three years.

California High School Exit Exam --- Sub Group Pass Rate

	Language Arts			Mathematics		
	2004	2005	2006	2004	2005	2006
Special Education Students # tested	26	48	71	26	44	66
Special Education Students % passed	0%	4%	4%	0%	14%	11%
Redesignated English Proficient (RFEP) # tested	45	75	94	48	72	93
Redesignated English Proficient (RFEP) % passed	75%	92%	90%	81%	97%	92%
English Learner (EL) Students # tested	221	457	497	218	399	429
English Learner (EL) Students% passed	37%	34%	32%	52%	42%	46%
Socio-Economically Disadvantaged # tested	313	557	533	312	504	494
Socio-Economically Disadvantaged% passed	49%	48%	47%	60%	54%	61%

Gender and Ethnic Pass Rate

A noticeable concern is the fact that CCHS female students have scored significantly higher in both Math and English Language Arts on the exit exam every year. The Hispanic sub group regularly scores lower than most other subgroups which can be attributed to the high ELD population at the school and the barriers created by language acquisition.
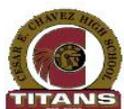
California High School Exit Exam --- Gender and Ethnic Pass Rate

	English Language arts				Mathematics			
	2004	2005	2006	2007	2004	2005	2006	2007
Female # tested	188	350	377	270	190	332	369	259
Female % passed	60%	57%	58%	61%	67%	60%	60%	67%
Male # tested	193	392	418	295	191	353	368	249
Male% passed	48%	48%	40%	57%	60%	56%	57%	70%
African American # tested	6	12	4	5	6	15	4	5
African American % passed	*	75%	*	*	*	60%	*	*
Asian # tested	3	7	6	8	3	6	6	8
Asian % passed	*	*	*	*	*	*	*	*
Filipino # tested	38	69	66	42	38	54	61	37
Filipino% passed	68%	67%	56%	71%	95%	74%	66%	86%
Hispanic # tested	318	638	695	489	318	592	642	439
Hispanic % passed	51%	50%	47%	56%	59%	56%	57%	66%
White # tested	16	16	24	21	16	19	24	19
White% passed	75%	69%	75%	81%	63%	63%	92%	84%

California High School Exit Exam --- All Students Passing Exam/Average Mean Score

MARCH *testing*	2005			2006			2007		
	CCHS	District	State	CCHS	District	State	CCHS	District	State
Percentage passing ELA / # students	52% 388	50% 823	65%	48% 385	46% 894	61%	58% 330	55% 772	70%
Percentage passing Math /# students	58% 399	51% 811	63%	59% 432	52% 993	59%	68% 347	63% 802	68%
Mean Scaled Score ELA	354	351	367	352	349	363	359	356	370
Mean Scaled Score Math	360	355	367	365	357	364	374	368	374

Adequate Yearly Progress All Criteria -- Schoolwide

CCHS did not make AYP the first year due to the lack of a graduation rate. In 2004, the school only serviced grade 9 and 10 students. However, the following years proved to be successful. CCHS scores at or above district averages on AYP data. However, it scores significantly below state averages. This is accounted for by the high socio-economically disadvantaged student population. During 2003-2005 9th grade students were not required to enroll in a science course. As a result only students interested in science enrolled in those courses. However, in 2005-2006, all 9th grade students were required to take a CST in Science. For some students this meant they did not have any science education since grade 6. The initial impact of the large number of 9th grade students testing was lower science scores. Since that time freshmen students are now routinely enrolled in a science course and test results have only improved.

English Learner AYP data is low. Undoubtedly, this is due to the fact that English Learner students are still familiarizing themselves with English as they take the mandated tests. However, having commented on the obvious, the last two years our EL subgroup has gained more points than the school as a whole. In 2006, English Learners were 31 API points behind while in 2007, the gap was decreased to 25 points.

Adequate Yearly Progress (AYP)

Schoolwide	School			District		
	2004	2005	2006	2004	2005	2006
All Students	No	Yes	Yes	No	Yes	Yes

AYP Participation Rates and Proficiency Levels

The participation rate for CCHS has not been an issue. Steadily increasing over the years, our proficient/above rate is still a concern in the area of English Language Arts. Although rated above the district rate, we fall below the state percentage. In 2007, we had a rating in proficient/above for Mathematics that was higher than the state rate. We intend to build on that success.

	2004			2005			2006			2007		
	CCHS	District	State	CCHS	District	State	CCHS	District	State	CCHS	District	State
ELA Participation Rate	97	91	99	99	96	99	97	97	99	99	98	99
ELA #Proficient/Above	90	NA		154	NA		159	NA		144	NA	
ELA % Proficient/Above	26%	28%	37%	39%	34%	42%	38%	36%	45%	35%	34%	42%
Math Participation Rate	98	92	98	98	96	99	97	97	99	99	97	99
Math #Proficient/Above	123	NA		161	NA		190	NA		210	NA	
Math% Proficient/Above	35%	35%	40%	41%	35%	45%	45%	45%	48%	51%	49%	49%

California English Language Development (CELDT) Data 2005-2006

Intermediate and Early Advanced levels of English proficiency have been attained by 75% of the ELL population at Cesar E. Chavez High School. Advanced status has been reached by 12% of the ELL students and Beginning/Early Intermediate status is held by 11% of the ELL population. With continued new student arrivals to the district this range is typical for any given year. Teachers are regularly provided inservices for strategies designed to accelerate English proficiency.

Thirty percent (30%) of English Learner students have scored Early Advanced or Advanced which meets the CELDT requirement of redesignation. Nearly half (41%) of EL students are scoring at the intermediate level, which is only one level below the redesignation criteria. However, it appears that many students remain at the intermediate level longer than any other level. The majority (87%) of EL students are scoring in the middle three levels with very few (14%) scoring at each end.

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	15	5%	124	42%	106	36%	27	9%	22	7%	294
10	19	9%	113	56%	49	24%	17	8%	4	2%	202
11	29	14%	91	44%	56	27%	23	11%	7	3%	206
12	41	29%	62	44%	30	21%	9	6%	0	0%	142
Total	104	12%	390	46%	241	29%	76	9%	33	4%	844

Local Assessments

Alignment of the Core Curriculum to the Standards

Curriculum has been fully aligned to the state standards and implemented within the departments. The District-wide alignment process took place within each department over the past few years. District-wide ACES (Academic of Core Exit Standards) were developed in 2002-2003 and have been implemented in all core departments since the beginning of academic year 2003-2004. In some departments, a portfolio assessment is being developed at this time.

Cohort meetings are held on a regular basis in each core department. Cohorts are subject specific. A cohort consists of the departmental resource teacher, plus all teachers who teach the subject. During cohorts meetings, each department developed standards-based assessments (ACES) for the department. Teachers continue to evaluate and modify the ACES implementation, develop sound teaching practices, and align the curriculum to the standards during scheduled cohort meetings.

Assessments of Core Exit Standards (ACES)

Beginning with the first semester of the 2003-2004 school year, students enrolled in courses within the academic core were 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" (sometimes called "essential standards") are those content standards that are fundamental for that course or that are necessary for success in all of the courses that follow in the same department, and that support high achievement on the CAHSEE and STAR exams. For example, the "core exit standards" for World History are those that are fundamental to the World History curriculum, that are necessary for success in United States History, Civics, and Economics, and that support high achievement on the CAHSEE and the STAR exams.

SAT Results

In 2006/2007 approximately 26% of CCHS 12th grade students voluntarily took the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students range in the mid 400's. This number is slightly below district and state averages. UC Merced has operated a Parent Empowerment Program in the district for the past three years and also operates the program at the elementary level. The goal is to promote parent awareness and increase student participation in SAT testing. A new goal is to identify potential funding sources for financial assistance for many of our low socioeconomic students to enroll in the testing. As well, we are exploring the possibility of establishing an SAT testing site on our campus as students must now travel outside the city to test.

Realizing that SAT participation is low, CCHS has worked with California State University at Bakersfield to institute a new course designed to improve the expository writing skills of seniors entitled *Expository Reading and Writing Course for 12th Grade*. The Career Center continues to expand and provide more access and assistance to students pursuing college. UC Merced has operated the Parent Empowerment Program to support students and parents in the pursuit of a college education for several years. Both the AVID program and our Career Center offer numerous opportunities for college visits which are designed to inspire students to attend college.

	2004	2005	2006		
			CCHS	**District**	**State**
# students taking the Test	No 12th Grade	No 12th Grade	81	162	155,295
Average Verbal Score	No 12th Grade	No 12th Grade	412	426	495
Average Math Score	No 12th Grade	No 12th Grade	459	471	516
Average Writing Score	No 12th Grade	No 12th Grade	422	426	495

SAT Participation and Data

	CCHS		District		State	
	05-06	06-07	05-06	06-07	05-06	06-07
Seniors Taking SAT	26%	25.7%	21%	22.3%	37%	36.9%
Overall Score	1293	1346	1323	1329	1506	1497
Average Math Score	459	475	471	473	516	486
Average Verbal Score	412	436	426	429	495	469
Average Writing Score	422	435	426	427	495	463

Advanced Placement Data

Cesar Chavez High School staff works diligently to maximize the performance of students on the annual Advanced Placement (AP) exams. In the spring of 2007 four students at Cesar E. Chavez

High School earned the designation of AP Scholar by the College Board in recognition of their exceptional achievement on the Advanced Placement Program Exams.

Currently, CCHS offers eleven AP programs; the newest additions include AP Statistics and AP Environmental Science. Staff members attend special AP workshops during the summer and/or school year. The course enrollment for 2007-2008 reflects a 63% increase over 2006 enrollments. AP participation has remained stable in the past year.

Achievement has trended downwards in the last year. Upon receiving the AP Start Up Grant, CCHS was required to provide open access to all students desiring to participate in AP courses. More courses were also offered. Through our AVID program we began reaching out to "non-AP "students. Also, some of the AP teachers are in their initial year of a new curriculum. It is recognized that some students may be enrolled in too many AP courses to handle the workload and testing with a high success rate. At this time we do not offer any class ranking advantage for AP courses (ie. No 5.0 scale) which may mean that AP caliber students may elect to not enroll in AP courses because there is no grade incentive.

Advanced Placement Participation and Data

	2005	2006	2007
Number of test takers	54	100	116
Number of exams taken	83	199	186
Number of exams w/ passing scores >3	37	85	67
Percent passing scores % scores >3	45%	43%	36%

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	AP English Language: 46 students AP English Literature: 19 students
Foreign Language	2	AP Spanish Language: 52 students AP Spanish Literature: 11 students
Mathematics	2	AP Calculus AB: 30 students AP Statistics: 21 students
Science	2	AP Physics C: 12 students AP Environmental Science: 26 students
Social Science	3	AP US History: 40 students AP Civics: 34 students AP Economics: 25 students
All courses	11	Total AP Course Enrollment: 316

University of California A-G Requirements

CCHS A-G enrollment is slightly lower than the district average. To improve this statistic we are scheduling more students in rigorous courses. Additionally, we are regularly applying for new course

approvals. UC Merced provides a campus representative to visit on a scheduled basis and reach out to students, and also coordinate a Parent Empowerment Program to encourage college attendance. The school has a Sophomore Counseling program designed to give students and their parents a clearer understanding of the career/college choices available. Supplementary Counseling hours are designated that allow counselors to be available for all students. The Career Center technician visits all classrooms to explain credits and college requirements and answer questions. The Career Center regularly schedules workshops for students to work on college applications and scholarship searches. Every two years a Career Day is held on campus to expose students to local business, career and college opportunities available to the student.

UC/CSU Eligibility Requirements

Cesar Chavez High School's percentage of students who met the University of California A-G requirements is slightly lower than the average for the Delano Joint Union High School District.

	2005-2006		2006-2007	
	CCHS	**District**	**CCHS**	**District**
Graduates	290	658	325	715
Students meeting the A-G Requirements	87	209	98	147
% of Students meeting A-G	30%	31.8%	30%	21%

Career Technical Education Programs

Students of Cesar Chavez High School have the opportunity to receive a first-class education, and students who take full advantage of this opportunity are fully prepared upon graduation to enter into and succeed in the 21st century workplace. All of our graduates are required to earn passing grades in a rigorous academic program. Cesar E. Chavez High School offers several programs that are expressly vocational such as CAD Drafting, Restaurant Careers, etc. However, we strongly believe that we must go far beyond traditional "vocational education" and even beyond any conventional "school to career" programs if we are to prepare our students to succeed in the 21st century economy. To succeed in this highly competitive environment, CCHS students must possess superior communication, technology, and problem-solving skills. Students must take possession of our shared knowledge, experiences, and challenges as expressed through the arts, humanities, and sciences. CCHS students must have self-discipline, a strong work ethic, a positive attitude, and a willingness to learn and adapt to new situations.

Cesar Chavez High School has maintained career tech programs as the Delano Joint Union High School District continues to place value and financial support for these programs. CTE programs provide our students with the skills to follow career paths in health services, agriculture, food services, automotives, and industrial arts. Student competencies are showcased in various competitions around the region. The Amateur Hour Restaurant class regularly caters in their campus dining room for many local community events.

Career Technical Education Participation

Measure	CTE Program Participation
Number of Pupils	715
Percent of pupils completing a CTE program and earning a high school diploma	54.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	64.3% CCHS has 9 courses articulated with Bakersfield College.

9th Grade Students Enrolled in Math and Science

Cesar Chavez High School has seen a steady increase in the number of 9th grade students enrolling in higher level math and science courses. Students are entering high school from the feeder districts better prepared in the areas of math and science. The counseling staff encourages freshmen that are academically ready to enroll in Biology.

	2004	2005	2006	2007
Enrollment - Total 9th Grade Count	582	583	617	615
Course				
Pre Algebra	295	255	275	239
Algebra I	213	216	215	311
Geometry Honors	57	68	84	72
Geometry	18	22	26	22
High Intensity Math (no math credit-below grade level)	10	52	30	28
Biology Honors	0	0	27	100
Biology	0	60	210	142
Life Science	12	50	44	53
Physical Science	64	13	125	162

Grade Distribution

Percentage of D's and F's

An assessment of the Cesar Chavez High School grade distribution for the last two semesters reveals helpful information for the school's staff. In the four core academic areas (Language Arts, Mathematics, Social Science, and Science), an average of 16-18% of students earn D's and about 20-25% of students receive F's. In those same areas, between 15 and 25% of all students earn A's and B's. Notable is the average 22 – 38% of students earning D's and F's in the High Intensity Language Arts and High Intensity Math classes. An elevated rate may, in part, be due to the district policy that all students must pass all ACES with an 80%, or the student will receive an F in the class. Additionally, it must be recognized that this reflects the abilities of our English Language Learners with limited language acquisition. In electives, student grades are predominantly in the A and B range. All classroom teachers establish grade expectations in accordance with California State Standards and hold students accountable for appropriate and meaningful performance. Course grades are based on classroom tests, research projects, daily homework assignments, and skills tests.

Grade Reports – 2006 Fall-2007 Spring

Department	Year	Number of Grades Given						% of Grades				
		A	B	C	D	F	Total	A	B	C	D	F
Language Arts	2006	262	489	494	278	568	2091	13%	23%	24%	13%	27%
	2007	243	442	479	223	411	1798	14%	25%	27%	12%	23%
Mathematics	2006	122	294	338	315	445	1514	8%	19%	22%	21%	29%
	2007	97	218	323	303	436	1377	7%	16%	23%	22%	32%
Social Science	2006	262	417	284	151	152	1266	21%	33%	22%	12%	12%
	2007	235	357	306	127	109	1134	21%	31%	27%	11%	10%
Physical Education	2006	382	234	189	146	120	1071	36%	22%	18%	14%	11%
	2007	371	263	180	123	127	1064	35%	25%	17%	12%	12%
Foreign Language	2006	175	177	136	67	60	615	28%	29%	22%	11%	10%
	2007	162	167	111	79	59	578	28%	29%	19%	14%	10%
Science	2006	120	202	406	197	238	1163	10%	17%	35%	17%	20%
	2007	98	158	360	165	173	954	10%	17%	38%	17%	18%
Computer Science	2006	123	133	128	93	115	592	21%	22%	22%	16%	19%
	2007	115	115	115	87	80	512	22%	22%	22%	17%	16%
Sophomore Requirements	2006	96	127	64	31	31	349	28%	36%	18%	9%	9%
	2007	31	36	14	9	10	100	31%	36%	14%	9%	10%
Visual Arts	2006	80	83	45	40	25	273	29%	30%	16%	15%	9%
	2007	59	87	78	42	26	292	20%	30%	27%	14%	9%
Performing Arts	2006	198	52	18	7	10	285	69%	18%	6%	2%	4%
	2007	190	59	28	13	7	297	64%	20%	9%	4%	2%
Industrial Arts	2006	28	49	24	8	1	110	25%	45%	22%	7%	1%
	2007	16	43	25	11	0	95	17%	45%	26%	12%	0%
High Intensity LA	2006	8	46	76	68	94	292	3%	16%	26%	23%	32%
	2007	24	70	84	34	98	310	8%	23%	27%	11%	32%
High Intensity Math	2006	6	6	12	14	22	60	10%	10%	20%	23%	37%
	2007	2	4	4	6	10	26	8%	15%	15%	23%	38%
SpEd High Intensity LA	2006	4	5	4	2	0	15	27%	33%	27%	13%	0%
	2007	10	22	7	2	2	43	23%	51%	16%	5%	5%
SpEd High Intensity Math	2006	4	6	4	0	1	15	27%	40%	27%	0%	7%
	2007	6	9	14	3	3	35	17%	26%	40%	9%	9%

Entering Freshmen vs. Graduating Seniors

Typically, within the Delano Joint Union High School District there is a notable retention concern. CCHS rates are due in part to the alternate programs available to students for completion of their education (YVHS and VHS) and the mandated, state competency testing which can be difficult for the second language learner. As there have only been two graduating classes, we are limited in identifying any trends, but realize that much work needs to be done to increase student graduation rates and student retention.

Entering Freshmen vs. Graduating Seniors Data

	Entering Freshmen Fall	Seniors Fall	Graduating Seniors Spring	Graduation Rate
2007	660	376	325	90%
2006	646	313	290	94.2%
2005	643	N/A	N/A	N/A
2004	580	N/A	N/A	N/A
2003	610	N/A	N/A	N/A

PERCEPTION DATA

Surveys created with positive statements regarding various areas of the school program were administered in the Spring of 2007. The surveys for students (divided into lower and upper classmen) and teachers were posted online to enable easy access for all students and teachers. Parent surveys were sent home and approximately 10% (203 surveys) were returned. The full surveys and results are in the Appendix. Key findings, including the percentages of positive/negative responses, are listed below.

Student Survey (Gr. 11-12/Gr. 9-10)
Strengths
1. Students understand what the standards are. (90% / 84%)
2. Students believe they are challenged regularly and are academically prepared for college. (82% / 81%)
3. CCHS is a safe environment. (79% / 80%)
4. Teachers set high standards and expect the best of students. (88% / 87%)
5. Teachers expect students to learn and participate. (93% / 88%)
6. All staff members provide guidance and support to students when needed. (82% / 84%)
7. Tutoring is regularly available for students. (86% / 80%)
8. Adequate study space is provided to student use. (83% / 79%)
9. Students can find a computer workstation to use at school if needed. (84% / 78%)
10. Grading and behavior expectations are clearly presented in written form. (87% / 78%)
11. School rules and procedures are clearly conveyed in written form. (85% / 79%)

Areas to Look at More Closely
1. Students do not feel the ACES are a fair assessment of student progress. (42% / 38%)
2. Students do not feel there are a great variety of electives. (29% / 27%)
3. Students feel they do not meet enough with a counselor to adjust their schedule to met goals. (39% / 42%)
4. CCHS is not a clean environment. (29% / 30%)
5. *Students feel the following library services are lacking*:
    Most books on my reading list are not available (31% / 28%)
    Journals and magazines are not available for many subject areas. (23% / 22%)
    Students cannot get training to use the library resources. (21% / 25%)

Library tours are not provided if needed. (31% / 31%)
Photocopying machines are not available for my research and study needs.(33% / 31%)
Some workstations do not operate effectively for student needs. (32% / 26%)
The speed of the network is not sufficient for student needs. (26% / 28%)
There is not a wide range of software available. (32% / 24%)
The opening hours of the computer labs do not meet student academic needs (31% /30%)
6. Students do not feel the discipline policy is applied fairly. (29% / 27%)
7. Students do not feel that they receive mailings from the school or district. (30% / 29%)
8. Students do not feel that activities organized by the ASB are important to them. (39% / 36%)

Teacher Survey
Strengths
1. Teachers are familiar with the vision and purpose of CCHS. (98%)
2. Teachers feel students are successful in their classes. (94%)
3. Teachers feel students are challenged regularly (90%)
4. CCHS is a safe environment. (100%)
5. Teachers created interesting and challenging activities for students. (96%)
6. Teachers morale is high. (94%)
7. CCHS policies support the achievement of the ESLRs and CA Academic Standards. (99%)
8. Grading and behavior expectations are clearly presented in written form. (97%)
9. School rules and procedures are clearly conveyed in written form. (99%)
10. Teachers provide contact numbers and email addresses to parents. (90%)
11. Teachers are in contact with parents at some time during the year. (96%)

Areas to Look at More Closely   (DK-don't know)
1. Teachers do not feel the ACES are a fair assessment of student progress(13%/ 7% DK)
2. Teachers do not feel there are a great variety of electives. (35%)
3. *Teachers feel the following library services are lacking*:
   Most books on student reading lists are not available (16% / 30%DK)
   Journals and magazines are not available for many subject areas. (17% / 17%DK)
   Students cannot get training to use the library resources. (7% / 17%DK)
   Online library guides are not helpful (14% / 53% DK)
   Library tours are not provided if needed. (7% / 26%DK)
   Photocopying machines are not available for student research/study needs.(33% / 43%DK)
   Some workstations do not operate effectively for student needs. (31%)
   The speed of the network is not sufficient for student needs. (23%)
   There is not a wide range of software available. (15% / 10%DK)
   The opening hours of the computer labs do not meet student academic needs (14%/24%DK)

Parent Survey
Strengths
1. Parents feel students have a plan for the courses that they will take in high school. (95%)
2. Parents feel they work with staff to help assist students in making this plan. (93%)

3. Parents feel students are being academically prepared for college. (93%)
4. Parents are aware that students can take honors level courses in many disciplines. (92%)
5. Parents feel CCHS provides a safe environment for learning. (97%)
6. Parents feel CCHS is a clean environment. (93%)
7. Parents feel teachers set high standards for achievement in their classes. (94%)
8. Parents feel teachers are available to students or parents when needed.(92%)
9. Parents feel teachers have high, realistic expectations for all students. (90%)
10. Parents feel the relationships between staff and students demonstrate respect, fairness, and understanding. (91%)
11. Parents feel the counselors, administrators, teachers and other staff all provide guidance and support to students when needed. (90%)
12. Parents and their students know about and understand school rules and the discipline policy (91%)
13, Parents feel there are clubs available for all students to participate in. (93%)
14. I have attended at least one school event in the last 12 months. This could have taken place off campus. (73%)
15. I have contacted a CCHS staff member at least once this year. (66%)

Areas to Look at More Closely
1. Parents feel the ACES are a not a fair assessment of student progress. (15%)
2. Parents feel there are not enough electives offered to allow students to pursue interests. (11%)
3. I am not informed of the school's programs and policies (10%)
4. Parents feel most books on academic reading lists or for research projects are not available for students. (12%)
5. I do not periodically receive mailings from the school or District (12%)
6. Parents are not aware that every CCHS teacher has an e-mail address. (14%)
7. I have not attended any school event in the last 12 months. (23%)
8. I have not contacted a CCHS staff member once this year. (32%)
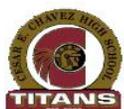
SUMMARY FROM ANALYSIS OF PROFILE DATA

OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

CCHS Student Learning Outcomes

Cesar E. Chavez High School opened in the Fall of 2003 with ESLRs in place, a WASC Focus on Learning Chair and five FOL Group Chairs. Ongoing assessment and modification to meet student learning needs is always paramount to the Delano Joint Union High School District. To this end it must be noted that the FOL positions receive stipends annually and the FOL Chair receives a stipend and two resource periods for "on" years and one resource period for "off" years. Focus on Learning updates and information are regularly on leadership and staff meeting agendas as the shared work is always a priority for CCHS.

As the school opened with a majority of the staff transplanted from our sister school, Delano High, it was determined that we would also bring the ESLRs that were in place the prior year as the staff was familiar with incorporating these ESLRs and our culture was yet to be determined.

The ESLRs were as follows:

Communicate Effectively	Utilize technology
Develop Cultural Awareness	Contribute to Society
Solve Real Life Problems	Develop Lifelong Skills

These original ESLRs were intended to be descriptive, not prescriptive. In other words, at the time of the adoption, the DHS staff was instructed to create ESLRs that described current practices and current priorities, in contrast to prescribing a plan for change.

CCHS was required to complete a WASC Initial Visit in the spring of 2005, the second year for the school, and a Substantive Change Visit in the spring of 2006, our third year, as there was now a senior class. Therefore, the ESLRs were not revised until after the two visits.

Following the second WASC visit, in February 2006, work began for the full visit that was to take place in 2008. Teachers were surveyed for ESLR idea input and were able to prioritize personal Focus Group preferences. Discussion was held during staff meetings concerning our new ESLRs and the Focus on Learning Leadership Team met to synthesize the input from the staff. The initial ESLR template was created and aligned with our Single School Plan goals for student academic success at the time. At this point it was determined that the Home and Focus Groups should provide additional input and identify measurable and values-added documentation for each ESLR. All stakeholders were represented as the goals evolved. Care was taken to ensure that students would clearly understand how these goals applied to them.

The following is our original ESLR template, which has since been revised as the SSP Goals have evolved into more measurable goals for 2007-2008. It is anticipated that our ESLRs will need to be modified each year in order to fully align with the Single School Plan goals and provided a cohesive vision for our students.

ESLR Template—2006-2007

Student Version--3 BEs	WASC Version-details	SSP Goals	Documentation
BE THINKERS & CREATORS	**Critical thinking/Creative Expression** *CCHS will be:* • Critical and innovative thinkers • Conceptualizers and problem-solvers • Generators of solutions and /or quality presentations	Goal #1.0 for Improving Student Achievement: Curriculum and Instruction	SARC, After School Activities: ASB, Drama, Journalism, Yearbook, Academic Decathlon
BE KNOWLEDGABLE & ACCOUNTABLE	**Core Knowledge** ***CCHS students based on the achievement of required ACES will be:*** • Competent in basic skills and able to meet curriculum standards in all core areas • Coherent writers and able to think across the curriculum in a variety of formats • Able to communicate effectively and be technologically literate	Goal #2.0 for Improving Student Achievement: Assessment and Accountability	SARC CAHSEE results Star results-Increase in scores at all levels ACES in all core classes Student Publications and Productions
BE RESPONSIBLE & RESPECTFUL	**Personal and Social Development** ***CCHS students will be:*** • Responsible citizens with positive attendance • Respectful citizens who demonstrate tolerance and value cultural diversity • Ethical decision-makers that take responsibility for their own actions • Contributors to the community	Goal #3.0 for Improving Student Achievement: Staff Development/ Leadership	Increase in positive behavior—fewer referrals Tardy numbers Assignments in on time Titan Holiday Community Service hours (CSF)

ESLRs 2007-2008 — ESLR Revision (ongoing)

Student Version 3 BEs	WASC Version-details	SSP Goals Planned Improvements	SSP Evaluation of Progress	Documentation (partial list)
BE THINKERS & CREATORS	**Critical thinking/Creative Expression** ***CCHS students will be:*** • Critical and innovative thinkers • Problem-solvers and conceptualizers • Generators of solutions and /or quality presentations	Goal #1 Improve student performance on the CAHSEE Goal #2 Improve student performance on the STAR Goal #3 Improve student performance on the CELDT Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence	• Analysis of CAHSEE data • Analysis of STAR data • Analysis of CELDT data • Analysis of attendance data • Analysis of suspense and expulsion data • Analysis of graduation data	SARC After School Activities: ASB, Drama, Journalism, Yearbook, Academic Decathlon AVID program Music Department curriculum Art Department curriculum Bard College-Institute for Writing and Thinking (strategies to improve student writing and thinking) Science Labs Research projects Oral presentations
BE KNOWLEDGEABLE & ACCOUNTABLE	**Core Knowledge** ***CCHS students based on the achievement of required ACES will be:*** • Competent in basic skills and	Goal #1 Improve student performance on the CAHSEE	• Analysis of CAHSEE data • Analysis of STAR data	SARC CAHSEE results Star results-Increase in scores at all levels ACES in all core classes

		Goal #2 Improve student performance on the STAR Goal #3 Improve student performance on the CELDT	• Analysis of CELDT data	Chapter tests and quizzes AP testing CELDT Spanish Challenge Exam Tutorial Business Careers-technology Web design—technology Student publications and productions Computer lab access for all students
BE RESPONSIBLE & RESPECTFUL	**Personal and Social Development** *CCHS students will be:* • Responsible citizens with consistent attendance • Respectful citizens who demonstrate tolerance and value cultural diversity • Ethical decision-makers that take responsibility for their own actions • Contributors to the community	Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence	• Analysis of attendance data • Analysis of suspense and expulsion data • Analysis of graduation data	Increase in positive behavior—fewer referrals Improved tardy numbers Assignments in on time Titan Holiday—donations at Christmas Community Service hours (CSF) Bilingual Foundations of the Arts Field Trip Trips abroad (France, Spain) Spanish Club donations Diverse Ethnic assemblies—Black Student Union, MEcha, United Filipino Organization Student of the Month PAWS Club Salute to Scholars Night Saturday School—remediate behavior Anger Management class/counseling Assignment/Attendance/Restroom Logs Students as teacher/office/cafeteria aides Award for Perfect Attendance

The first row of the table continues from the previous page. Its first two columns contain:

able to meet curriculum standards in all areas • Coherent writers and able to think across the curriculum in a variety of formats • Able to communicate effectively • Technologically literate

It was against the backdrop of these principles that the work of the Self-Study progressed. The site Leadership Team met and reviewed the many aspects of school data through the CCHS School and Community Profile. The team also looked at test scores, trends in school population, results from the recent student, teacher and parent surveys. Anecdotal evidence and impressions from staff members was considered. From this review, the Leadership Team identified some key areas of strength and of perceived weakness:

Areas of Strength
- CCHS has programs in place to meet the needs of all students
- Overall the attendance rate is very good with an average daily attendance of 95%
- There has been remarkable improvement in the school's API score
- AYP target growth has been met every year
- AP offerings have increased over the past three years
- CCHS has a growing AVID program
- The continued development of ACES in core courses has promoted academic success
- Collaboration through departmental Cohorts has encouraged instructional continuity

- CCHS continues to raise the bar in regard to student performance
- CCHS has a very positive and nurturing school culture
- CCHS has received awards for achievement and academic vision
- CCHS maintains a secure, closed campus with fences and gates with limited and controlled points of entry
- The Academic Culture Committee is creating a more academic vision for students

Areas of Need
- ELL student improvement in the AMAOs and in mandated state assessments is essential to maintain AYP and API scores at required levels
- The percentage of CCHS students who score at Proficient or Advanced levels on CST exams needs to increase in every subject
- Increase the focus of students to perform at their best and take College Prep, Honors and AP level courses
- As a new school there is a serious lack of library resources
- Cohort work needs to be continued
- Work on the ACES needs to continue
- Continue to refine ways to utilize assessment data efficiently
- Campus growth(double lunch schedule) has affected the extra-curricular club meetings
- Parental involvement is still very limited and needs to continually be addressed
- Some concerns about teacher retention due to travel issues

Implications of the school profile data analysis

From this comprehensive assessment of Cesar Chavez High School and its overall program, the school Leadership Team, in conjunction with the Home Groups and Focus Groups, identified critical target areas, our Critical Academic Needs. This significant data analysis indicates that the following areas of concern must be addressed in an ongoing fashion to provide academic achievement for all students at Cesar Chavez High School.

English Language Learner Needs
Determine additional ways to improve the ELA performance through examination of the assessment data of the English Language Learner subgroup on the CST's and CAHSEE and promote support mechanisms, particularly during the sophomore year. **ESLR: Be Thinkers and Creators; Be Knowledgeable and Accountable; Be Responsible and Respectful**

Assessment Measures
Learning opportunities will be accelerated by ongoing use of data and assessments to enable achievement of the standards. **ESLR: Be Thinkers and Creators; Be Knowledgeable and Accountable; Be Responsible and Respectful**

Academic Excellence

Develop ways to encourage high performing students to accelerate to the next level (ie. college prep to Honors, Honors to AP) and create personal incentives designed to motivate these students to reach Advanced Proficient in the testing process. ***ESLR: Be Thinkers and Creators; Be Knowledgeable and Accountable; Be Responsible and Respectful***

Library

Resolve to support any deficiencies in school library materials and services with the resources needed to enable an increase in student research opportunities. ***ESLR: Be Thinkers and Creators; Be Knowledgeable and Accountable; Be Responsible and Respectful***

Community and Parent Involvement

Community and parental involvement as stakeholders in the learning process should be cultivated. ***ESLR: Be Knowledgeable and Accountable; Be Responsible and Respectful***

Important questions raised by the data analysis

• How do we most effectively address the needs of our English Language Learners to enable an increase in performance to proficient on the state mandated tests?

• Why did EL students not make the targets for AMAO 1 or 2 this year? How can we prevent this in the future?

• What additional measures can be taken to utilize the information from our assessment data at the classroom level?

• What changes to student support or new student support strategies can we implement to provide assistance for all students, but particularly the at-risk and disengaged students?

• How do we improve the AP pass rate for students who participate in the AP testing?

• Why did we see a decline in science CST scores and how can we change this?

• What resources can we incorporate in our library to best serve the academic needs of our students at all levels?

PROGRESS REPORT

Significant Developments

Good in 2007 and Great in 2008!

In 2006, realizing that a new goal was in sight, Cesar Chavez High School added a fresh academic focus for all students, to reach "700 in '07". After a growth gain of 155 in API over three years we knew that our dedication and determination could produce that outcome. As a result of the formation of the Academic Culture Committee and the CCHS Academic Leadership Team (which consists of Administration, Core Department Chairs and Resource Teachers, ASB Director, and Head Counselor) several avenues were further pursued to attain academic growth. First, student scores were analyzed and individuals were identified as *tail left* and *tail right* students under a process called Student Mentoring. *Tail-Left* students are those who are underperforming compared to the previous year testing result as provided for by the CST. *Tail-Right* students are those who over-performed compared to the previous year testing. With this in mind, each teacher selected students to *mentor* and purposefully counseled each individual. Whether it was merely to encourage, make the student aware of a drop in performance, or direct the student to tutorial and counseling services available, each teacher held conversations with these specific individuals. Follow up sessions were scheduled to ensure that students were on target to improve and continue academic growth in subsequent formal testing. Teachers and students gained great personal satisfaction from this mentoring process. The following year the process went the next step with students receiving a copy of their personal data and, again, teacher mentors explained what the results indicated for each student.

For 2007, CCHS has identified TAP (Targeted Academic Proficient) students from our 10th grade population as an additional way to increase academic improvement. Through dialog and collaboration it has been determined that success will come with a school-wide focus to improve academic instruction in the classroom designed, particularly, to reach our English Language Learners. TAP students are those English Learners whose previous STAR scores reveal that they are in the 300-379 range and will, with appropriate guidance and nurturing, reach that 380 proficient mark on this year's STAR, which should also result in a proficient score on the CAHSEE Recognizing that scores are to increase this year at a more accelerated rate, CCHS is attempting to ratchet up instructional strategies in order to immerse our EL population in a rich learning environment that will facilitate this goal.

Awards

The 2006-07 State of California Title I Academic Achievement Award was presented to Cesar E. Chavez High School during the annual Title I conference in Costa Mesa. The purpose of the

Academic Achievement Award is to recognize Title I schools that exceed Adequate Yearly Progress for two or more consecutive years or significantly close the achievement gap among numerically significant subgroups (including such groups as Hispanics, Filipinos, English learners and Socio-economically disadvantaged students). To earn this award, schools must also have doubled their Academic Performance Index (API) growth target for two consecutive years and have met a median API growth score in both English-Language Arts and Mathematics. This award was given to only 26 high schools in California for notable academic program development.

In November, 2007, CCHS was notified that the California School Board Association's "Golden Bell Award" was conferred for developing the ACES process.

Student Population Growth

As Cesar Chavez High School entered into a new fall semester, it was evident that significant growth has occurred. CCHS began as a campus supporting 1031 students and 41 faculty members and has grown to a community of 2106 students and 94 faculty members in just five short years. To double in size so quickly and be successful requires a defined purpose and direction from the district to the administration and, finally, to the teacher. With determination and grit CCHS has fulfilled that directive and afforded all students an equal opportunity to learn and succeed academically.

Curriculum Development

There is a cohesiveness within the departments which promotes a sequential approach to the district approved curriculum. CCHS is firmly committed to a standards-based education. Departments have developed curriculum guidelines that reflect high academic expectations for all students. The District has maintained and provided one period a day for a team of department-level academic core resource teachers who facilitate the implementation of our standards-based scope and sequence and monitors ACES for each course. Additionally, the ESLRs are integrated into all student expectations in every classroom. Over the last three years teachers have met in departmental cohort meetings to facilitate a cohesive approach within specific academic core courses. Cohort meetings are subject-specific. A Cohort consists of the departmental resource teacher, plus all teachers who teach the subject. During Cohort meetings, teachers work together to evaluate and modify the ACES and continue to develop and align the curriculum to the standards. Non-core courses are aligned to the state standards and are monitored by Cohorts, as well.

AP offerings have increased to meet the needs expressed by our students. In 2004-2005, CCHS applied for the *AP Start-Up Grant*, which is a College Board grant to help high schools increase the number of AP courses they offer to their students. In fact, CCHS was one of only eleven schools in the entire nation to receive *The College Board AP Start Up Grant* for three years beginning in the 2005-2006 school year. This grant provided approximately $50,000 for supplies and encouraged more AP class availability.

With funding from the AP Grant, the first year CCHS added AP Calculus AB, English Literature, and Spanish Literature with each course receiving about $9000 to purchase materials and class

resources. In 2006-2007, CCHS started the AP Physics C: Mechanics course with a $9000 grant for lab materials and books. In 2007-2008, CCHS instituted the AP Environmental Science course with $10000 to purchase lab material and books. The AP Grant requires that all students taking AP Grant classes take an AP Exam at the end of the year, which is our district policy. The goal behind the Grant is to provide opportunity for any student willing to take AP courses regardless of their grades. (open enrollment given that students have taken prerequisite courses)

Cesar Chavez High School now offers seven more AP courses than were offered at our Initial Visit three years ago. AP testing scores have dropped slightly due to the fact that many of the AP students are now enrolling in multiple AP courses and attempting to maintain this strenuous academic rigor. Also students are required to take the AP exam in the AP Start-up courses. Another factor is that in order to provide equity all courses allow open access to the student body. This fact is more impressive given the fact that few students have parents with highly academic backgrounds.

ACES

Since the last visit of the WASC team significant progress has been made to fully implement and modify the ACES, or Assessment of Core Exit Standards. ACES are a series of assessments designed to evaluate whether or not a student has mastered key concepts in a given area of standards. These assessments provide opportunities for additional instruction and/or tutoring in areas of weakness as well as the re-teaching of standards in the classroom until mastery is achieved by all students. Students must attain 70-80% mastery to pass the ACE. Failure to pass required ACES will result in a failure in the course at semester. The development of ACES in all academic areas has promoted a period of intense scrutiny of standards, academic content, and assessment.

The history of the ACES can be traced to the years prior to the opening of Cesar E. Chavez High School. During the 2000-2001 school year, teachers at Delano High School (the only comprehensive high school in the district at that time) identified the key exit standards in each of the courses in the academic core departments: ELD, English, Mathematics, Science and Social Studies. Exit standards are those that a student needs to master in order to be fully prepared for the next course in the department, to pass the California High School Exit Exam, and/or score at the proficient level on the STAR. This collaborative work took place within core departments under the leadership of departmental resource teachers. The products of this process are now called "Assessment of Core Exit Standards," or ACES. A key concern with the implementation of ACES for the staff, at that time, was that a large portion of the students could fail the course simply because they could not show mastery of the exit standards. *Prosper* software system is used to analyze ACES results and then adjust curriculum and instruction, accordingly, through departmental and cohort meetings. In addition, students have access to tutorial for extra assistance. Multiple opportunities to show mastery are available. Using data collected from DHS, the district found that, initially, in every department with the exception of Math, the percentage of failing grades did rise. The failure rate in English classes rose from 11.7% to 23.9%, in ELD (High Intensity) from 19.7% to 36/9%, in Science from 14.2% to 19% and from Social Studies from 14.9% to 21.3%. The Math department failure rate decreased from 31.8% in 2003 to 27.8% in 2004. This lower failure rate in Math was particularly encouraging as the department had served as the pioneers for the ACES.

They developed 90% quizzes as a form of ACES, and implemented these during the 2002-2003 academic year. The ACES were then embedded in an official scope/sequence for each course.

The core departments began implementing the newly developed ACES in the 2003-2004 opening year of CCHS. The online "ACES grade sheet" did not exist until the end of the first semester of the year. Over the next three years many of the problems with data collecting online was worked out and the system works well now. Students are accustomed to the requirement and take the process seriously. Parents have come to understand that this accountability is necessary in order to prepare our students for the state assessments and guarantee access for all students to the state academic standards.

School Culture
CCHS maintains a small school culture on a big campus through intentional thought and action. As CCHS began to grow so quickly there was concern that our culture would be affected. Discussions were held during department and administrative meetings to address this concern. The Cesar E. Chavez High School motto was developed, "*To create a school culture where academic excellence is fostered, recognized, and celebrated!*" In 2006, the Academic Culture Committee was formed to specifically organize and implement strategies to better serve student needs. The committee works to create ways to provide each student with a sense of inclusion. Monthly recognition cards are completed by all teachers to recognize and value students in their classes. The week after receiving the postcard, these students are invited to celebrate in the cafeteria the last twenty minutes of 6th period. CCHS sponsors assemblies and trips for testing performances which include top performance and high improvement. Recognitions are also awarded by the ASB in the form of student of the week, student of the month, teacher of the month and classified of the month. Cesar Chavez High School also hosts an annual *Salute to Scholars Night* to promote academic achievement. In 2004-2005, the Student Affairs Office organized a grand incentive program for good behavior, attendance, and academics rigor with rewards donated by many local business sponsors that included: DVD players, a television, a computer, a school jacket, movie tickets, meal coupons, mountain bikes, trips and much more. "Character Counts" quotes are shared daily during the ASB Bulletin announcements. Under ASB organization, CCHS occasionally utilizes lessons that integrate character trait training into the core curriculum. Administration and staff are always looking for ways to promote a responsible citizenship and academic excellence.

WASC *Focus on Learning* a Priority at CCHS
Delano Joint Union High School District realizes that the underlying touchstone of the WASC FOL process is that it is an ongoing process. Hence, the DJUHSD has intentionally developed a framework, whereby, self-assessment, planning, implementation and evaluation could take place in an ongoing basis. Following the 1998 WASC Visit at Delano High School, the District Administration recognized the importance of the accreditation procedure and willingly negotiated with the Teachers Association to include stipends for the Focus Group chairs and the Focus on Learning Chair. The stipends are paid for both visitation and non-visitation years in order to promote ongoing development of the Self-Study. In addition, the Focus on Learning Chair is given one period a day during non-visitation years and two periods a day during visitation years in order

to organize, monitor and implement collaborative work needed for the Self-study. Participating on WASC Visiting Committees is encouraged and supported for those who are able to devote the time. Most members of the Leadership Team have attended WASC training sessions during the last three years. CCHS also maintains a subscription for *A+ online* and inserviced all staff members in the computer lab to encourage collaboration online and, particularly, within focus groups online. CCHS is invested in the Focus on Learning process. WASC action plans are aligned with SSP goals. WASC progress is monitored as a part of the annual SSP review process.

Report On Recommendations determined by the Initial Visit

The Schoolwide Recommendations, as identified by our Visiting Team were addressed during the last two years in a purposeful manner. The monitoring of the implementation of the recommendations for Cesar Chavez High School is the concern of the principal and the administrators of the school. Progress in each area is reported to the self-study coordinator, the principal and the administration, department chairs, the Leadership Team, School Site Council, faculty members, and parents at regularly scheduled meetings. The Principal assures that timelines and targets are being met.

Significant progress and /or concerns regarding the growth areas are reported to the entire staff during pre-school inservice sessions in August, Buy Back inservice days in January, home group meetings and focus group meetings, department chair meetings, extended administrative meetings, as well as, at regularly scheduled staff meetings.

2005 Initial Visit Critical Areas for CCHS to Address Accomplishments

Critical Area #1: **Learning opportunities can be enhanced by using multiple assessment measures to evaluate achievement of standards.**

- ACES-continually analyzed and modified
- Mandi Rose, Data Analysis Consultant—disaggregated and interpreted data that was then sent to teachers—modified the way we teach by adapting our instructional strategies
- Prosper data analysis-- in core departments-identifies student achievement of standards on tests
- EXCEL files distributed to core teachers listing each student's results on STAR and CAHSEE for spring 2007
- Common finals created for Math and Social Science courses
- Hired Learning Director- new administrative position as of 2006
- Resource Teacher (Special Projects)-position redefined–full-time resource period– administers the Prosper assessment and instructional strategies – attends Cohort meetings
- Student Monitoring program—individual student consultation with a teacher about their personal STAR scores
- Student goal setting with Learning Director-visits classes to set STAR goals
- Writing Across the Curriculum/incorporation of writing sections across all areas

- ✹ Jane Shaffer Writing/EAP Writing—models
- ✹ Portfolios—math department
- ✹ EDI strategies—inservices for all teachers
- ✹ Benchmarks—in some departments--goal for all departments
- ✹ TAP students—identified, working on strategies for success with these 10th grade students, class grouping for intensive preparation, after school tutorial and writing workshop opportunities

Critical Area #2: **As the student body and campus continues to grow in size and complexity, it will be important to promote the desired campus culture that is prevalent in the current staff and student relationships.**

- ✹ Academic Culture Committee
- ✹ Student of the Month Recognition postcards- teachers receive six a month and students are invited to attend and receive a small treat recognizing them during the last period of the day
- ✹ API Teacher/Student Celebration Lunch
- ✹ Student Incentives for STAR, PE performance, TAP students---these have included computers, Magic Mountain tickets, boom boxes, trips, etc.
- ✹ School Motto Adoption—regularly displayed for students to see and embrace
- ✹ *The Grapevine*-student newspaper recording the history of the school
- ✹ TITANEER- yearbook creates a memory book for all students and staff
- ✹ Clubs—wide selection for students to choose an interest that fits
- ✹ Keyboarding contest—annual competition as all 9th grade students must take keyboarding
- ✹ Booster Club-football support
- ✹ Link Crew—Peer (upper classmen) mentors for 9th grade students
- ✹ ASB announcements—character quotes, special cultural diversity announcements
- ✹ Titans of the Week
- ✹ ASB student, faculty, classified of the month awards, advisor recognition
- ✹ Class competitions at rallies-points towards class and club of the year
- ✹ Citizenship tickets (Student Affairs) for incentive drawing

Critical Area #3: **Community and parental involvement as stakeholders in the learning process should be cultivated.**

- ✹ Back-to School Night
- ✹ Annual Parent Information Meeting
- ✹ Salute to Scholars Night—recognition and awards for semester Honor Roll students
- ✹ Parent Empowerment Nights—UC Merced
- ✹ AVID Parent Night
- ✹ 9th Grade Orientation
- ✹ ELAC – English Learner Advisory Council
- ✹ PACT Advisory

* School Site Council
* WASC Focus on Learning- several mailings inviting participation/ survey
* 10th Grade Counseling --evening for parental involvement
* Supplemental Counseling- evening counseling session to involve parents
* Coordinated Services Council—monthly meetings
* Migrant Program- additional educational opportunities
* Articulation meetings with feeder schools and departments
* 8th Grade Spring Campus Visits and Orientation
* Link Crew-provides Freshman with "big" sister/brother
* School Safety Committee - meets regularly to review the Safe School Plan
* SB 68 Outreach Consultant(Dropout Prevention)
* School Resource Officer—on campus daily
* "Seed and Weed" partnership with Delano PD
* IEP meetings- annually
* 504 meetings-monthly
* Student Study Team—students referred for behavior or academic concerns
* Parent Conferences – high number held after scholarship warnings (mid-quarters)
* Family Compact—signed by parent, student, teacher, administrator
* Student report cards—sent home to parents

Critical Area #4: **Creation of additional formal and informal partnerships with business and community organizations to provide linkages for students.**

* North Kern Vocational Training (Nursing Program)
* Access to Academies at DHS (Health, Criminal Justice)
* TOPPERS—supports many programs on campus with advertising
* Scholarships—extensive list of local and national opportunities
* Advanced Micro Research, Alphonso Rivera - donations
* Bard College – professional development
* Bakersfield College – classes held locally
* Cal-State Calli, Edi Dataworks Group – professional development
* Central Valley Office Supply- donations, adverstising
* Kiwanis, Soroptimist Scholarship Organization-- donations
* Leslies Flower Shop – donations, adverstising
* Mauricio Mascarinas-- donations, adverstising
* Pepsi -- donations
* UC Merced – parent and student informational meetings for college
* Paramount Farms – $50,000 approx. in teacher-designed grants($3000) annually
* Service Learning

Basketball
* 3-Way Chevrolet Automotive Group-- donations
* American Health & Fitness Gym -- donations
* CERN Schools Federal Credit Union -- donations, adverstising
* Delano Family Motors-- donations
* Dos Potrillos Menswear -- donations
* Dr. Curt Collins-- donations

- ✹ Elmer's Drive In -- donations, adverstising
- ✹ Family Chrysler Jeep Dodge -- donations
- ✹ Health First Wellness & Medical Center -- donations
- ✹ JR's Furniture -- donations
- ✹ M.A.B. Mando's Auto Body -- donations
- ✹ New Generation Graphics -- donations
- ✹ Ranch Market -- donations, adverstising
- ✹ Rose Services-- donations
- ✹ Serrano's Furniture-- donations
- ✹ Tony's Pizza-- donations, adverstising

Baseball
- ✹ B.A.S.E Athletics-- donations
- ✹ Lane Family Mortuary -- donations
- ✹ North Kern Motor Sports-- donations
- ✹ Perko's Café-- donations
- ✹ Tony's Pizza -- donations

Football
- ✹ Artec Design & Construction -- donations
- ✹ California Powder Coating and Sand Blasting -- donations
- ✹ Camecuaro Barber Shop -- donations
- ✹ Community Worship Center -- donations
- ✹ Discotecas 3 Hermanos -- donations
- ✹ Domino's Pizza-- donations
- ✹ Dos Potrillos Western Wear -- donations
- ✹ Empire Ag Transport, Inc. -- donations
- ✹ Lane Family Funeral Home, Inc. -- donations
- ✹ Leslie's Custom Floral -- donations
- ✹ LR's Pizza-- donations
- ✹ Mando's Alignment & Brakes -- donations
- ✹ New Homes America-- donations
- ✹ Pacific Tire -- donations
- ✹ Perko's Café -- donations
- ✹ Pro's Ranch Markets -- donations
- ✹ Quality Smog & Auto Repair-- donations
- ✹ San Joaquin Realty -- donations
- ✹ Taco Factory -- donations
- ✹ Tony's Pizza -- donations
- ✹ Union Bank of California-- donations, advertising
- ✹ Western Farm Service-- donations

Critical Area #5: **Incorporate peer observation for professional growth and departmental dialogue to improve instructional strategies.**

- ✹ Cohorts-all departments within the school/across the district
- ✹ BTSA-34 staff members currently enrolled at CCHS
- ✹ Certificated Staff Mentoring Grant—CDE grant $100,000

* Peer Coach Mentor Program-for Interns through credentialing programs
* New teacher peer observations
* Department Chair and Resource Teacher peer observations
* PAR-as needed
* Conferences- AP by the Sea, CALLI, Institute for Writing and Thinking (Bard College), AVID Summer Institute, EAP Training(CSUB Expository Writing), EDI training, Jane Shaffer Writing, AB466 training in curriculum, etc.
* WASC Visiting Committee members to California high schools
* WASC Focus on Learning process— Peer Observation Spring 2007
* New Teacher Academy- 3 days prior to the return of regular staff
* Learning Snapshots—data to identify what students are doing

Substantive Change Recommendation: **Continue to refine the ESLRS in order to more closely align them with the Schoolwide Plan, specific standards of measurement, and the state standards.**

* ESLRs brought from Delano High School—the day school opened CCHS had ESLRs, familiar to the teachers
* Spent over a year developing new ESLRs specific to culture here
* Aligned to the Single School Plan and reviewed and adjusted annually with strong correlation in mind.

Expected School-wide Learning Results 2007

ESLRs Student Version 3 BEs	WASC Version-details	SSP Goals Planned Improvements	SSP Evaluation of Progress	Documentation (partial list)
BE THINKERS & CREATORS	**Critical thinking/CreativeExpression** *CCHS students will be:* • Critical and innovative thinkers • Problem-solvers and conceptualizers • Generators of solutions and /or quality presentations	Goal #1 Improve student performance on the CAHSEE Goal #2 Improve student performance on the STAR Goal #3 Improve student performance on the CELDT Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence	• Analysis of CAHSEE data • Analysis of STAR data • Analysis of CELDT data • Analysis of attendance data • Analysis of suspense and expulsion data • Analysis of graduation data	• SARC • After School Activities: ASB, Drama, Journalism, Yearbook, Academic Decathlon • AVID program • Music Department curriculum • Art Department curriculum • Bard College-Institute for Writing and Thinking (strategies to improve student writing and thinking) • Science Labs • Research projects • Oral presentations
BE KNOWLEDGEABLE & ACCOUNTABLE	**Core Knowledge** *CCHS students based on the achievement of required ACES will be:* • Competent in basic skills and able to meet curriculum standards in all areas • Coherent writers and	Goal #1 Improve student performance on the CAHSEE Goal #2 Improve student performance on the STAR Goal #3 Improve student	• Analysis of CAHSEE data • Analysis of STAR data • Analysis of CELDT data	• SARC • CAHSEE results • Star results-Increase in scores at all levels • ACES in all core classes • Chapter tests and quizzes • AP testing • CELDT

	able to think across the curriculum in a variety of formats • Able to communicate effectively • Technologically literate	performance on the CELDT		• Spanish Challenge Exam • Tutorial • Business Careers-technology • Web design—technology • Student publications and productions • Computer lab access for all students
BE RESPONSIBLE & RESPECTFUL	**Personal and Social Development** *CCHS students will be:* • Responsible citizens with consistent attendance • Respectful citizens who demonstrate tolerance and value cultural diversity • Ethical decision-makers that take responsibility for their own actions • Contributors to the community	Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence	• Analysis of attendance data • Analysis of suspense and expulsion data • Analysis of graduation data	• Increase in positive behavior—fewer referrals • Improved tardy numbers • Assignments in on time • Titan Holiday—donations at Christmas • Community Service hours (CSF) • Bilingual Foundations of the Arts Field Trip • Trips abroad (France, Spain) • Spanish Club donations • Diverse Ethnic assemblies—Black Student Union, MEcha, United Filipino Organization • Student of the Month • PAWS Club • Salute to Scholars Night • Saturday School—remediate behavior • Anger Management class/counseling • Assignment/Attendance/ Restroom Logs • Students as teacher/office/cafeteria aides • Award for Perfect Attendance

SELF-STUDY FINDINGS

ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A.1.1 To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

Cesar E. Chavez High School's goal is to provide students with the knowledge and skills they will need to participate as competent and productive members of both our American society and of the increasingly interdependent global community. We have incorporated our Expected School-wide Learning Results (ESLRs) in guiding us toward this end. Our ESLRs have been recently changed through a collaborative effort of all faculty and administration in order to properly reflect our goals. We strongly believe that our ESLRs reflect the convictions and attitudes of all our school community, which is that each student reaches their maximum potential in academics as well as personal responsibility and respect. In addition, our school community has adopted an academic

culture that fosters, recognizes, and celebrates academic excellence that has expanded itself to faculty, students, parents, and the community at large.

FINDINGS	EVIDENCE
VISION Cesar E. Chavez High School has a concise and well defined vision that reflects the school and communities commitment for achievement of all students. Our mission and vision statements are constantly reinforced in staff development and have been updated as part of our accreditation process. On a recent survey, 98% of teachers said that they were familiar with the school vision and 93% said they felt they had the opportunity to participate in shaping and making decisions concerning our school vision. Our ESLRs align with our vision as well as content-area state standards. Through a collaborative process three ESLRs were established and then correlated to district goals with the determination that these student-learning outcomes would be measurable. Upon graduation we expect our students to; 1. BE thinkers and creators, 2. BE knowledgeable and accountable, and 3. BE responsible and respectful. **All Students Served** Cesar E. Chavez High School is committed to preparing ALL our students to be productive, active citizens upon graduation. This commitment addresses the educational needs, abilities, and interests of our diverse student population. CCHS provides a variety of support services for students at all levels in order to meet the goals of our vision and mission statements. **Eighth Grade Academic Bridge** The District-wide Summer Bridge Program has been in place since the summer of 1999, helping to prepare incoming freshmen in the areas of Math, Reading, and Writing. All incoming freshmen performing below grade level are strongly encouraged to attend. Enrollment has increased each year since the program's inception and we expect this trend to continue as our community continues to grow. **Extended Day**	• *Vision Statement* • *Mission Statement* • *Single School Plan* • *ESLR* • *Teacher Survey* • *Student Survey* • *School Culture Motto-"Foster, recognize, and celebrate student excellence."* • *Academic Scholars Awards* • *Recognition Assemblies* • *Sports Rallies*

The Extended Day Program is an intervention program designed to increase the reading, writing, math, and test-taking skills of students whose skills are below grade level. The goal of the Extended Day program is to rapidly increase the reading, writing, math, and test-taking skills of participating students so they can successfully meet the high school exit exam requirements and overall academic performance. The Extended Day Program is required for all 10th grade TAP(targeted almost proficient) students for preparation prior to the CAHSEE. The program will provide identified students with the knowledge and skills necessary to pass the exam. Student will be scheduled to attend a 55 minute period on Monday through Friday.

After School Tutorial

After school tutorial is an important support mechanism for ACES (Assessment of Core Exit Standards tests). Tutorial became department-centered and department-driven during the 2003-2004 school year. Departments use tutorial to provide students with additional academic support for their ACES and to provide an additional venue for students to retake ACES tests. Tutoring is available for students in Business Education, English Language Development, English, Mathematics, Science, and Social Studies. The process by which students are assigned to After School Tutorial is determined by each department.

North Kern Vocational Training Center

Cesar Chavez High School students have access to the North Kern Vocational Training Center (NKVTC) Regional Occupational Center located adjacent to the Delano High School campus. NKVTC provides occupational training to high school students, adults, and out-of-school youth. In addition to formal classroom instruction, NKVTC works in cooperation with local businesses in the community to provide students with on-the-job training through the community classroom concept. NKVTC teachers/counselors also assist the students with job placement

PASS Program

Designed for students who need credits to graduate on time and to meet the needs of Migrant students

Strategic Support Classes

- *CST Results*
- *CAHSEE Pass Rates*
- *Sign-in sheets for After School Tutorial*
- *Enrollment in Extended Day Class*
- *GATE, Honors, AP enrollment*
- *Master schedule*

Block period courses designed for students who have not passed the CAHSEE and need help on the fundamentals of the course.

High Intensity Classes

Block period course developed for students who are below grade level and need more time to process information and acquire the skills necessary for understanding the standards.

AVID

Cesar E. Chavez High School supports a growing AVID program, which targets students in the academic middle who have the desire to go to college and the willingness to work hard, but need help to reach their academic potential through academic skills, tutoring, and mentoring.

GATE

The District-wide Gifted and Talented Education (GATE) program provides challenging learning experiences for a relatively small but high performing group of students with exceptional needs. CCHS offers a broad range of AP and Honors classes. GATE students receive counseling services geared to their special circumstances.

Special Education

A majority of Cesar E. Chavez High School's Special Education students are in the Resource Specialist Program (RSP) and participate in the regular curriculum 60 – 80% of the time. Courses offered by the RSP teachers are aligned to ELD, Math and Language Arts standards. Depending upon the Individualized Educational Learning Plan (IEP) of a Special Education student, these courses may be aligned to off-level standards. Curriculum in the Special Day classes is aligned to state standards as prescribed by the IEP. All Severely Handicapped (SH) students in the District are currently housed and served on the CCHS campus.

Strengths:	Growth Areas:
1. We have responded successfully to No Child Left Behind, Adequate Yearly Progress, and Highly Qualified Teachers as mandated by the state and federal government.	1. There is a need to find additional ways to reach our ELL population. 2. There is a need to define and articulate these programs to our new staff.

2. CCHS offers many programs such as AVID, Extended Day, Tutorial, Summer School, AP, Honors, and other test prep opportunities to help students be successful in their academic progress. 3. Our academic goals are clear, well defined, and align to the ESLRs and state standards.	

A.1.2 To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?

Cesar E. Chavez High School is highly supported by the governing board and central administration. The School Board has initiated and adopted policies that guide our school in meeting our mission, while the central administration has aligned these policies with our stated vision and mission statements in order to achieve our goals in preparing our students for success after high school. Our purpose is further defined by our ESLRs and California State Standards.

FINDINGS	EVIDENCE
SCHOOL BOARD The DJUHSD Board has adopted the state content standards and developed policies that guide our school in achieving our stated mission. They have maintained open communication and dialogue with central and site administration in all pertinent areas of our school. DJUHSD Board has supported the school's vision by developing and adopting policy that funds and creates positions to carry out the mission and vision of the school. For example, the Board has recently created a position called Learning Director responsible for all matters relating to curriculum. Also, the resource teachers in each core department and the resource periods, as well as,	• School Board Meeting Minutes • Budget

curriculum development are all funded by the District to achieve the vision and mission of the school.

CENTRAL ADMINISTRATION

Our central and site administration have provided the support necessary for all our staff to carry out the school's vision. The administration provides leadership and support by scheduling regular staff meetings, cohort meetings, leadership team meetings, and disseminating relevant information through email, memos, and announcements. In addition, our central and site administration are available for any teacher or staff member who needs clarification, advice, or help in implementing the program, strategy, or overall vision of the school.

Expected Schoolwide Learning Results

The ESLRS support and further define the primary mission of the school. As the Focus on Learning process moved into the full study phase we have revisited the ESLRs. Through a collaborative process three ESLRs were established and then correlated to district goals with the determination that these student-learning outcomes would be measurable. Home groups and Focus groups met and reviewed the ESLRS to ensure that they clearly identified our goals and were adapted to make sure they were communicated clearly for all stakeholders. The desired intent was that the ESLRs would be easily understood by the students and that they would embrace these outcomes.

- Staff Meeting Agendas
- Cohort Agendas
- Vision Statement
- ESLRs

- Distributed and Displayed in all classrooms
- Reinforced during announcements and lessons
- Modeled each day by all staff
- Cultural Assemblies like Cinco de Mayo, Black History Month, and Filipino Assemblies.
- Prom and Homecoming
- Discipline Report
- Teacher Supervision

Student Version 3 BEs	WASC Version-details	SSP Goals Planned Improvements	SSP Evaluation of Progress
BE THINKERS & CREATORS	**Critical thinking/ Creative Expression** *CCHS will be:* • Critical and innovative thinkers • Conceptualizers and problem-solvers • Generators of solutions and /or quality presentations	Goal #1 Improve student performance on the CAHSEE Goal #2 Improve student performance on the STAR Goal #3 Improve student performance on the CELDT	• Analysis of CAHSEE data • Analysis of STAR data • Analysis of CELDT data • Analysis of attendance data • Analysis of

		Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence	suspense and expulsion data • Analysis of graduation data
BE KNOWLEGEABLE & ACCOUNTABLE	**Core Knowledge** *CCHS students based on the achievement of required ACES will be:* • Competent in basic skills and able to meet curriculum standards in all core areas • Coherent writers and able to think across the curriculum in a variety of formats • Able to communicate effectively and be technologically literate	Goal #1 Improve student performance on the CAHSEE Goal #2 Improve student performance on the STAR Goal #3 Improve student performance on the CELDT	• Analysis of CAHSEE data • Analysis of STAR data • Analysis of CELDT data
BE RESPONSIBLE & RESPECTFUL	**Personal and Social Development** *CCHS students will be:* • Responsible citizens with positive attendance • Respectful citizens who demonstrate tolerance and value cultural diversity • Ethical decision-makers that take responsibility for their own actions • Contributors to the community	Goal #4 Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes and celebrates academic excellence	• Analysis of attendance data • Analysis of suspense and expulsion data • Analysis of graduation data

STATE STANDARDS

• ACES

CCHS curriculum is driven by the state standards. Our courses and textbooks have been aligned to the standards and are the foundation of our ACES.	• Board approved curriculum

Strengths:	Growth Areas:
1. CCHS ESLRs are concise and easily understood and remembered by all staff and students. 2. CCHS has established a culture that fosters, recognizes, and celebrates academic excellence. 3. CCHS curriculum is aligned the state standards. 4. ACES	1. There is a need to increase the involvement of parents and community stakeholders in our students' learning process.

A.2.1 To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

The DJUHSD Board policies and bylaws directly support the achievement of the ESLRs and academic standards. These policies and bylaws are aligned with our schools purpose and serve as the groundwork for our school to fulfill its goals. The School Board initiates and adopts policies each year based on the results of the AYP and API and delegates to the central administration the responsibility to create programs or strategies according to student needs.

FINDINGS	EVIDENCE
ALIGNMENT OF SCHOOL BOARD POLICIES AND BYLAWS Our District has allocated resources, personnel, and funding to the critical areas of need, so that the policies and bylaws implemented have a maximum effect. Every policy is based on data from the STAR, CAHSEE, or teacher-student needs. **Staff Training**: CCHS staff training is derived from local, state, and national standards. We believe in on-going staff training based on student needs and teacher needs. This training is offered on a continuous	• *District Mission Statement* • *District Policies* • *School Site Council Agendas* • *Parent , Teacher, Student Surveys* • *ACES*

basis during Saturdays, Buy Back Days, and conferences. New Teachers are also provided with support through BTSA, Peer Coaches and our Mentor Program. **ACES**: Assessments of Core Exit Standards (ACES) are based on state standards and provide a common form of assessment in every core subject. These ACES are aligned to the CAHSEE and STAR tests. **Strategic and High Intensity Classes:** These classes were developed as a block period to target students who needed extra time and help in Math and English. **Extended Day:** There is a 7th period offered to TAP (10th grades students who are Targeted for Academic Proficient) for extra preparation prior to the CAHSEE in Math and English Language Arts. **CAHSEE:** There is a class for juniors and a class for seniors who have not yet passed the CAHSEE. The classes provide targeted remediation and instruction to prepare these students for their CAHSEE retake. **After School Tutorial:** Each core subject has teachers who stay after school to tutor students who need help on ACES, Projects, Exams, or just homework. **Learning Director** Having a site Learning Director has improved continuity for all programs and more administrative access for the staff. The Learning Director works closely with the Cohorts, resource teachers, and assessment. **Resource Teachers**: Resource teachers develop curriculum, fill in gaps wherever needed, and provide leadership within core departments. They also lead Cohort teams within the department in order to identify and improve ACES, Benchmarks, Projects, or any other issue within departments.	• *CAHSEE Results* • *Extended Day* • *Tutorial*

Strengths:	Growth Areas:

1. CCHS has effectively implemented a standards-based instructional program as evident by the ACES. 2. CCHS offers many programs such as AVID, Extended Day, Tutorial, Summer School, AP, Honors, and other test prep opportunities to help students be successful in their academic progress. 3. Dissemination of STAR and CAHSEE Data is utilized by all staff to improve on and evaluate all programs offered at CCHS. 4. Learning Director and resource teachers.	1. There is a need to revisit and update the ACES in our Math and English classes.

A.2.2 To what extent does the governing board delegate implementation of these policies to the professional staff?

The governing board delegates implementation of the policies to the central and site administration team. Once the Board has adopted a policy, it is the job of the local administration team to interpret and implement the policy at the school level.

FINDINGS	EVIDENCE
Relationship of Entities. DJUHSD Board has adopted the state mandated policies and has developed policies and bylaws to target need areas in our district. Our administrative team interprets these policies and along with the leadership teams, develops a strategy for implementation. Before the plan is adopted as policy by the Board, the administration delegates to the department chairs and resource teachers to collaborate within the department in the form of department meetings and cohort meetings. Once all stakeholders have reviewed and approved the strategy or plan, the site and central administration gets approval from the DJUHSD Board and the program or plan becomes school policy. As the policy is carried out, all professional staff is encouraged to provide feedback on changes needed or on the effectiveness of the plan. **Policy Examples** **Board Policy 6010 - Goals and Objectives** Staff shall continually assess students' progress toward meeting the	• *School Board Minutes* • *Site Council meetings* • *Department Meeting Agendas* • *Cohort Agendas* • *Documentation of the process of developing and implementing policies* • *District Mission Statement* • *District Policies* • *District Organizational*

	Chart
standards and shall offer remedial assistance in accordance with Board policy. The standards shall also provide a basis for evaluating the instructional program, making decisions about curriculum and assessment, and, as required by law, evaluating teacher performance.	
ACES: In response to this Board policy, CCHS has developed ACES. Since the last visit of the WASC team, significant progress has been made to fully implement and modify the ACES, or Assessment of Core Exit Standards. ACES are a series of assessments designed to evaluate whether or not a student has mastered key concepts in a given area of standards. These assessments provide opportunities for additional instruction and/or tutoring in areas of weakness as well as the re-teaching of standards in the classroom until mastery is achieved by all students. Students must attain 70-80% mastery to pass the ACES. Failure to pass required ACES will result in a failure in the course at semester. The development of ACES in all academic areas has promoted a period of intense scrutiny of standards, academic content, and assessment. ACES are regularly reviewed and possibly modified.	• *ACES*
Professional Development: **Board Policy 4331** The Governing Board recognizes that professional development opportunities enhance employee effectiveness and contribute to personal growth. Staff development for management, supervisory and confidential personnel shall be designed to guide instructional improvement, build leadership skills, and enhance overall management efficiency.	
CCHS offers comprehensive staff development designed to empower, enrich and prepare our staff to carry out the educational mission of our school. Professional development opportunities are given throughout the entire school year. Our Math, Science, and Special Ed teachers participated in the CALI Summer Institute and Saturday workshops throughout the school year that focus on Academic English. Also, CCHS offers professional development on Buy Back Days as well as various sessions offered during minimum days in order to adhere to the district policy of ongoing professional development for teachers and staff.	• *Staff Development Agendas* • *Conferences, Workshops*
CAHSEE and STAR TESTS: **Board Policy 6162.51 Instruction**	

The district shall administer the following assessments in the (STAR) Standardized Testing and Reporting Program	
Board Policy 6162.52 The Governing Board desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination. CCHS has responded each year to the mandated CAHSEE and STAR tests by implementing new and fresh strategies in areas of concern. This year, for example, we identified students who were on the verge of scoring at the next level as assessed by the CST. All staff began this endeavor by holding personal discussions with identified students enrolled in their classes in an effort to make student goals clear and to motivate student performance on these tests. Also, our administration has made decisions on adding classes: after school classes, Saturday workshops, and strategic classes to help prepare our students and fulfill the district and state mandated policies.	• *CAHSEE Results* • *STAR Results*

Strengths:	Growth Areas:
1. Clear delineated Organizational Chart 2. Appropriate Board Policies have been adopted.	1. Continue to improve communication among administration, staff, students, and parents to provide information needed for student success.
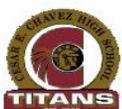
A.2.3 To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?

Delano Joint Union High School Governing Board monitors results from year to year and approves the single school-wide action plan with assistance of the School Site Council. The School Site Council is composed of teachers, students, parents, and administration.

FINDINGS	EVIDENCE
Extent to which the Board Monitors and Approves the Single School Plan According to our district policy, the DJUHSD Board reviews and approves the Single School plan once a year. Our central and site administration presents to the Board an annual review of outcomes, achievements, CAHSEE Results, CST Results, and other normative findings. The Board assesses this data and provides input on the results of the data. **BP 0420 Philosophy, Goals, Objectives and Comprehensive Plans** The Board shall review and approve each school's single plan for student achievement at a regularly scheduled meeting. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these categorical programs. The Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding. **School Site Council** The School Site Council along with the English Learner Advisory Council (ELAC) provides ongoing review and analysis of the Single School Plan. One of its main functions is to allocate funds according to need.	• *Single School Plan* • *School Site Council Agendas* • *Board Agendas, Minutes* • *District Policy*

Strengths:	Growth Areas:

1. Single School Plan	

A.3.1 To what extent do the school leadership and staff make decisions and initiate activities that focus on all students achieving the Expected School-wide Learning Results and academic standards?

Cesar E. Chavez High School leadership and staff are committed to equipping all students with the tools necessary for success in high school and beyond. Achievement of ESLRs and academic standards are the goal of all decisions and activities initiated.

FINDINGS	EVIDENCE

Staff and School leadership work to achieve academic standards and ESLRs
 	
All major decisions involve collaboration with District administration, site leadership teams (Curriculum Instruction and Assessment Team, District Technology Committee, Superintendent's Cabinet), School Site Council, department chairs, and resource teachers.
• Site Council
    o Makes decisions about funding and support of the academic program
    o Forum for all stakeholders: parents, staff, certificated, classified, administration, students
    o Identifies pertinent issues in the achievement of standards and ESLRs
• Core subject area Cohorts
    o Staff members according to six academic core departments
    o Cohorts address issues at the classroom and departmental level in the achievement of standards and ESLRs
    o Implement district approved curriculum
    o District approved curriculum is aligned to standards and ESLRs
• Department Chair meetings
    o Department level issues are addressed with the
	• *Site Council Agendas*
	
	• *Cohort Agendas*
	• *Dept. Chair Agendas*

administration	
o General concerns of curriculum delivery, discipline, and instruction	
o Funding issues addressed relevant to achievement of standards and ESLRs	
• Centralized administrative support for achievement of standards and ESLRs	• *Staff Training*
o Staff support administrator Mr. Hay	• *Staff Informational meetings*
o API/AYP articulated by staff support admin	
o Dissemination of relevant data on statewide tests	
o Conducting staff meetings of presentation of relevant information	
o Facilitation of discussion of issues related to the achievement of standards and ESLRs	
• Scholars Awards	
o Awards (TV, iPod, laptop computer, trips) to top scoring students and most improved students on the STAR	
o Recognition for students playing in sports, perfect attendance, participating in clubs.	
• Attendance and tardy policy	
o All policies designed to teach students responsibility and respect for school rules. In addition, they provide a system of discipline and support for students who need emotional or other types of care.	
• Special programs	• *Awards Assemblies*
o Mentor Program, Extended Day, After School Tutorial, AVID, Strategic Support Classes, High Intensity Classes, Pass Program, AP, GATE and Honors programs,	• *Student and Teacher of the Week*
o Technology programs-Prosper, Orchard, A plus, Reading plus, Lexia, Eureka, Fanthom, Riverdeep, Gemstone, WISE, Geometry Sketch Pad, Fast Forward, and many more.	• *Attendance policy*
• School accountability report card SARC	• *Master Schedule*
o Available on the district website	
o Extensive data on the performance	• *Student handbook*
o Utilized on the assessment of the academic program	
• WASC	• *Attendance Records*
o Focus on Learning groups to facilitate the assessment of the academic program	
o Home groups at the department level to incorporate	• *Discipline*

certificated staff input ○ Time and meetings made available, with the assistance and input of the administrative staff, to further assess the academic program and the achievement of standards and ESLRs	*Report*
	• *WASC Focus Group Agendas* • *WASC Home Group Agendas*

Strengths:	Growth Areas:
1. Cooperation and communication between administration and staff has contributed to gains in student achievement in academics and extra curricular activities. 2. CCHS has implemented effective programs to prepare students for the STAR and CAHSEE 3. Department chairs and resource teachers provide leadership to achieve district and site goals relating to curriculum, instruction, and assessment.	1. There is a need to develop ways to encourage high performing students to accelerate to the next level (CP to Honors, AP) and create personal incentives to motivate these students to reach advanced proficient in the testing process.

A.3.2 To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Cesar E. Chavez High School leadership and staff constantly analyze all pertinent types of data (STAR Results, CAHSEE results, and demographic changes) to ensure alignment with student needs. Based on this data, new strategies and plans are devised through collaboration within the administration, leadership teams, department chairs, and resource teachers, and revisions are annually updated to the school-wide action plan.

FINDINGS	EVIDENCE
ACHIEVEMENT REVIEW: At the start of each new school year, CCHS administration sets time aside for all teachers to be apprised of the analysis of STAR results as broken down by subject, grade level, ethnic group, language ability, and etc. This process allows us to determine the effectiveness of programs and strategies used last year and how to improve the results this year. We also meet within our department in Cohorts and analyze why certain students did better or worse than others and how we can better serve them. A similar process is followed with the CAHSEE Results. In addition, CCHS administration use this data to create classes for students who have yet to pass the CAHSEE, approve professional development for teachers in needed areas, create extended day classes and High Intensity classes, and make sure all facets of the school are in line with the school-wide action plan.	- **STAR Results** - **CAHSEE Results** - **Staff Meeting Agendas** - **STAR Individual Teacher reports**
DEPARTMENT REVIEW Each department at CCHS is constantly self-evaluating procedures and policies to ensure alignment with student needs. ACES are reviewed modified, if needed, annually. The scope and sequence also faces scrutiny yearly. Consistency in grading, departmental benchmarks, essential standards, and pace are addressed on a monthly basis to ensure all students receive a quality and consistent education in all classes. Through Cohorts, our departments have been able to analyze and develop specific strategies in response to data received from teachers, students, parents, and CAHSEE & STAR Results. We have not only increased intra-departmental communication but, also, inter-departmental conversations and cross-curriculum strategies for student success.	- Departmental Meeting Agendas - Cohort Agendas - Prosper Program - Teacher, Student, and Parent Surveys
STANDARDS REVIEW Each year CCHS departments use various forms of data to focus in on standards that cause student difficulty. For example, the Math Department created a practice CAHSEE and used the Prosper software to determine which standards were weaknesses for our students. The Prosper Program links each question with a standard and gives a percentage of students who answered correct or incorrect. The Math Department used these results to create a	

review binder for students in Pre-Algebra and Algebra classes. Also, CCHS provides each department with the CST scores broken down by strand. Through analysis and interpretation of this data, each department is able to make appropriate modifications or additions needed in the scope and sequence of each course.

Strengths:	Growth Areas:
1. CCHS has appropriately used data to meet targeted needs of students. 2. CCHS has established a successful strategy for all staff to participate in the decision-making process through Cohorts. 3. Use of the Prosper Program to help students on CAHSEE	1. There is a need to continue our ongoing use of data and assessments to enable achievement of the standards and ESLRS. 2. Need to continue communication between administration staff, students, and parents and provide pertinent information necessary for student success.

A.4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?

Cesar E. Chavez High School's teaching staff has grown each year. Every year, we add to our number qualified, well-trained, and committed teachers who have an abundance of support from the administration, departments, and veteran teachers. For our new teachers, we have the Beginning Teacher Support and Assessment (BTSA) program. This program provides a support provider who helps the new teacher implement the standards and deal with any classroom issues with which the teacher might require assistance.

For our interns, we have Peer Coaches. The Peer Coaches are highly qualified, experienced teachers that support the new teacher in implementing the standards and moving through the stages of their university credentialing program.

We have also begun the Mentor Program. This program links new teachers with a veteran teacher in their subject area that helps the new teacher in all facets of education. They provide informal guidance as well as quality mentoring and expertise in implementing all the standards and adhering to the job description.

In addition, CCHS teaching staff is highly collaborative inter-departmentally and intra-departmentally. Staff development at CCHS often sparks conversations between our departments

that cause cross-curriculum improvements and consistency in our academic plans for student success.

FINDINGS	EVIDENCE
QUALIFIED STAFF Cesar Chavez High School has made a commitment to hiring qualified staff. Ninety three percent of our teachers are highly qualified. New teachers are supported through the aforementioned BTSA, Peer Coaches, Mentor teachers, and administration. Each year, our new teachers as well as our veteran teachers are assigned lower, middle, and upper level classes, as well as, Honors and AP classes to alleviate the burden associated with teaching all low level classes. Department chairs participate in decisions on master schedules so that the course and teacher can have the best fit. Also, CCHS administration meets with all new teachers at the beginning of the year and periodically during the year to provide input and support. **PROFESSIONAL DEVELOPMENT** Professional development opportunities are given throughout the school year. Our Math, Science, and Special Ed teachers participated in the CALLI Summer institute as well as Saturday workshops through out the school year that focused on Academic English. Also, CCHS offers professional development on Buy Back Days as well as various sessions offered during minimum days. For example, all staff participated in training for the Cornell note-taking method in September, 2007.	• *District Personnel records* • *Master Schedule* • *BTSA Logs* • *Peer Coaches Logs* • *Mentor Teacher Logs* • *Buy Back Day Agendas* • *Professional Development*

Strengths:	Growth Areas:
1. CCHS has strong support systems (BTSA, Peer Coaches, Mentor Program) in place for new teachers. 2. CCHS provides a myriad of staff development throughout the entire year.	1. There is a need to reduce teacher turnover at CCHS. 2. There is a need to increase collaboration between CCHS and other school sites – DHS and Valley High School, in order to maximize consistency. 3. There is a need to continue to provide targeted, focused professional development during Buy Back Days.

A.5 To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

All professional development is focused on identified student learning needs. Staff and leadership collaborate in order to provide the most effective, targeted, and meaningful professional development. Every staff member is encouraged to participate in relevant conferences, workshops, summer institutes, and Buy Back Days.

FINDINGS	EVIDENCE

STAFF DEVELOPMENT
 	
CCHS staff members have participated in one or more of the following professional development sessions. Many of our Math, Science and Special Ed teachers participated in a summer institute through the CALLI grant. This institute focused on academic language in the classrooms. Many Saturday Workshops have also been regularly attended by our staff. Our AP, Honors, and GATE teachers have participated in the AP training sessions given on specific days throughout the year and several attended the AP by the Sea conference for training. Our AVID teachers participated in the AVID Summer Institute.
April Staff Development 2006
    WASC work, Technology, Risk Management, Instructional Issues
District New Teacher Academy 2006 –
    District wellness, Curriculum-Scope & Sequence, Classroom Management
District New Teacher Orientation 2006 –
    BTSA, Evaluation, Discipline, Child Abuse, Blood Pathogens
August In Service 2006 -
    Assessment Data, Accountability topics AYP/API
August 2006 Supplemental Staff Development -
    AP Vertical Teams, Medi-Cal Administrative Activities, Joint Departmental Meetings
Buy Back January 3-5, 2007 –
    Jane Shaffer, Career Training for SH, Institute for Thinking & Writing, After School tutorial,
    Physical Fitness Training, Technology to support classroom instruction, CALLI,
    Teacher Web Site training, Differentiated Instruction, Response to Intervention, Assessment
District New Teacher Academy 2007 -
    CALLI(Cognitive Academic Language Literacy Instruction), Curriculum-Scope & Sequence,
    Classroom Management
District New Teacher Orientation 2007 -
    BTSA, Evaluation, Discipline, Child Abuse, Blood Pathogens
August In Service 2007 -
    District wellness, Williams Act, Assessment Data, Accountability topics AYP/API
	• *Professional development opportunities*
	• *STAR, CAHSEE results binders*
	• *Individual teacher reports*
	• *Purchase Orders*
	• *BTSA Reports*
	• *Peer Observation Records*
	• *Cohorts*

CALLI, Crisis Intervention, WestEd Map of Standards, Physical Fitness Training,
Integration of Career Vocational and Academic Curriculum, District Technology Plan,
BTSA, Differentiated Curriculum for Science, Scope and Sequence Development

Strengths:	Growth Areas:
1. CCHS plans and implements professional development activities designed to meet teacher and student needs. 2. Peer Observation and in-house training.	1. There is a need for continual staff development that targets our ELL Needs.

A.6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results?

Student achievement of the ESLRs and the academic standards is fundamental to the allocation of all human, material, physical, and financial resources here at CCHS. All distribution of resources and expenditures are carefully monitored by CCHS administration and DJUHSD Board so that student achievement is maximized.

FINDINGS	EVIDENCE
HUMAN RESOURCES All funds for programs are made effective by the staff that implements them. Our staff changes every year, but we believe it is also improving every year. Many of our school's programs like Extended Day, After School Tutorial, AVID, and others are run by teachers and staff staying after hours for the sake of the students. We are very proud of the fact that our teachers and staff are very willing to go the extra mile to reach as many students as possible. **MATERIAL RESOURCES** All material resources are purchased to improve or enhance student achievement of the ESLRS and academic standards as well as to aid staff in teaching the ESLRS and standards. All essential materials are provided, like textbooks and lab equipment, as well as non-essential materials like video projectors, overhead projectors, 10 Smart Boards (Math department), student planners, laptop	• *Master Schedule* • *Tutorials, Extended Day, AVID, Coaches, Special Activities participation* • *Career Center* • *Discipline Department* • *Counselors* • *Student Affairs Specialists* • *Teacher Aides* • *Textbook*

computers, graphing calculators, and many more.

PHYSICAL RESOURCES (Facilities)

Since our school is only five years old, our facilities are still state of the art. Each classroom is equipped with centralized video distribution, computer(s), LCD projector(s), PA system, telephone, internet access, and storage cabinets needed by teachers. Our computer labs are all operational and meet the needs of our student population. Our gym is equipped with enough space for boys and girls teams to play simultaneously, as well as, providing a weight room and wrestling room for the different sports. We are also very proud of the all-weather track finished in 2004, which is used often by sports teams from other high schools.

FINANCIAL RESOURCES

The responsible allocation of funds assists all students in the attainment of the ESLRS and the academic standards. Categorical funds are utilized by teachers who work after hours in programs such as, After school Tutorial and Extended Day. Additional funds have reduced class size in our English 9 courses and 9th grade Math courses to an average of 21 or less students per class. We also have staffed four academic counselors who meet with our students and parents to develop a 4-year educational plan, explain graduation requirements, and review student progress towards academic excellence. Monies have been allocated for our ELD, GATE, and AVID students to go on field trips, receive tutoring, and experience exposure to different environments and cultures. Also, CCHS funds two Student Affairs Specialists, a school Psychologist and Intern Psychologist, a school nurse, a library technician, several instructional aids, SBC 68 Outreach Consultant, Learning Director, resource teachers, and a Career Center Technician. CCHS also funds a Career Center that assists students in the exploration of career pathways, college choices, and vocational options.

There are many student organizations, fine arts groups, and athletic teams that are funded by CCHS. Monies are also allocated for transportation to and from the feeder communities like Earlimart and Richgrove.

Purchase Orders
- *School Site Council*
- *Fundraising Reports*
- *Grants*

Strengths:	Growth Areas:

1. CCHS has state of the art facilities, computer labs, and software and textbooks that are aligned to state standards. 2. CCHS has effectively implemented its various programs and improved on all major accountability measures including API and AYP	1. There is a need to resolve any deficiencies in our school library materials and services to enable an increase in student research opportunities. 2. There is a need to determine additional ways to improve the ELL performance on the CST and CAHSEE. 3. There is a need to update and upgrade technology in our labs.

SELF-STUDY FINDINGS

STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C.1 To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning outcomes?

The staff at CCHS makes a concerted effort to align instruction to the state academic standards and our school's student learning outcomes. Administrators, teachers and classified staff work together to insure that all students' needs are met via a robust curriculum designed to grant success on state and district assessments as well as future success at the college and university level. CCHS implements articulation meetings at all levels to educate and hold all staff accountable for cross-curriculum English language arts standards throughout every department as well as a concentrated, specific emphasis on the proper design of lesson plans i.e. lesson plan design based on Madeline Hunter's seven step lesson plan model and the Bloom's Taxonomy's six levels of critical thinking.

FINDINGS	EVIDENCE
Implementation of Content Standards At CCHS (Cesar Chavez High School) California state standards drive the curriculum. Each department has a course syllabus designed to implement California standards. Besides this, standards are posted on walls in the form of posters and flow charts so that all students are continuously aware of all standards. Teachers have areas on their dry-erase boards that have a place for California state standards and the daily agenda. Students have Agenda books where they record daily lessons and assignments, including the standards that are being instructed. In all core classes CCHS implements assessments referred to as ACES (academic core essential standards). These tests are given during the first three quarters of each academic school year. The ACES focus on specific California state standards. Resource teachers print these standards on 8 X 11 papers so that the lettering can be seen by all students. These standards are posted throughout each classroom so that teachers can easily focus on the standards to be mastered during the lessons that lead up to the assessment. The ACES papers themselves also have the California state standards	• Course Syllabi • ACES • Tests/Assessments • Lesson Plans • Holt Training • Learning Director • Clear organizational behavior charts (Administration, Department Chairs, Grade level "resource teachers") • CST Language (academic vocabulary) implementation in ALL CLASSES

printed at the top, where students can see the connection and alignment between the standards and the assessments. Often, there are more than one ACES exam given per quarter i.e. Reading, Writing and Speaking standards within the subject area. All students, from classes that are general education to college preparatory and Honors, must pass these ACES exams in order to be promoted to the next level course. The ACES exams are designed by each department to insure that the California standards are mastered in each class. Tests range from multiple choice to essay writing and oral presentations. All ACES results are recorded on-line for data analysis and accountability. If a student does not pass a class, whether due to a failing grade or a failing ACES exam, the student will be required to repeat the class during summer school or the following school year.

The CCHS administration and each department understand that the California state standards must mandate the curriculum. As previously stated, standards must be posted throughout each lesson. Even if teachers use multi-media, PowerPoint presentations, etc. they are expected to continually point out the significance and implementation of standards. Teachers often use written and oral techniques as well to have students write and recite standards to show their awareness. These standards are then discussed and analyzed to ensure student comprehension. In short, CCHS staff incorporates the California state standards into its curriculum and daily instruction.

Data Analysis

CCHS, which is part of the Delano Joint Union High School District, has placed great emphasis on data, the collection of data, the disaggregating of data, the analysis of data, and the conclusions that come from this data. At the beginning of each year, the district administrators inform students of school performance based on results from the API and AYP tests. PowerPoint presentations are given, showing comparison charts of the DJUHSD and other high schools throughout Kern County and the entire state of California. All assessment measures are analyzed, including the STAR, CST and CAHSEE testing.

Each teacher is given copies of his or her personal class results. This allows each teacher to see how his or her students performed. Also, teachers are given STAR and CST testing results of their

- STAR
- CST Tests
- API
- AYP
- CAHSEE
- Math Benchmarks
- Prosper
- ExamView test maker
- District PowerPoint presentations
- ACES on-line data base recording quarters 1-3
- District-Wide Data Meetings (state and

current students to get an idea of their performance.

ACES, as previously mentioned, serve as an inter-district assessment. Teachers must record all ACES results on-line to become part of the district data base. This is information that can be seen and analyzed by teachers, department chairs, school site administrators and district personnel. Each department incorporates teaching strategies to foster success on the ACES for every student. If a student fails an "ACE," then he or she is given opportunities to retake the exam. This is done after re-teaching occurs, both in the classroom and via tutoring given after school. Once again, the vast majority of students strive to pass their ACES exams. If students do not pass these exams, they will have to repeat the class in either summer school or the next academic school year.

It must be noted that data is collected at all levels. The Math department continues to develop benchmarks to complement the ACES program. The PE department uses state physical fitness proficiencies for all students. The English and ELD department use the Prosper program that breaks down data for each California state standard assessed on each test created by Examview (test maker using a computer card instead of the traditional scantron).

Professional Staff Development with Emphasis on California State Standards

Professional training and staff development is ongoing at CCHS. First, it must be said that training begins at the site itself. Teachers in all departments participate in staff training throughout the academic school year. In the English department, teachers regularly participate in Holt training and CSU training in critical reading analysis and writing. In the High Intensity Language Arts department for English learners, teachers (who have already received a great amount of training while earning their BCLAD's) use the Visions program. Both programs are heavily aligned with the California state standards in their textbooks. Math and Science teacher participate in CALLI which endeavors to train teachers how to infuse SDAIE strategies in these curriculums. Besides major texts used, outside experts often are invited to the district to share their expertise in the implementation of the standards. Teachers, throughout the school year, also attend conferences throughout the county and state to learn and grow in standards-based instruction. CCHS administrators regularly participate in conferences

- district assessment results)
- Distribution to teachers all data
- Parent Survey
- Student Survey
- Staff Survey

- Department meetings w/minutes
- Cohort meetings
- Staff Training
- Professional Development
- BTSA
- AB 466/ SB472 Training
- Learning Director
- Conferences
- Collaboration with colleges/universities
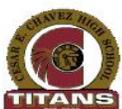
throughout the United States.

Lesson plans, designed behind the guidance given by the district, are based on the California state standards in the opening stages (objectives) of a seven to ten step lesson plan. CCHS emphasizes the lesson plan unit based on the steps of Madeline Hunter: objectives, standards, anticipatory set, teaching (input, modeling, check for understanding), guided practice/monitoring, independent practice, evaluation and re-teaching. This is a vigorous and highly tested and successful educational pedagogy that all CCHS teachers strive to follow.

The key to the implementation of successful lessons lie not only in the individual student, but in the "team concept." CCHS prides itself in the fact that it has created a harmonious atmosphere. Many teachers who have come to CCHS from other districts often mention, even marvel at the level of camaraderie and harmony displayed at CCHS. Teachers communicate via department meetings and grade/course level meetings, called cohort meetings. These meetings are the source of strong lesson plans. Each meeting has an agenda where teachers interact and communication is essential. The atmosphere is one where everyone feels the confidence and security to opine and share ideas, concerns, and openly disagree with certain issues. As with all democratic organizations, if disagreement occurs on new issues that have not yet been fully settled, then staff is directed to vote on such issues. It is a joy to work in such an environment of mutual respect, where experienced and new teachers alike share lesson plans and strategies, curriculum ideas, instructional practices, etc. In department meetings, as well as cohort meetings, the Learning Director and the Resource Teacher frequent meetings to become personally involved with each department. The "chain" continues with administration and department chairs, as California state standards and ESLRs are emphasized and discussed in a fashion to meet site goals and objectives.

Meeting California State Standards and Expected School-wide Learning Results

ESLRs have been renewed after receiving CCHS personnel input. The original ESLRs were not really changed, but put into a simpler format referred to as the "3 Be's." These ESLRs, which have been laminated and posted in every classroom, are the following:

- ESLR's are posted in every room
- Journal entries to put ESLR's in practical usage

- BE THINKERS
- BE KNOWLEGEABLE
- BE RESPONSIBLE

ELL (English Language Learners) Students

Following the core curriculum courses, CCHS must mention that the ELD department (English Language Development for non-fluent English students) has classes specifically designed for students struggling with the English language. The ELD department uses the *Visions* program and High Intensity Language Arts curricula, which have pre/posts tests, chapter tests, and unit tests in all four categories of language development: reading, writing, listening and speaking. The entire program is aligned with the ELD standards.

ELL students compose a large part of the CCHS community. The program has a full-time coordinator who not only works with the department chair and High Intensity teachers, but also meets regularly with the English department to ensure that all ELL students are identified and are given the support needed to succeed in the classroom. As stated previously, the ELD department regularly meets with outside agencies to refine instruction. A year-long commitment has been made with CSUB, our local university, to implement ELL (English Language Learners) strategies that bring mastery to the ELD state standards.

- Resource Teacher
- ELD Training
- Data sheets to all teachers identifying levels of all LEP students
- Collaboration with local colleges and universities (BC, CSUB, UC Merced)
- Migrant Program
- CAHSEE Class
- After-school tutoring

Challenging Instruction

CCHS offers challenging courses at all levels. Providing a general framework of courses, CCHS has a GATE program that has departmental courses in Honors, AVID, and Advanced Placement. Also, there are rigorous CP classes directed at providing the skills necessary to succeed at the college level. Besides these advanced courses, all general courses include the same ACES exams that are given at the CP and Honors levels. CCHS demands that all students believe that they can succeed at a high level and this is proven by their performance on the ACES exams at all course levels in all core classes (English Language Arts, Mathematics, Science and History). Although there may not be an ACE exam in

- Learning Director
- Research Papers
- Oral presentations
- Creative writing
- Scientific labs, experiments, realistic projects, etc.
- Bloom's taxonomy
- College/University preparation
- Multi-Media Projects
- Computer Lab

all classes, even the Physical Education department demands that students perform rigorous tests based on the following three categories: skills testing, written tests for understanding, and fitness tests. The Special Education classes are IEP (individualized educational learning plan) based and whether it is a SDC (special day class--often all day long with the same instructor and instructional aides) class or a RSP (resource specialist program for students who have needs in one or a few courses--a pull-out program) class, the IEP will stipulate what testing is necessary and if there exists and special conditions for Special Education students while they are in core classes (i.e. a Special Education student who is in an English class will have to pass the ACE exams as well, but may have special conditions allowed in order to assist him/her in accordance with his/her particular needs). Specifically, students are challenged in a myriad of ways to fully establish mastery of various California State Standards, ESLR's and college/university requirements. Besides the required state testing and school wide proficiency testing (ACES and Assessments), these challenging learning activities are meant to prepare students for the future. Future skills include college and university skills as well as higher level thinking skills, such as independent analysis, problem solving, creativity, and data-based decision making. Senior students are given simulated testing skills to prepare them for the SAT/ACT and college/university entrance exams (essays). In conclusion, teachers, via collaboration and professional training, as well as student input via surveys and the normal student-parent interaction, constantly seek to challenge all students regardless of their current test scores or actual class level. CCHS has ACES in all core classes and offers repeat courses as it is the core belief of the CCHS school site that ALL students have the potential to learn and become educated, contributing adults.	• AVID • GATE Program (Honors, AP) • Field Trips to colleges/universities

Strengths:	Growth Areas:
• Cohesive nature of staff: administration, teaching staff and classified personnel work well together • Leadership: administration is stable,	• Expansion of the library • More college/university texts (preparation for the SAT) • More textbooks, materials, resources and

department chairs have experience and commitment	organization for the Special Education Department
• Assessment and accountability: Staff feels very informed in regards to student performance	• Increase peer collaboration for instructional purposes
• Vision: CCHS is a site where leadership continues to explore new programs and raise the bar in regards to student performance (currently CCHS is one of the top schools in the county and is the #1 high school when compared to schools with similar socio-economic and ethnic demographics	• More parent involvement: PTA is an organization that could provide a bridge between CCHS staff and the Delano community
• Focus on ELL (English language learners)	
• Positive atmosphere: teachers and students are enthusiastic. The Learning Director leads an Academic Culture Committee to bring about core values that value education	
• Awards have been given to CCHS that include a personal presentation by Governor Arnold Schwarzenegger	

C.2 To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that engage students, emphasize higher order thinking skills, and help them succeed at high levels.

CCHS understands that students need to be challenged and given real life experiences in order to have a holistic education. Teachers strive to make instruction interesting and practical to students. CCHS is proud of the top three finishes of the Academic Decathlon team and has now expanded to compete in the history competition entitled "We The People." The Academic Decathlon team meets everyday as a regular class with a dedicated teacher. Technology, although still in the process of improvement, is very much valued at CCHS. Every classroom has an overhead projector and television. Most classes also have computer projectors so that teachers can instruct using the internet, PowerPoint, and other computer programs. Lastly, it should be mentioned that most GATE instructional experts emphasize the importance of academic fieldtrips. CCHS participates not only through the AVID program in these trips, but also via colleges and universities to expose students to colleges, state universities, and the UC's.

FINDINGS	EVIDENCE
Variety of Instructional Strategies Teachers strive to present their lessons in creative and interesting ways. Most teachers often have two to three strategies involved in a single day's lesson. For example, a teacher may begin with a journal on a controversial topic, allow students to read their journals and debate the issue. This may be followed up with a lesson using a computer and projector for a PowerPoint presentation or other programs to provide a variety of instructional strategies. From here, a teacher could easily use audio for narration, a small clip of a documentary, etc. and then proceed to reading materials and	- Parent Survey - Student Survey - Research Papers - Oral presentations - Creative writing - Scientific labs, experiments, realistic projects,

discussion. Many modes are used in single day's lesson. All classes are equipped with television monitors, overhead projectors and screens, and audio CD's with textbooks. Bloom's Taxonomy is given in printed form and/or mentioned in every CCHS professional training. It is emphasized in the formation of lesson plans. CCHS strives to move through each step: from knowledge to comprehension to application to analysis to synthesis to evaluation. Besides the core textbooks, which are California state standards based and in accordance with Bloom's taxonomy, teachers strive to provide many other instructional experiences as well. Within every classroom, all students are going to be exposed to the following: 1. Technology: audio CD's, film documentaries, internet research, business classes (web design, Microsoft office programs, etc.). 2. English Language Arts/History: acting out of plays both classical and modern, and creative artwork and writing. Journal writing that is both personal, provocative, and problem solving as controversial topics are discussed. Research that includes both technology and the personal element of surveys and interviews. Also, oral presentations and debates allow students the confidence to express themselves in an effective way both spontaneously and after painstaking research and data collection via speeches and debates. 3. Science: projects, dissection, experiments, observational data, etc. 4. Mathematics: graphs, problem solving, mathematical games, etc. 5. All classes: CCHS has a wide variety of technology that is used in the form of teaching and assessment. These programs include interactive programs that are both entertaining and educational for the teaching of mathematics as well as reading and writing. Reading and writing skills are broken down into phonics, grammar, punctuation, and reading comprehension. 6. Group projects are initiated in classrooms to teach collaborative learning and people skills. It is imperative that students learn how to work with others that they are not especially close to when socializing to learn the skills necessary to be a team player. Collaboration is a key point in providing challenging activities. Peer observation occurs for teachers to observe other teachers while they teach. This includes discussion as well to exchange ideas. Besides communication between administration and the teaching staff, parents and students also participate in surveys and are included in the teaching process. Many assessments include options for students	etc. - Bloom's taxonomy - Peer Observations

to choose from. This allows students some flexibility and applies Howard Gardner's multiple intelligences theories.

Professional Staff Development with Emphasis on Methodology

CCHS understands that a successful school must build an "Academic culture." Our school site has a full-time administrator dedicated to building this academic culture. This has been fostered through many different means. First, it must be stated that the API scores are emphasized throughout the school year in every class. CCHS is proud of its high standing in Kern County, being in the top five when compared to all high schools for API scoring. When compared to other high schools with similar socio and ethnic demographics, CCHS had the highest API scores in Kern County for the academic school year of 2006-2007. This year our goal is to break the 700 barrier! The Learning Director at CCHS heads an "Academic Culture Committee" that discusses how CCHS can further implement California standards successfully in each classroom to constantly push students to successfully reach "proficiency" and "above proficiency" on STAR testing.

Lesson planning is fundamental to engage students in the learning process. CCHS administrators provide workshops and distribute lesson planning models and evaluate teachers expecting these models to be implemented. Evaluations provide clear leadership to help teachers model effective teaching strategies that include modeling, guided instruction, check for understanding, and re-teaching.

- Staff meetings
- Department meetings
- Collaboration with educational experts
- Administrative evaluations

ELL (English Language Learners) Students

ELL students in the High Intensity Language Arts classes have access to many effective programs. Besides an emphasis on the four components of language acquisition (reading, writing, speaking and listening), students in these classes also have access to the A+ program and other computer programs that allow students to work interactively with all four components via fun computer games. Students work through levels, which are recorded on-line on the district data base. Teachers are able to monitor students' progress to evaluate instruction and re-teaching that may be necessary. Besides computer classes, students have been able to work with other students via the internet to create not only writing pen pals, but speaking pals as well to practice their English.

- Resource Teacher
- LEP students identified
- Training in SDAIE strategies
- ELD standards

As stated previously, the ELD program meets regularly with professors from CSUB (California State University of Bakersfield) to implement the CSUB English program for second language learners. This program not only provides instructional methodology and resources, but contains assessment programs and mentoring as the CSUB professors visit teachers and observe them as they instruct students.

Technology Resources

Computer labs are used by all business teachers. These classes teach students basic keyboarding skills as well as Microsoft Office programs. Advanced courses teach business skills and put to use computer programs to collect and analyze data.

- Computer Labs
- Television monitors, overhead projectors, laptops and laptop computers in many classrooms

As stated, most teachers have computer projectors as well as access to computer labs to conduct research and allow students to participate in multi-media projects. Assignments include video to create an "infomercial," and PowerPoint presentations to allow students to conduct surveys, collect data, and present their conclusions via a professional presentation that includes graphics, digital pictures, etc.

In conclusion, CCHS provides many opportunities to use technology to create interesting, challenging assignments. An elective exists as well for students who wish to learn web design and more advanced computer programming. All students have access to the internet.

Interventions for At-Risk Students

CCHS has made a concentrated effort to reach students who fall into the "below" and "far below" proficiency range on the CST (California State Test). An interdepartmental vocabulary program exists where, in conjunction with the English department, teachers review key vocabulary such as "analyze" or "infer" with students as a warm-up activity. Students are given 3 X 5 cards with the definitions of these words.

CCHS gives a concerted effort on the CAHSEE and CST.

1. Classes exist only for the CAHSEE
2. Teachers in English classes prepare students specifically with simulated tests with curriculum provided by the Department of Education

- CCHS incentive program for the CST/STAR
- Learning Director
- ELD Coordinator
- State Testing academic vocabulary
- Student

3. After-school classes exist for extra instruction in English and mathematics 4. Incentive programs are given for not only top scores, but for students who have the most improved scores on state tests. These include top prizes of lap top computers, DVD players, bicycles and field trips.	achievement recognition

Learning Beyond the Classroom

Besides the curriculum that every student experiences on a daily basis, there exists a vast array of activities for students to receive enrichment throughout their high school experience. These include extremely challenging events such as the countywide and statewide competitions "We the People" and the "Academic Decathlon." Both programs last several months and provide students with extremely challenging curriculum.

Also, for students who need extra help each core curriculum class has after-school tutoring where teachers will meet one-on-one with students to build up their skills through graphic organizers, outlines, ancillaries, the editing process, etc. Thus, learning takes place during and after-school throughout each week of the school year. Finally, many programs and classes participate in academic fieldtrips and allow guest speakers from the professional world as well as the academic world (colleges, universities, the armed forces, etc.) to speak with classrooms and interact with students.

As previously stated, CCHS has made a great effort to promote academic achievement. The Learning Director coordinates with teachers to send "Student of the Month" postcards to students' homes. Later, these students will be dismissed early from their last period to participate in an ice cream social.

Students working on the school newspaper, *The Grapevine*, and the school yearbook, *TITANEER,* digitally produce both publications utilizing industry-standard software(*Adobe Photoshop, Adobe InDesign* and *Adobe Pagemaker*).

The ASB at CCHS is very active and energetic. A supervisor leads the ASB each year, where she has her own office and certain periods to dedicate to this process. Every morning ASB officers give the announcements during first period, which is slightly longer than the other five periods (six additional minutes). During these announcements, students make reference to the ESLRs. Also, there

- Student of the Month recognition
- Academic Decathlon
- We the People Competition
- Web design curriculum in business department
- After-School tutoring
- ASB
- School Newspaper
- Yearbook
- Athletics
- Clubs

is a class dedicated to the school newspaper and the yearbook to promote student issues, concerns and interests. There are also class officers and representatives who participate in the CCHS student council. These student-leaders often lead rallies, make posters, and generally have a very positive influence on the rest of the CCHS student population.

In conclusion, CCHS students are also very involved in sports and clubs. These activities provide invaluable experiences and challenging experiences. There exists clubs in foreign languages, clubs that practice strategic games, clubs that assist disabled students, and many more.

Strengths:	Growth Areas:
• ELD and High Intensity English teachers are strong role models for students and very capable. Teachers have CLADS and many are bilingual. Instructional aides are bilingual in languages such as Spanish and Tagalog and assist many teachers. • Academic Decathlon team (2nd place in the entire county, competing with teams in the top three places of a much higher socio-economic demographic and essentially being FEP (fluent English proficiency) schools. • 'We the People' has competed successfully. • Academic culture: CCHS has dedicated administrators, certificated and classified staff who truly believe in their students. CCHS does not allow students to allow obstacles in life to serve as excuses for low achievement. Accountability and expectation is schoolwide. • Learning Director, Resource Teacher, and departmental resource teachers	• GATE coordinator to be assigned exclusively for CCHS. Many resources are needed that are not available. Also, the identification of GATE students needs to increase. • Continue to look for challenging proficiency tests for GATE students to supplement the ACES • Update computers in labs and classrooms. • More computers in classrooms needed for student-centered projects • Update areas of curricula that has not been reviewed for several years • As mentioned previously, the computer labs and the library need to be enlarged and updated to include more technology • Stronger access to the internet for teachers and students as many filters make research difficult • More Realia is desired, especially in the mathematics, science, and Special Education departments

SELF-STUDY FINDINGS

STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B.1 To what extent do all students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results.

Cesar Chavez High School has made progress towards designing and implementing a systematic approach to standards-based curriculum and assessment. During the first three years of our accreditation cycle, from 2005-2007, the staff worked on standards-based curriculum model units/lesson design. The District assembled a team of department-level academic core resource teachers, and facilitated the design and implementation of an "official" standards-based scope/sequences and an "official" set of summative assessments for each course. Through these efforts, CCHS has experienced a fundamental shift in the academic climate of the school. We have embraced the challenges of API and AYP, we have adjusted our ESLRs to reflect a genuine commitment to academic excellence and personal responsibility, and we have solid evidence that our efforts are resulting in substantial gains in student achievement.

Looking forward, we intend to continue our current approach to standards-based curriculum and assessment, revising and refining as appropriate, and extending this approach to subjects outside of the academic core. Our commitments to standards-based education and to academic excellence and personal responsibility are valid, and we hope to build on our accomplishments in the years ahead.

FINDINGS	EVIDENCE
Generally, the curriculum seeks to elevate students to the state standard level of proficient. School atmosphere and policy encourages students to be accountable and embrace the ESLRS.	• School policies, staff expectations, labs.
ACES(Assessment of Core Exit Standards) The staff at CCHS has developed Assessments of Core Exit Standards (ACES), departmental summative assessments that each student must pass in order to pass the class. Each assessment is directly linked to California State Standards. The ACES are always under review, and ongoing refinements in the official scope/sequences and Assessments of Core Exit Standards (ACES) will always need to be made in light of student performance and in	• ACES • All curriculum materials are aligned to the California Department of Education Content Standards
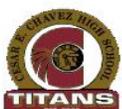
light of the blueprints of the CAHSEE and CSTs. Students must pass ACES to show mastery of the departmental essential standards.

Student learning and mastery is determined with ACES (Assessment of Core Exit Standards), which every student must pass in order to complete the class. ACES are graded with *Prosper* software which not only scores the ACES, but provides data analysis for teachers to consider adjustments to curriculum and instruction. Release time is provided for teachers to meet as cohorts to collaborate, analyze data, and adjust accordingly. Cohort meetings are chaired by resource teachers to coordinate the curriculum and instruction efforts within each core department in conjunction with the department chairs. A full-time Resource Teacher coordinates activities and goals related to curriculum and instruction designed to meet the needs of English Learners. The site administration (including a full-time Learning Director), Department Chairs, and resource teachers collaborate continuously on matters that affect all teaching and learning aspects, especially those aimed at reaching English Learners.

Portfolios

Students show compilation of their work through portfolios, in some departments. Rubrics are used for written and oral presentations to show/demonstrate knowledge. Projects show mastery of skills. Multi-cross-curricula's activities demonstrate student knowledge of how one discipline interrelates to another discipline.

- Rubrics
- Portfolios
- Projects

For most students, rigorous, relevant and coherent standards-based curriculum supports their achievement.

Special Education

A majority of Cesar E. Chavez High School's Special Education students are in the Resource Specialist Program (RSP) and participate in the regular curriculum 60 – 80% of the time. Courses offered by the RSP teachers are aligned to ELD, Math and Language Arts standards. Depending upon the Individualized Educational Learning Plan (IEP) of a Special Education student, these courses may be aligned to below grade-level standards.

- IEP, tri-annual IEP assessment by school psych.
- Woodcock-Munoz test

Curriculum in the Special Day classes is aligned to state standards as prescribed by the IEP. All Severely Handicapped (SH) students in the District are currently housed and served on the CCHS campus.	
English Language Learners	• High Intensity • Strategic Block classes • Afterschool tutorial • Inservice-differentiated learning • CELDT • CALLI
The High Intensity Language Arts department was developed for underperforming students and ELD students in language arts. This involved creating a block period to integrate instruction in Language Arts and English Language Development. Supplementary funds provide instructional aides, class size reduction, extensive learning software (Fast ForWord, Lexia, A+, Orchard, and others), and other resources to assist the instructional staff in providing individual opportunities for student needs to be met.	
Core materials and *Heinle and Heinle* ELD materials are provided by the District. The *Visions* curriculum provides a comprehensive, sequential approach to address the development of English skills in an accelerated manner. Students must master four (4) levels (Intro, A, B, and C) of the state-adopted *Visions* curriculum before being promoted to English classes. To help smooth the transition from ELD to English, strategic classes are scheduled for a two hour block (English CP Strategic). Sheltered classes are provided to English Language Learners in all core academic content areas where SDAIE strategies are implemented by teachers with specific training. Staff, in all academic areas, has received extensive training in software, instructional strategies, and standards assessments along with release time to ensure that all courses are aligned to ELD and Language Arts standards.	
Enrollment in Honors/AP Classes	• Expanded AP and Honors class offerings • Honors and AP guidelines • AVID
CCHS received a 3-year AP Start-up Grant from the College Board in 2005-2006. By the end of the three year grant, the students and staff of CCHS benefited greatly and CCHS now boasts a wide variety of AP course offerings from which students may choose: • Calculus AB* • English Language & Composition • English Literature & Composition* • Environmental Science* • Government & Politics: United States	

- Macroeconomics
- Physics C: Mechanics*
- Spanish Language
- Spanish Literature*
- Statistics
- United States History

* Course included in AP Start-up Grant

All AP courses have been approved through the new AP Course Audit process. AP teachers attend Summer Institutes and other trainings designed to increase curriculum familiarity and improve instructional strategies.

The District-wide Gifted and Talented Education (GATE) program provides learning experiences for high performing students with exceptional needs. CCHS offers a broad range of AP and honors classes which are supported, in part, by GATE funds. GATE funding provides supplementary materials for students in Advanced Placement/Honors classes in the academic core and for GATE students enrolled in a college prep course aligned to the state standards (due to student choice or performance). Students are also offered field trips to colleges, universities, cultural events, and museums.

Strengths:	Growth Areas:
1. Integrated programs based on individual students' abilities are designed to provide achievement of the standards. 2. All curriculum is aligned to state standards. 3. The AP Start-Up Grant expanded the AP course offerings.	1. Continue to build the AVID program. 2. Continue to seek materials for ELL learners to quickly accelerate language acquisition. 3. There is a need to provide additional resources for Gate and Honors students.

B.2   To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Cesar Chavez High School has 2106 students, but works to meet the unique needs of each and every student. All available data is used to give each student the most appropriate placement. Counseling/guidance services and many academic support programs are provided to assist students make progress towards a diploma.

When a student takes personal responsibility for their education, they will find that through placement, support, and guidance, each student has the structure and direction they need to complete the requirements for graduation and a vision for their future.

FINDINGS	EVIDENCE
Career Center The Career Center at CCHS maintains the responsibility to expose students to various career opportunities. Career information is always available. A Career Day event is scheduled every two years. Students receive assistance with FAFSA and college applications as well as guidance from college liaisons. Military representatives are regularly available with information for students at the Career Center. The Eureka computer program is available for students to explore career interests. Seniors can obtain college applications, college bulletins, ACT and SAT applications, and explore available scholarship opportunities in the Career Center or from their counselors. The Career Center technician and the counselors organize a Career Day, held every two years. Students are able to select two career fields of personal interest and attend informational	• College course catalogs • Presentations for community members • Career Day, 8th Grade visits, tech schools, colleges, job postings • Tutorials, guest speakers- via career center

presentations on campus.

Counseling Department

The Counseling Department provides a systematic process to keep students on track for graduation and college readiness. Sequential monitoring of each student's schedule and progress is provided for appropriate intervention to occur when needed. Sophomore Counseling provides counseling time with the student and their parents to plan for their personal high school progress, and look at personal options. The Counselors are available regularly for students to review their choices and redirect their course of study if needed.

Resources

The CCHS library offers search programs for students to improve writing skills and gather information for research papers.

The campus Computer Labs enable students to conduct research for colleges, academic papers, and presentations, etc. Students are often given time in the lab to complete data input for various requirements.

Migrant PASS program- a program that is offered to students who need credits to graduate. Students can earn up to ten credits a week.

GATE

The District-wide Gifted and Talented Education (GATE) program provides challenging learning experiences for students with exceptional needs. CCHS offers a broad range of AP and Honors classes. GATE students receive counseling services geared to their special circumstances.

Instructional Technology

Cesar Chavez High School has state of the art technology throughout the campus. Every classroom has a teacher workstation with Internet Access and learning/research software for enhancing instruction. Language Arts classrooms have 10-station computer labs for student use, as well as, projection systems. In addition, the Business Building contains 6 computer labs that can accommodate an entire class complete with a teacher workstation and ceiling-mounted projector for instruction. An additional computer lab is contained in the

- Agenda with graduation requirements
- AVID
- CAHSEE classes

- Computer program in library
- Research materials

- Industrial Arts shop
- CAD

Library for student access. The Careers Building contains an excellent facility where CAD Drafting is taught in a technology-rich environment. CCHS is proud to have an environment in which all members of our learning community have access to technology. **North Kern Vocational Training Center** Cesar Chavez High School students have access to the North Kern Vocational Training Center (NKVTC) Regional Occupational Center located adjacent to the Delano High School campus. NKVTC provides occupational training to high school students, adults, and out-of-school youth. In addition to formal classroom instruction, NKVTC works with local businesses to provide students with on-the-job training through the community classroom concept. Many of our students participate in the Nursing program at Delano Regional Medical Center through NKVTC where teachers/counselors also assist the students with job placement. **Work Experience Education** Work Experience Education (WEE) ,a California State regulated program, allows students at least 16 years of age or Juniors or Seniors with part-time jobs to earn elective credits toward graduation. Students enrolled in WEE are given up to two periods of release time from school. CCHS also offers bus transportation for students involved in after school activities like sports, ASB, tutorial, and extended day, giving students the opportunity to become involved without having to worry about how they are going to get home.	• North Kern Vocational Training Center • Agriculture, medical, health academy, auto, and business. • Award winning restaurant (FHA-HERO) • Job training Resources (vocabulary, checkbook, job search, links to Dept. of Rehab, local community job training (such as, Ranch Market and the Goodwill)

Strengths:	Growth Areas:
1. Students have a wide variety of resources (academic and vocational courses) to further their educational goals. 2. Instructional Technology is available for students.	1. Make sure that all programs are up to date. 2. The library needs copy machines for the students and should be enriched with more books. 3. Offer more elective courses in general. 4. Improve the visibility of the Career Center. 5. Improvement on test scores.

B.3 To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

It is becoming more difficult to earn a high school diploma. Academic expectations are being raised, the CAHSEE is in place, and many schools (including CCHS) have increased their graduation requirements to include four years of English and three years of math, which include Algebra and Geometry. At CCHS, we have maintained a high graduation rate even as we phased in these changes. This indicates that support for academic excellence, combined with personal responsibility on the part of the student, is the formula that will allow students to continue to qualify for graduation.

Over the next several years CCHS will be challenged to assist students to pass the CAHSEE and to meet the Geometry requirement. We hope to meet this challenge through "High Intensity" and "Strategic" approaches to English-Language Arts and Mathematics.

FINDINGS	*EVIDENCE*
After School Tutorial After School Tutorial is an important support means for the ACES (Assessment of Core Exit Standards tests). Tutorial became department-centered and department-driven during the 2003-2004 school year. Departments use Tutorial to provide students with additional academic support for their ACES and to provide an additional venue for students to retake ACES tests. Although After School Tutorial is utilized for the ACES, students may receive additional curricular help if needed. Students who need additional help may also arrange to work with their regular course teacher. Tutoring is	• Tutorials after school, Summer School program, High Intensity classes, Strategic classes---all geared to meet specific student need

available for students in Business Education, High Intensity courses, English, Mathematics, Science, and Social Studies. The process by which students are assigned to After School Tutorial varies by department.	• Remediation through the Migrant Program
	• Writing Workshop
A Writing Workshop is conducted after school in the spring to provide essay format review prior to the CAHSEE. The primary focus is tenth grade students, but juniors and seniors who have yet to pass the CAHSEE are invited to attend. The Workshop reviews the narrative, expository, persuasive and the literary analysis essay formats.	
A Math Boot Camp has been organized for intense mathematics review, as well.	
PASS program offers student a process to earn missing credits needed to graduate.	
Counselors give individual attention and are involved with student academic careers keeping students on track for graduation. The counselors monitor the student for all four years.	• 95% senior graduate rate
	• AYP, APIs; increased numbers
CAHSEE Course for 12th and 11th grade	
Courses have been designed for those 12th and 11th grades students who have yet to pass the CAHSEE in either English or Mathematics. The student is scheduled into a regular day course and receives English or math credits while working on those skills needed to be successful on the test and graduate. Teachers use assessment data to determine appropriate review and re-teaching that the student needs.	• CAHSEE courses for 12th and 11th grade students
Extended Day	
The Extended Day Program is a school-wide intervention program designed to increase the reading, writing, math, and test-taking skills of students whose skills are below grade level. The goal of the Extended Day program is to rapidly increase the reading, writing, math, and test-taking skills of participating students so they can successfully meet the high school exit exam requirements and overall academic performance.	• Extended Day tutorial/course
	• TAP identification
The Extended Day Program is required for TAP students to prepare for the CAHSEE. The program will provide identified students with the knowledge and skills necessary to pass the exam. Student will be	

scheduled to attend a 55 minute period on Monday and Wednesday or Tuesday and Thursday. **Eighth Grade Academic Bridge** The District-wide Summer Bridge Program has been in place since the summer of 1999, helping to prepare incoming freshmen in the areas of Math, Reading, and Writing. All incoming freshmen who are performing below grade level are strongly encouraged to attend. Enrollment has increased each year since the program's inception and it is expected that this trend will continue as the community grows. **AVID Impact** Cesar E. Chavez High School supports a growing AVID program targeting students, who have the desire to go to college and the willingness to work hard, that need extra support. For one class period a day, students are guided in organizational and study skills, work on critical thinking and asking probing questions, get academic help from peer tutors, and participate in activities that make college seem attainable. The AVID curriculum is based on rigorous standards, follows the <u>WICR</u> method, which stands for writing, inquiry, collaboration, and reading. Students are selected for AVID through a given criteria: an application process, assessment, and an interview process. **Summer School** Summer School is available to remediate students who received a D or an F in any core class. A minor number of courses are offered to students who wish to take courses early (such as Keyboarding and Driver's Ed) to make room in their class schedule for additional curricular opportunities. In 2004, the District implemented summer school as a "repeat only" policy for almost all academic core subjects. **At Risk Students** CCHS has numerous programs to help at-risk students succeed in high school. The SB-68 Coordinator organizes a student study team for students at risk of dropping out of school. The team meets with the student and his or her parents. Together they develop a plan for the student. The support staff monitors the progress of the students.	 - Summer Bridge to impact incoming 9th grade students - AVID program - SB 65-Student Study Teams

Strengths:	Growth Areas:
1. A variety of programs are offered to address the minimum competency requirements. 2. Writing Workshop/Math Boot Camp to review writing formats for the CAHSEE. 3. The AVID program has grown and flourished. 4. Student Study Teams work to help at risk students	1. AVID, Migrant PASS Program could be expanded. 2. ACES in science, math need to be continually revised.

SELF-STUDY FINDINGS

<div style="background-color: #F5B800; padding: 10px;">

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

</div>

E.1 To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teacher/learning process?

Cesar Chavez High School's leadership team recognizes the importance of parental and community involvement and is strongly committed to providing opportunities for parents and the community to get involved. Many students come from large extended families which have the potential to provide great support for them in their education. However, parents do not tend to be as active as they could be in their children's education. Yet, the administration, teachers, and staff actively provide various communications and reports to parents and the community and invite them to attend many school events, public meetings, and to serve on advisory committees directly related to the academic programs offered. We welcome the opportunity to promote our school within the community and to encourage parental and community support that will lead to stronger educational programs and increased student learning.

FINDINGS	EVIDENCE

Parent and Community Involvement
 	
Parents and community members provide input to the teaching/learning process through advisory committees for various programs within the school. The School Site Council consists of students, parents, staff members, teachers, and administrators who work together to adopt and implement the annual school site plan, which governs the use of all categorical funds. Parents serve on The District Technology Committee, WASC Leadership Team, the Migrant Education Advisory Committee, the Bilingual Education Advisory Committee, and the English Language Advisory Committee. Parents attend monthly School Board Meetings and share input related to any and all school programs.
	• Advisory Committees
	
	  o District Technology
	  o WASC Leadership Team
	  o Migrant Education
	  o Bilingual Education
	  o English Language

Community leaders and business people participate in a bi-annual Career Day organized by the Counseling Department. They provide valuable information about their jobs and careers including educational and training requirements. Each student attends two or three career sessions of their choice. Community businesses and organizations provide college scholarships to graduating seniors and provide funding for classroom projects. There were 20 college scholarships given to 35 seniors in 2007. Each year Paramount Agricultural Companies fund up to seven projects a maximum of $3,000 each to various departments to provide students with materials and/or experiences believed to be of value in the educational process but not possible through available school and district resources. Other community partners that support our school are: Advanced Micro Research, Bard College, BC, Cal-State CALLI, Edi Consulting Group, Central Valley Office Supply, Kiwanis, Soroptimist Scholarship Organization, Leslie's Flower Shop, Mauricio Mascarinas, Pepsi, UC Merced, and Service Learning.	• School Board Meetings • School Site Council Meetings • Career Day • Paramount Grants • Business Community Partners
Local area businesses (Sears, Wal-Mart, Perkos, Pepsi, McDonalds, Magic Mountain, Jostens Action Sports) provide raffle prizes to encourage our students to increase their performance on standardized tests. Prizes include a television, mountain bike, $5 and $25 gift certificates, and a school jacket.	• Raffle prizes
Community businesses provide employment to many of our students through Work Experience Education (WEE). This state regulated program allows students at least 16 years of age or Juniors or Seniors with part-time jobs to earn elective credits toward graduation. Students enrolled in WEE are given up to two periods of release time from school.	• Work Experience Education
Parents and the community support student athletics by their attendance at athletic events and through the Quarterback Club, a football booster club. This club raises approximately $10,000 annually. These funds are used to buy athletic equipment, to provide meals after athletic competitions, and to support the off-season program. This includes paying tournament entry fees for the Passing League and for the Linemen Competitions. The Quarterback Club also funds a summer trip for the teams. Local businesses support our football (22 partners), basketball (16 partners), and baseball (5 partners) programs through the purchase of advertisement banners. Each year local businesses also purchase advertisements in the school	• Quarterback Club • Advertisement Banners • Discount Cards • Delano Regional Medical Center • Kern County

yearbook, TITANEER, and support discount cards for fundraisers for athletic teams.

The local hospital, convalescent hospital, and library, provide opportunities for the National Honor Society members to earn community service hours needed for membership.

Parent and Community Outreach

Written communications are mailed to parents annually on upcoming Parent Information Meetings, Back-to-School Night, and Salute to Scholars Night. These events are open to the community. Our annual Back-to-School Night activities include a principal's address, introduction of faculty and support staff, and classroom visits. Parents attend their students' classes where they get an opportunity to meet the teachers and get an overview of the classes including course expectations, curriculum, assessments, and grade-level standards. Our annual Salute to Scholars Night in which students with GPAs of 3.0 and higher receive gold (3.75 and higher), silver (3.50 – 3.74), and bronze (3.0 – 3.49) medals for academic excellence. These events are advertised in the community newspaper (**Delano Record**) and the school newspaper (**The Grapevine**) and are well supported by parents and the community.

Parents are notified of student attendance using an electronic phone system, School Messenger. Parents are notified of single period as well as full day absences.

Cesar Chavez High School informs students, parents, and the community about school programs, school progress, upcoming events, and ways to get involved with the educational programs and school improvement via the school's website, www.djuhsd.org. The site consists of many different pages that are maintained by designated staff in each department.

Teachers communicate regularly with parents explaining course requirements, learning strategies, grading policies, behavioral expectations, and student progress. This contact is made by letters, telephone, internet website, parent conferences, IEP Meetings, scholarship warnings, and grade reports. Teachers also choose several students from their classes as Students of the Month and mail postcards home to parents explaining the students' achievements which merited their selection.

Library, Delano Branch
- Community Service Hours
- Browning Manner Convalescent Hospital

- Annual Parent Information Meeting
- Parent/Student Information Handbook
- Parent Rights Annual Notice to Parents and/or Guardian
- Salute to Scholars Night honoring student achievement (GPAs of 3.0 and higher)
- Back-to-School Night/Sign-In Sheets
- Ninth Grade Parent Orientation
- AVID Parents Night
- Scholarship Warnings
- Report Cards
- Phone calls,
- Parent/Teacher Conferences

During December, the Associated Student Body sponsors a "Titan Holiday". Departments and clubs decorate the campus with Christmas trees, lights, and presents, for the community, students, faculty, and staff to enjoy. The Titan Band and Choir delight the audience with Christmas music. The Christmas Trees are then donated to needy families within the community. The Titan Band performs in community service based events including Relay for Life and Chamber of Commerce sponsored events. The Counseling Department provides transportation for parents and seniors to attend Bakersfield College Night in Bakersfield, California. The Counseling Department also sponsors a financial aid night for students and parents. Cesar Chavez High School offers interscholastic athletic events open to the community for all sports. At the end of each season, parents are invited to attend Award Banquets for each sport to celebrate individual and team accomplishments. Counselors schedule meetings with all sophomore students and their parents to prepare their high school programs of study and to provide information on requirements for higher education.	• School Messenger • Home Visits when necessary • School Website • IEP Meetings • Letters explaining **ACES** tests • Scholarship Warnings • Report Cards • Student Agendas • Students of the Month • Postcards • Titan Holiday • Band Concerts • Bakersfield College Night • Interscholastic athletic events • Sophomore Counseling • Financial Aid Night for students and parents • Sports Awards Banquets

Strengths:	Growth Areas:
1. CCHS Website provides increase communication for parents and community. 2. A variety of strategies are used to involve parents and the community 3. Many committees and councils are available for parental and community input. 4. Parents are involved in planning student	1. Organize a strong Parents/Teachers Association to involve more parents from the broader community 2. Find more ways to recognize community involvement 3. Promote Back-to-School Night

coursework and career pathways with counselors.	to increase parental involvement

E.2 To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Schools are places where parents entrust school officials to oversee the development and education of their children. Students can't learn if they don't feel safe. We believe that our school is a safe, clean, orderly environment that nurtures the teaching and learning process. We have a beautiful school which opened in 2003. It was designed for safety. Overall, the general cleanliness and condition of the school grounds and buildings are in good order. However, we recognize that we must be diligent and continuous in our efforts to maintain a safe, clean, and orderly environment for our students and staff. Our school's atmosphere is one of respect for students, faculty, staff, and administrators. We have been deliberate in our efforts to create a culture of high academic achievement and high expectations in all areas of our school.

FINDINGS	EVIDENCE
Safety Plan, Procedures, School Policies and Practices Cesar Chavez High School is a closed campus. All visitors must report to the Administration Building, sign in, and obtain a Visitor's Pass for the day and place it visibly on their person. This provides for careful screening of those coming onto campus. Our Safe School Committee, which consists of teachers,	• Closed Campus • Visitors' Log • Safe School Plan

parents, a student, a counselor, school nurse and psychologist, custodian, Student Affairs Specialists, community members from the Kern County Fire Department and Delano Ambulance Service, and others, has developed a Safe School Plan to address various areas of school safety. This plan is reviewed and revised each year as necessary. If any crises arise, plans are in place with specific instructions for students and staff. These plans include Lockdown, Evacuation, and Large Group Assignment of Students. Implementation of each plan depends on the nature of the crises. Teachers and staff will be notified by an administrator by intercom announcement or by messengers of any crisis. Periodically, planned drills are conducted to practice different situations. Included in the Safe School Plan are Board Policies and Administrative Regulations governing student discipline, dress code, sexual harassment, and student safety which contribute to a safe and orderly environment on campus. In addition, the Student Affairs Specialists provide discipline, attendance, and other intervention services during parent/teacher/student conferences including but not limited to: conflict resolution meetings, student assistance team conferences, IEPs, home visits, district transfer committee meetings, student expulsion hearings, and attendance/behavior remediation conferences. Cesar Chavez High bell system is programmed with a one-minute warning bell to limit class disruption by students entering class tardy. These services also play a role in maintaining a safe and orderly classroom environment. Students are issued Agendas with all policies, regulations, and consequences on attendance and behavior clearly written at the beginning of the year, and teachers are required to review and clarify them with their students to make sure that they are fully aware of and understand these policies and regulations. On our Student Survey 80% of students surveyed (827 surveyed) agreed that they were informed of school's programs and policies. In-school Retention, Work Detail, and Saturday School Programs are used to encourage positive behavior. Student signs a pledge as part of the CCHS Family Compact indicating that they will follow discipline, attendance, and dress code policies. **Safety Personnel and Resources**	o Evacuation Plan o Lockdown o Large Group Assignment • Fire Drills • Earthquake Drills • Board Policy • Administrative Regulations • Discipline Policy • Attendance Policy • Dress Code • Intercom system • Bell system • IEPs • Conflict Resolution Meetings • Attendance/Behavior Remediation Conferences • Student Agendas • Behavior Policy • Student Survey • Saturday School • Family Compact • Campus Safety Supervisor • Student Affairs Specialists • Teacher Supervision • Walkie-talkies

CCHS utilizes the supervisory services of the assigned campus safety supervisors along with the administrators, Student Affairs Specialists, and teachers to provide supervision for the security of our learning community.	• Administrators
The Campus Supervisors are assigned a daily schedule of duties and coverage zones (areas of campus). Three 7-hour campus security officers and one 3-hour campus security officer are assigned zones to supervise throughout the school day. Administrators, Student Affairs Specialists, and Campus Supervisors have walkie-talkies to strengthen security. Teachers are assigned at least one supervision duty assignment per semester providing coverage for a certain zone at specific peak traffic times during a given week to assist the efforts of Campus Supervisors, Student Affairs Specialists, and Administrators.	• School Resource Officer/Delano Police Department • Alarm System • First Aid Supplies • Disaster drills • Teacher Handbook • CPR training • Smoke detectors • Fire extinguishers
CCHS also employs a School Resource Officer from the Delano Police Department who provides coverage at populous times and supervises the full scope of our campus. His areas of focus include traffic control, student supervision, intervention, and discipline.	
Our school buildings are fully alarmed and activated after school hours and on weekends. All teachers have emergency first aid supplies and emergency procedures for disasters including bomb threats, earthquakes, fires, and other disasters outlined in their teacher handbook issued at the beginning of each year. Many teachers have CPR training. All classrooms are equipped with smoke detectors, fire extinguishers, and evacuation maps.	• Teacher Survey • Student Survey
In the spring of 2007 teachers and students were surveyed concerning school safety and cleanliness. All teachers surveyed (72 out of 87) agree that CCHS is a safe environment for learning. Of the 827 students surveyed, 80 percent agree that our school is a safe environment for learning.	• Maintenance Staff • Work Orders
Maintenance Staff	• Custodial Staff
The Maintenance Staff at CCHS continues to work diligently to maintain the existing facilities by repairing and, when possible, preventing vandalism throughout the campus. Overall, the general cleanliness and condition of the school grounds and	• No Food, Candy, Gum or Drink Policy • Double Lunch Schedule

buildings are in good order. Ninety-three percent of teachers surveyed agree that CCHS is a clean environment. Sixty-seven percent of students agree that our school is a clean environment. Department Chairs, with input from all teachers, are responsible for submitting Work Orders for needed repairs in their respective buildings. Custodial staff is on campus throughout the school day, in the evenings, and on Saturdays to clean and maintain the CCHS campus. When possible, all buildings, including restrooms, are consistently monitored and cleaned throughout the school day. However, sometimes this is not possible because they are short staffed. We have a No Food, Candy, Gum, or Drink Policy in classrooms which helps to keep our school clean. Students choose or are assigned Work Detail to clear attendance and behavior problems. They provide needed assistance to custodians. We were experiencing problems with trash on campus after lunch, but this problem has improved with the implementation of a double lunch schedule as our regular schedule for the rest of the school year. With fewer students at lunch, students have more time to eat and to clean up after themselves. The school grounds and athletic fields are maintained by District personnel.

- Academic Excellence Theme
- Titan Pride
- API Scores
- AYP Scores
- School pledge
- Academic Culture Committee

High Expectations

Our principal and other administrators provide leadership in promoting an environment of trust, professionalism, and high expectations for all students which has permeated our entire teaching and support staff and student body. Our school motto, "A Culture in which Academic Excellence is Fostered and Celebrated", encourages excellence in academics, activities, athletics, and everything that is done at CCHS. We strive to promote "Titan Pride" in all areas of the school. Our administration, teachers, support staff, and, of course, students have worked hard to improve API and AYP scores over the past three years with great success. Our Academic Culture Committee, created in 2006, meets monthly to discuss new ideas to increase academic excellence. Included in our School Pledge to all students are high-quality curriculums, high expectations, challenging learning experiences, and a warm, caring learning environment.

- "ACES"
- Standards-based Curriculum
- Standards-based Assessments

- Student Survey
- Teachers Survey

All courses in the academic core are aligned with State Standards. All courses in the academic core have established

Assessments of Core Exit Standards – commonly referred to as "ACES" – that serve as course-level exit exams. The ACES are valid assessments of mastery of the essential standards for each course. All teachers of a particular course use the same standards-based Curriculum and Assessments of Core Exit Standards. Implementing standards-based curriculum and assessments have led to a dramatic increase in API and AYP scores. All teachers in the vocational departments as well have high course standards, valid assessments, and high expectations of students. On the Student Survey 88% of the 827 students surveyed and 91% of the 72 teachers surveyed agreed that teachers set high standards for achievement in their classes. Over 82% of students surveyed agreed that teachers have high, yet realistic expectations for all students.

Atmosphere of Trust and Respect

Students are expected to show respect for others and for themselves. All teachers have class rules and consequences that include acceptable behavior posted in their rooms. All teachers were given a Responsibility Poster which clearly defines the attributes of a person of character for all students to read. Also posted are our school's Academic Honesty and Integrity Standards which demand the highest degree of character. Almost eighty percent of students and 96% of teachers agree that relationships between staff and students demonstrate respect, fairness, and understanding. Our Associated Student Body (ASB) promotes good character through Character Counts Quotes of the Day (fairness, trustworthy, responsibility, respect, caring, and citizenship) as part of the daily bulletin over the public address system. The ASB also sponsors assemblies which emphasize these character traits along with having a positive attitude, staying focused, and accomplishing one's goals.

Professionalism and Collaboration

Cesar Chavez's teaching staff is highly qualified and very professional. Presently, 73.9% of our teaching staff is fully credentialed and 93% of the teaching staff meets the No Child Left Behind criteria. Many teachers are CLAD certified. Opportunities are provided by the administration for teachers to meet to discuss and improve curriculum, standards, and

- Class rules
- Responsibility Poster
- Academic Honesty and Integrity Standards
- ASB Assemblies
  - Stay Focused
  - Vision 360-Go the Distance
  - Heaven's Elite
  - Jewel Diamond Taylor (Motivational Speaker)
- Character Counts Quotes

- Credentialed Teachers

- NCLB Compliance

- CLAD Certification
- Cohort Groups

- Professional Growth Time

- Conferences

- Workshops

- Department Meetings
- Student Survey

- Teacher Survey
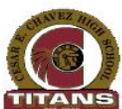
assessment in the core areas and school wide. Cohort Groups meet bi-monthly to provide support for implementing the standards-based scope/sequences and ACES for all courses in the academic core. These groups consist of High Intensity Language Arts, English, Math, Science, Social Studies, and Special Education teachers. All departments have monthly department meetings which include reviewing curriculum standards and assessments and communicating school goals. All teachers are also given time for staff development during the school year on Minimum Days and during Buy Back Days in January and are often asked to suggest topics or areas in which professional growth is needed. Teachers are encouraged to attend conferences and workshops in their fields to keep abreast of new technology and new teaching and learning strategies. There is a good working relationship between the administrative staff and the teaching staff because each staff respects the other and acknowledges and values their professional abilities in their respective fields of expertise. On our recent survey 94% of teachers surveyed agree that teacher morale is high at Cesar Chavez High School. We have one goal: to improve students' achievement academically and help them develop to their fullest potential. Students and teachers get along very well for the most part. On our survey 80% of students and 96% of teachers surveyed agree that relationships between staff and students demonstrate respect, fairness, and understanding. Teachers volunteer their time to advise clubs and to chaperon activities and events. Many of our teachers live out of town and choose to work at Cesar Chavez High School instead of schools closer to home because of our students' good behavior and respect our students have for teachers and our school.

Strengths:	Growth Areas:
1. A secure, closed campus with fences and gates with limited and controlled points of entry	1. A better system of notifying appropriate staff of classroom and campus emergencies that will increase response time
2. A Safe School Committee made up of school employees as well as community members from safety organizations	2. The execution of fair, firm, and consistent discipline policies that promotes positive behavior
3. An updated Safe School Plan	3. More in-service training for staff on safety issues and ongoing drills and practice

and Crisis Response Plan that is familiar to staff and students and is practiced regularly
4.   Intercom system to notify staff of an emergency
5.   Telephones in every classroom have operator access to outside lines.
6.   CCHS staff and students feel safe in our school environment according to a recent survey
7.   Walkie-talkies for campus security
8.   A close cooperative relationship with the Delano Police Department through School Resource Officer
9.   Our school culture is characterized by high expectations for all students.
10.   Students feel that they are receiving support from teachers and administrators.
11.   Relations between staff and students demonstrate respect, fairness, and understanding.
12.   High percentage of credentialed teachers
13.   A variety of activities to promote honesty, integrity, responsibility, and citizenship
14.   High teacher morale

4.   Access to personal codes for outside phone connection
5.   Start a Power Group for at-risk girls to develop life-long skills in relation to physical safety, emotional health, establishing healthy relationships, and making informative career choices.
6.   To establish a Gang Prevention Program to create a safer, more productive environment

E.3 To what extent do all students receive appropriate support to help ensure academic success?

Cesar Chavez High School believes that all students have the right to an education based on standards of excellence. The administration, teachers, and staff continually evaluate present programs and explore new ways to insure that all students are academically successful. Appropriate supports that are currently in place to ensure that all students meet academic standards and expected school wide learning results (ESLRs), thus achieving academic success, are counseling services, English Language Development (ELD), Summer Bridge, Extended Day, After-School Tutorial, Computer Labs., AVID, Read for Life, and teacher assistance.

FINDINGS	EVIDENCE
Support for Academic Success **Counseling** Our first level of academic support comes from grade level counselors. Counselors register, schedule, and adjusts all student programs as needed. The ninth grade, counselor presents a four-year plan outline to students and parents; refers students to District and community resources as needed; schedules Student/Parent/Teacher Conferences; provides information on educational options, alternative education, and summer school; provides Grade and Progress Checks; administers competency and achievement tests; and provides personal counseling as needed. In addition to the services provided in the ninth grade, the tenth grade counselor orientates students to the Career Center Program; encourages students to take the PLAN test, a preliminary ACT test for college admissions; and makes future educational plans through the Sophomore Counseling Program. In addition to ninth grade services, the 11th grade counselor informs all 11th graders and their parents of their progress towards graduation; administers the PSAT, the preliminary test for the SAT; administers the ASVAB, Armed Services Vocational Aptitude Battery—an excellent assessment of a regular student's vocational skills. In addition to all services	• Student/Parent/Teacher Conferences • Grade and Progress Checks • Competency and Achievement Tests • Career Center • PLAN Test • ACT Test • PSAT Test • SAT Test • ASVAB Test • AP Tests • Graduation Status Reports • Financial Aid

provided in the 9th grade, the 12th grade counselor provides all 12th graders and their parents a graduation status report, informs students of the SAT and ACT exams dates and sites; provides assistance with financial aid, scholarships, and college admissions; invites seniors to attend college, military and vocational information meetings for more in-depth information on enrollment and requirements; and administers AP Tests for qualifying students.

- Scholarship Information
- Sophomore Counseling

Gifted and Talented students considered at-risk receive counseling and support services also. The school psychologist, class teacher, and project director review individual needs and provides an intervention plan with strategies for the teacher, support for the parent, and referral to outside agencies when needed. Counselors also provide intervention to freshman students who after the first quarter have failed three subjects and sophomore students who have failed two subjects. The counselors meet with these students and their parents and provide information concerning available study assistance and graduation requirements. Student Study Teams consist of collaboration among counselors, teachers, parents, administrators and psychologists to address students' needs.

- Freshman Intervention
- Student Study Teams

AVID

Another academic support in place at Cesar Chavez High School is AVID (Advancement Via Individual Determination), which is a language arts program designed to recruit students from our feeder schools who need extra help to succeed in a rigorous college preparatory or honors class programs. AVID students have opportunities to visit various California colleges and universities to encourage them to pursue a college education.

- AVID
- College and University Tours

Summer Bridge

Incoming freshman who perform below grade level in Reading and Math are encouraged to attend a four-week Summer Bridge Program for extra support to improve their skills before entering high school. Each year attendance in this program has increased. Students are placed in sections based on their individual barriers that influence academic success. "Fast ForWord" Software is used to correct auditory problems, which can impede reading. Other software used includes A+, Reading Plus, Lexia and Orchard. Instructional aides are utilized to assist students with computer and software procedures.

- Summer Bridge
- Fast ForWord
- A+
- Reading Plus
- Lexia and Orchard
- Instructional aides

After School Tutorial

CCHS provides department-based After School Tutorials for all students who need extra help with their regular course work. Tutorials are open on Monday through Thursday from 2:59-3:49 p.m. Credentialed teachers are available in Tutorials to help students with Math, ELD, English, Science, Social Studies, and Business subjects. A late bus is provided for students who require transportation to Earlimart and Richgrove after tutorial sessions.

- After-School Tutorial
- Credentialed teachers
- Late Bus

Test Preparation Classes

Students who need additional help in learning the skills they need to pass the California High School Exit Exam (CAHSEE) receive support in CAHSEE Math and CAHSEE English classes. Students who do not pass during their Freshman or Sophomore year are placed as juniors into a CAHSEE class where they can learn the Math and English skills needed to pass. During these classes they are given an opportunity to take the test. When they pass the test, they are rescheduled into regular Math and English classes. CAHSEE classes are also offered in the summer and students are also given the exam at the end of the classes. Test preparation sessions are also offered in the spring on Saturdays about one to two months prior to the tests.

- CAHSEE Math and English classes

- Test Preparation Sessions

English Language Development

There is special academic support in place for English Language Learners. After students are identified through a Home Language Survey and diagnostic tests, their LEP status is determined by their CST and California English Language Development Test (CAELDT) scores. They are then placed at the appropriate level based on their reading grade level in a High Intensity Language Academy. The High Intensity Language Arts (ELD) Department uses the *Visions* Curriculum. Students may be placed in the Introductory, A, B, C, or C2 Levels. Students should progress through these levels by the time they are juniors. The curriculum teaches listening, speaking, reading, and writing skills; and develops vocabulary using scaffolding, visual, and hands-on methods of instructions. Sheltered classes are provided to English Language Learners (ELL) in all academic areas. After students achieve grade level skills, they are then placed in regular English classes including

- Sheltered classes

- SDAIE strategies

- 504's

- Vision Curriculum

- High Intensity Language Academy

- Writing Across the

College Preparatory and Honors classes. Approximately forty-two percent of our students are designated as ELL which directly affects their writing skills and their performance on the CAHSEE and STAR/CST Test. Our school-wide focus this year to increase academic achievement through writing across the curriculum, academic vocabulary development, and improving writing skills. All teachers, across the curriculum, are incorporating writing assignments and vocabulary lists to increase academic achievement. Ninth grade English learners who scored between 300 and 379 on the English CST (STAR) in the spring of 2007 have been identified as "Targeted Almost Proficient" (TAP) students. These students will be given extra support including, test preparation sessions, staff mentors, counseling intervention, and incentives to improve CST (STAR) test scores.	Curriculum • TAP students
Extended Day Program Many of our students enter school with skills that are below grade level. To help these students achieve a grade level score on the STAR/CST Language Arts Test and to become successful in passing the CAHSEE, they are placed in the Extended Day Program. This school-wide intervention program is designed to increase students' reading, writing, and test-taking skills. Identified students are placed in a 60-minute after school program. The administration and staff use motivational strategies to encourage and acknowledge progress. In addition to increasing standardized test scores and CAHSEE passage rate, our goal is to increase overall academic achievement through participation in this program.	• Extended Day • Motivational Strategies
Read for Life To promote reading as a life-long practice and to increase vocabulary, Cesar Chavez High School has in place the Read for Life Program. High-interest, high readability books ("Titan Books") are kept in the Library circulation to increase the collection and provide wide access to all CCHS students. Some English, ELD, and Special Education teachers keep libraries in their rooms. Students may check out books on an on-going basis. Each student is expected to have a Titan Book and to read it during times when they have completed their regular class work and when they are waiting to see counselors and other school officials. Reading is fundamental and increases performance in all courses.	• Titan Books

Special Education Cesar Chavez High School has special support for meeting the needs of special education students. Based on their test scores students are placed in the High Intensity or Vocational programs. Each student's educational needs are assessed and an Independent Education Plan (IEP) is developed to address those needs. Special education students receive help in achieving course standards in Strategic Classes for Math/PreAlgebra and Language Arts. These courses are in addition to the regular education Math/Pre-Algebra and Language Arts courses. Many of our special education students are enrolled in RSP and are mainstreamed 60-80% of the school day. After placement is made, special education teachers provide written notification to regular educations teachers; inform them of any special accommodations and student needs; and monitor attendance, behavior, and tests and assignments grades. **Computer Labs** Cesar Chavez High School is equipped with the latest computer technology. Math and English Labs (30 stations each), 10-station Labs in most Language Arts classrooms, 20-Station Lab in the Library all complete with Internet Access are available for supervised student use. Students are able to use computers to help with all assignments using MicroSoft Office Suite of Programs, to do research using the Internet, and to receive individualized help with reading, language, and math skills using Reading Plus, A Plus, River Deep, and Geometers Sketch Pad Software. **Other Academic Support** Students have the opportunity to receive extra help with their class work. Many teachers encourage student to come into class before school, at lunch, and after school for assistance. Home teaching is provided for those students who are absent for extended periods of time.	• Strategic Classes • IEPs • Grade/Progress Checks • Computer Labs with Internet Access • Home teaching • Teachers

Strengths:	Growth Areas:

1. Departmental After-School Tutorials which are contributing to improvement in the classroom and in API and AYP scores. 2. Advancement Placement Courses commensurate with student needs. 3. State of the Art Technology Labs with reading, language, and math software for individualized learning 4. High Intensity Language Academy for English Language Learners 5. High percentage of special education students mainstreamed into regular education classes 6. Standardized Test Preparation Classes 7. Summer Bridge classes for low performing incoming freshmen 8. Supportive teachers	1. Expand cross -curricular writing for ELL students. 2. To increase participation in After-School Tutorials. 3. Increase availability of technology labs during the school day

E.4 To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Cesar Chavez High School provides students with many support services, activities, and opportunities at the school and within the community to help students succeed. Available services include: academic and personal guidance and counseling, career planning, library services, and student health services. The Coordinated Services Council (CSC) and the Student Success Team (SST) are in place to provide special services for students who face additional personal challenges. The FHA, Band, and Choir, are curriculum-linked groups that also support students. Link Crew provides support for incoming freshmen. The Associated Student Body provides numerous activities and clubs for student participation and sponsors motivational assemblies and character counts campaigns. Our athletic program is open to all students to compete in many different sports on several levels, which encourages students and supports overall personal student development. Our students also receive community support through the Henrietta Weill Child Guidance Clinic, the Delano Community Connections Center, the Delano Lion's Club, and 12 business partners in the city and county. Many local businesses support our athletic teams through advertisements. We recognize our need for more community support and continue to seek ways to establish additional community support links.

FINDINGS	EVIDENCE
Counselors/Career Center The Guidance and Counseling Department has one counselor for each grade level 9th through 12th. Each counselor works with	• Cumulative Record

approximately 500 students. Cumulative Record folders and Permanent Records are maintained by the Counseling Department. Counselors provide information and counsel to students on class schedules, tests preparation, educational planning, vocational information, and school, peer, or family problems. The counselors meet with parents and students in the 9th and 10th grades to set up a four-year high school plan. At this conference, counselors explain educational options after high school, academic progress toward graduation, and proficiency results. A career goal is also explored. Counselors also meet with students several times each year to point out sources of information, sort out what decisions need to be made or identify what problems need a decision while exploring various alternatives. Counselors monitor student performance by using student transcripts, progress reports, report cards, grade checks, STAR and CAHSEE test results, and discussions with teachers and other school officials. Also, students may request to meet with their counselors if they need personal or academic advice before or after school by filling out a request form. The Counseling Department administers several tests to prepare students for SAT and ACT Tests, to qualify students to be considered for various scholarships, and to assess vocational aptitude. These tests include the PLAN, PSAT, and the ASVAB. The Counseling Department also organizes a Career Day bi-annually to provide student with educational and vocational career choices.

To further assist students in making career choices, students have access to the Career Center and the Eureka Computer Program to explore their career interests. Seniors can obtain college applications, college bulletins, ACT and SAT Applications, and explore available scholarship opportunities in the Career Center or from their counselors. Many scholarships from the Delano Community were awarded to deserving seniors each year.

Library Services

The CCHS Library stated hours are from 7:30 to 3:30 Monday through Friday. Students have access to the library during class time with a signed pass from their teacher. All students have access before school, at lunch, and after school. However, teachers are concerned that at times during the day the library has been closed without notice. Therefore, there is a need for clear and extended library hours. The library is staffed by one full-time classified person and up to two student library aides per class period as assigned by the counseling

- folders
- Permanent Records
- 4-year plans
- Student Transcripts
- Progress Reports
- Report Cards
- SAT Test
- ACT Test
- PLAN Test
- PSAT Test
- ASVAB Test
- Career Day

- Career Center
- Eureka Computer Program
- College Scholarships Applications
- College Bulletins

- Library hours
- Computer Lab
- Books
- Journals/Magazines
- Student Survey
- Teacher Survey

office. The library has a 16 workstation computer lab with internet access for class use and 4 computer stations in the main library area with internet access; one computer is dedicated for the library catalog (OPAC). The Library's resources are limited, however. Only 54% of teachers surveyed (72 out of 87 teachers) and 62% of students (827 students) surveyed agree that books on student reading lists or research projects are available and only 65% of teachers and 68% of students surveyed agree that journals/magazines are available for many subject areas. The surveys also indicate that a photocopying machine with student access is needed for student research and that there is a need for appropriate training on how to use library resources. We would benefit from the knowledge and expertise of a full-time certified librarian in addition to the present library staff. Our students also may use the library services available through the Kern County Library, Delano Branch.	• Kern County Library, Delano Branch
Student Health Services Many health needs of students are addressed through the school nursing program. Students receive emergency care, vision, color vision, hearing, and scoliosis screenings and assistance with coordinating services within the school and community. Good physical health is essential to a student's ability to focus on the educational activities throughout the school day.	• Health Records • Medical Services
Coordinated Services Council (CSC) Students have access to the services provided by the CSC. Its primary purpose is to discuss and assess student and family needs. In addition, the council coordinates and integrates categorically-funded services and personnel that best meet the needs of multi-funded students and fully addresses their emotional, social, academic, and health needs. The CSC also addresses student attendance, achievement, and attitude. Students may be referred to the CSC by parents, teachers, administrators or community members. This council consists of teachers, administrators, counselors, school nurse, school resource officer, Kern County Probation Officer, representatives from the Child Guidance Center, Clinical Sierra Vista, Tulare County Youth Services, and the Department of Social and Health Services.	• Referral Forms • Categorical Funds • Attendance Records • Report Cards • Health Records • Coordinated Services
Student Success Team, Dropout Recovery, Teacher Support The Student Success Team helps students who may need a more	

individualized program of study to be successful. The Student Affairs Specialists, the school nurse, school Psychologist and Psychologist intern meet with county agencies to assist parents and students with barriers that lead to low performance and/or poor attendance. Instructional aides are available during many classes to provide extra individualized help to students. The Dropout Recovery Program through SB68 works to prevent students from dropping out of school. Both programs bring all support personnel together including parents to provide appropriate intervention when students need academic or personal help. Student intervention plans may include counseling, after-school tutorial, attendance and behavior contracts, and parent attendance in classes with students. Many teachers are available before school, at lunch, and after school to assist students with homework assignments.

- IEPs
- Teachers
- Instructional Aides
- Student Affairs Specialists

- SB68
- Dropout Recovery Program

Associated Student Body/Curriculum Linked Organizations

The Associated Student Body (ASB) under the leadership of the Activities Director provides a variety of student activities and opportunities for student involvement in clubs, noontime rallies, homecoming rallies and float building, assemblies, dances, and club and class competitions. The Inter Club Council (ICC) consists of 32 clubs open to the student body that gives students an opportunity to develop leadership skills and give back to the community. Eighty three percent, (83%), of students surveyed (827 surveyed) believe that there are clubs available for all students. Each year the ASB sponsors Club Rush Day. This is a time for officers and members to promote their clubs and recruit new members. During the school year, the Black Student Union sponsors a Black History Month Assembly, Mecha, and the United Filipino Organization sponsor cultural assemblies.

The ASB is responsible for promoting the morale, spirit, and educational experiences of the student body. The ASB president and vice-president are elected and they choose the members of their cabinet. Senators are also elected to represent each class and to work with the student body officers. ASB members operate the Snack Bar at lunch and at athletic competitions as fundraisers. These funds pay for activities that benefit all students including Vision 360-Go the Distance, Stay Focused, and Heaven's Elite assemblies. They are the busiest group on campus. They organize, decorate, and set up for dances, fall and winter homecoming events, Salute-to Scholars Night, Back-to-School Night, Titan Holiday, Red Ribbon Week and Club

- ASB
- Inter Club Council
- Club Rush Day

- Black History Assembly
- Cultural Assemblies
- Student Survey
- Vision 360-Go the Distance
- Stay Focused
- Heaven's Elite
- Fall and Winter Homecoming Activities
- Back-to-School Night
- Titan Holiday
- Character Counts Quotes
- Red Ribbon Week

Rush Days. ASB also shares Character Counts Quotes during the daily morning announcements to motivate and encourage students. Although every opportunity is given for students to be active participants in school activities, not all student subgroups get involved. (Only 54% of students feel that ASB activities are important to them.) The staff and ASB continue to explore ways to involve all student groups.	
Cesar Chavez High School's bands and choir have experienced remarkable success over the years and are open to all students. Our Marching Band has been very active. Among the many honors received are "Excellent" and "Superior" ratings in the California Music Educators Association Music Festivals for the last three years, First Place and Sweepstakes Winner in several regional parades, and our band have marched in the Disney Land Parade. Our Jazz Band has performed for the California Association of Bilingual Education State Awards Banquet at four consecutive State Conventions in Los Angeles and San Jose and was selected to perform for the State Superintendent Symposium Banquet with Key Note Speaker State Superintendent Jack O'Connell. Our Academic Decathlon teams have been very successful in competitions in the county. The Future Homemakers of America (FHA) received the State Honor Chapter Award in 2006. The Home Economics Department operates FHA-Hero Restaurant which gives students training in all restaurant careers. It provides lunches for campus visitors and organizations on campus and in the community. School publications, *The Grapevine* (newspaper), INK(creative writing magazine), and TITANEER (yearbook) provide opportunities for students to share their creative voice in writing, art and photography.	• Band • Choir • Academic Decathlon • Amateur Hour Restaurant • *The Grapevine* (newspaper) • TITANEER (yearbook) • INK(creative writing magazine)
Link Crew Freshmen receive support from members of Link Crew. Link Crew trains members of the junior and senior class to be Link Leaders, positive role models. They work with freshmen students to make them feel comfortable throughout the first year of their high school experience and give guidance to help them determine how to be successful during the transition to high school.	• Link Crew/Leaders
Athletics Cesar Chavez High School provides 14 intercollegiate athletic teams open to females and males. Athletes compete according to their level	

of skill—freshmen, junior varsity, and varsity levels. Athletics play a vital part in the total education of individuals and supports the education program by: building self-esteem, respect for authority willingness to cooperate with others, and an inclination to participate wholeheartedly in everything. Most notably in athletics is our Varsity Girl's Basketball Team, which has achieved the league title or tied for the league title for the last three years. All athletes must sign a Cesar Chavez High School Code of Conduct, which is a commitment to maintain high standards of honesty, sportsmanship, and to refrain from using tobacco, drugs, and alcohol. All student athletes must maintain a 2.0 GPA. Many coaches require grade checks of their student athletes bi-weekly. Students who fall below the 2.0 GPA may elect probation once during their high school career. All student athletes are encouraged to get tutoring through the After-School Tutoring Program.

- Leagues Schedules
- Championship Banners
- Grade Checks
- Cesar Chavez Code of Conduct
- After-School Tutorial

Alternative Support Programs

Cesar Chavez High School strives to provide a number of alternative educational programs for students to succeed outside of the traditional classroom setting. Students may enroll in vocational classes through North Kern Vocational Training Center (NKVTC). The PASS Program is available to seniors that fail a required course(s) needed for graduation. PASS is an Independent Study curriculum that may substitute for required courses under certain circumstances. Seniors may also attend Delano Adult School to make up credits from failed courses. Students who are behind in credits needed for graduation may attend Valley High School, a continuation high school. Ignacio Valencia High School offers an independent study program for those students who cannot attend the regular high school due to employment, health, attendance problems, or individual needs. Students who are ill for extended periods may request home study, where an assigned teacher provides instructions in the student's home or in the hospital. Teen parents and pregnant students may obtain support through PACT. Child care is provided while students are in school.

- PASS Program
- Delano Adult School
- Valley High School
- Ignacio Valencia High School
- PACT
- Home Study
- North Kern Vocational Training Center

Community Support

Our students receive mental health and counseling support through the Henrietta Weill Memorial Child Guidance Clinic. Students who are having difficulties that interfere with their functioning at home, in school, or in the community may be referred by the school nurse or

- Henrietta Weill Memorial Child

CSC personnel. Problems may be related to control, attention, mood, anger management, etc. The Clinic also serves children and adolescents who have experienced various forms of abuse, neglect or other hardships that affect their daily lives. The CSC also works with the Delano Community Connections Center to coordinate services for families of students within the school. Addressing the emotional, social, and health needs of our students and their families is essential to their academic success and overall development. The Delano Lion's Club also provides funds for vision care to disadvantaged students. Students are referred for assistance through the school nurse. Ranch Market and Delano Goodwill Store support our Special Education students by providing work experience. Students work from 9:00 – 10:30 a.m. daily organizing hangers and bagging groceries. They receive a paycheck for their work.	Guidance Clinic • Coordinated Services Council (CSC) • Delano Lion's Club • Delano Communication Connection • Ranch Market • Delano Goodwill
Over 40 businesses support our student athletes by purchasing advertisement banners and through donations. Funds are used to purchase equipment and to support summer programs. The Quarterback Club is a parent group that also supports our football teams through fundraisers. Funds are used to purchase equipment, support off-season activities, and to provide pre-game and post-game meals.	• Community businesses • Donations • Quarterback Club

Strengths:	Growth Areas:
1. Extensive counseling support for all students through: Counseling Department, Coordinated Services Council, and Student Study Team 2. Supportive and caring administrators and teachers 3. Strong, active Associated Student Body 4. Motivational assemblies and character counts campaign 5. Numerous clubs and student activities 6. Award winning band and choir 7. Strong athletic program for all students 8. Community support for athletic programs 9. Many alternative support programs	1. To become more effective in communicating the personal support, activities, and opportunities within CCHS and the community. 2. To provide library training for students and teachers by hiring a full-time Librarian.

SELF-STUDY FINDINGS

STANDARDS - BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D.1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?

Cesar E. Chavez High School uses a variety of professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and the community. STAR and CAHSEE results, the school API and AYP scores are reviewed annually by school staff at the beginning of every school year. Department chairs are given specific STAR reports for each subject taught in their department. The STAR and CAHSEE results are reported to parents and the community by letters, newspapers, and through the school's and the district's Internet websites. All stakeholders can access this data through the school website and by contacting teachers and school administrators.

FINDINGS	EVIDENCE
ACES- Assessments of Core Exit Standards Cesar E. Chavez High School staff works together to monitor achievement by collecting, disaggregating, analyzing, and reporting student performance data. Assessments of Core Exit Standards (ACES) have been part of the academic community of Cesar E. Chavez High School since it first opened on August of 2003. From the results of the ACES, core departments review and revise ACES assessments and essay prompts in order to make them more accessible to all students, to increase student achievement, and to modify instruction. In classes where ACES are administered, students are required to pass all ACES in order to pass the class. Those students who fail to pass the ACES are referred to after school tutoring. Moreover, parents receive progress reports and scholarship warnings every 5 weeks and the reports include an ACES section to show whether the student has mastered the Exit Standards in each core class.	• ACES • After school tutoring • Quarter progress reports • Scholarship warnings

Cohorts Unique to CCHS and the Delano Joint Union High School District are Cohort meetings, which allow teachers who teach in core departments to meet and collaborate on a regular basis. Each core department has two to three resource teachers who have paid prep positions in order to act as resources for their assigned areas. The Cohorts meet two to three times per semester to discuss curricular issues, ACES revision, data analysis, rubric norming, CAHSEE preparation, AP Vertical teams, STAR Review, and Bard College. **Test Analysis** At the beginning of every school year, Department Chairs are given STAR result reports on each subject taught in their department. Department meeting are held monthly and are used to analyze the STAR results, CAHSEE results, align curriculums to state standards, and to create or modify scope and sequences. The teaching staff uses a variety of assessments to better assess student mastery by analyzing ACES, assignments, exams, diagnostic tests, quizzes, essays, and projects so as to determine how to best teach for all students to achieve. CST and CAHSEE results are mailed home to parents and the community and all stakeholders are made aware of school standings through the school newspaper, local newspapers, the school website, and the school administration.	• Cohorts • STAR results • CAHSEE results • Scope and sequence • Diagnostic tests • Quizzes • Essays • Projects • School website, which contains SARC report • District website • Teacher websites • Grapevine (school paper) • Delano Record (local newspaper)

Strengths:	Growth Areas:
1. ACES development 2. Multiple ways to recognize student achievement 3. Parents are well informed of students performance and ACES requirements through scholarship warnings (every 5 weeks), quarter grades (every 9 weeks), and teacher phone contacts and conferences, Back-To-School Night 4. Using GradePro, teachers are able to give	• There is a need to improve copy services through additional copy machines and personnel. • There is a need to update ACES in the science and social science departments • The ability for all staff to have outside phone access from the classroom to better facilitate parent contact

individual student progress reports at any time during the school year 5. Opportunities for all students to take challenging courses, Honors and AP 6. Cohort meetings	

D.2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

At CCHS teachers use state, as well as, course-directed assessments regularly to evaluate student learning. Teachers use these findings to target areas of growth for the students who have demonstrated difficulty in mastering the standards. Additionally, teachers modify their pedagogic strategies in order to improve student performance on these assessments. These strategies vary for each instructor depending on the level of difficulty of the course.

FINDINGS	EVIDENCE
Assessments --- State-mandated and District-mandated Cesar E. Chavez High School uses data in all of the departments to drive the curriculum. We assess our students regularly, tracking their learning progress throughout the semesters. Teachers in the Math, English, ESL, Science, Health, Social Studies, and Foreign Language departments utilize multiple assessment tools. These include, but are not limited to, standardized exams, teacher-developed tests, teacher-developed quizzes, chapter and unit tests, mid-chapter tests, benchmarks, as well as the released CST questions, multiple choice and essay exams, projects and portfolio assessments, performance tasks and labs, homework and class participation. Several assessments are administered at CCHS that allow for comparison with other schools nation-wide. Every student at CCHS has the opportunity to take the Preliminary ACT exam (PLAN), American College Test (ACT), Scholastic Achievement Test (SAT), Armed Services Vocational Aptitude Battery (ASVAB), Advanced Placement exams (AP), Spanish Challenge Test I and II, California High School Exit Exam (CAHSEE), California Achievement Test 6 (CAT6), California Standards Test (CST), and California Standardized Testing and Reporting (STAR).	• Standardized exams • Teacher-developed tests • Teacher-developed quizzes • Chapter and unit tests • Mid-Chapter tests • Benchmarks • Tests: Oral, Written, Multiple Choice • Projects • Portfolios • Lab-work • PLAN Exam • ACT • SAT • ASVAB • AP Exams • Spanish challenge exams I and II • CAHSEE

Every student gets the first opportunity to pass the CAHSEE in their Sophomore year. Juniors and Seniors who have not passed one or both of the CAHSEE exams are placed in a CAHSEE prep class. TAP students have been place in the 7th period Extended Day Program. This is an intervention program designed to increase the reading, writing, math, and test-taking skills of students. The goal of the Extended Day program is to rapidly increase the reading, writing, math, and test-taking skills of participating students so they can successfully meet the high school exit exam requirements and overall academic performance. The program will provide identified students with the knowledge and skills necessary to pass the exam. Student will be scheduled to attend a 55 minute period on Monday through Friday.	• STAR • Extended Day Program
Cesar E. Chavez High School teachers use district-wide, standards based assessments in core academic classes knows as the Assessments of Core Exit Standards (ACES) as a formative assessment tool. The standards assessed on the ACES are the essential standards on the CAHSEE and STAR testing. Students who do not pass the required ACES are referred to after school tutoring.	• ACES • After school tutoring
Class grades, state standardized tests results, and the CELDT results are used to monitor and re-designate English Language Learners. Teachers also utilize class grades to recommend students for more challenging courses. At the same time, the counselors utilize state and school tests results as a guide for placing students in appropriate academic programs.	• CELDT
Currently, the English and High Intensity Language Arts departments are analyzing student progress using the Prosper Software. In 2006-2007, the math resource teachers used prosper to analyze the CAHSEE diagnostic test given to all students who took the CAHSEE in March of 2007. The results were used to target specific areas and to structure three Saturdays before the CAHSEE, where students received help in their weakest areas. On October of 2007, all math teachers received training in Prosper and are working to use prosper to analyze benchmark tests.	• Prosper • Math CAHSEE diagnostic test • Saturday CAHSEE sessions
<u>Informal Assessments</u>	
In order to gather immediate feedback, CCHS teachers conduct informal assessments in the form of student monitoring and checking for understanding. Checking for understanding include, but are not limited to, hand signals, quick-writes at the end of class, asking	• Beginning of lesson activities • Lesson closure activities

question throughout the lesson, warm-ups, closure activities, and students summary of teacher explanations. Results are used to re-teach as appropriate.

Scope and Sequence

The Math department is implementing a scope and sequence for the Pre-Algebra, Algebra-1, Geometry, and Algebra-II. With the scope and sequence all teachers teaching the same course are teaching the same sections out of each chapter. At the same time, math resource teachers are developing Benchmarks and unified semester exams for all the above mentioned courses.

The English department has created a scope and sequence for English 9, English 10, English 11, and English 12. This scope and sequence has divided the standards for each grade-level. This ensures that students, regardless of the teacher, will be taught certain standards during a quarter. Each grade level has a one week window in which ACES are administered.

High Intensity Language Arts

The High Intensity Language Arts department was developed for underperforming students and ELD students in language arts. This involved creating a block period to integrate instruction in Language Arts and English Language Development. Primary language support is provided in academic core areas. Supplementary funds provide instructional aides, class size reduction, extensive software (Fast ForWord, Lexia, A+, Orchard, and others) to provide individual opportunities for student needs to be met. District funds provide extensive core materials and Heinle and Heinle ELD materials. The *Visions* curriculum provides a comprehensive approach to address the development of English skills in an accelerated manner until students achieve a sixth grade level ability and are placed in English CP (college preparatory) Strategic class for a two hour block. Sheltered classes are provided to English Language Learners in all academic areas. L1 and L2 students are grouped by language area to provide primary language support as needed. Staff, in all academic areas, has received extensive training in software instructional strategies, standards assessments and all courses are aligned to ELD and Language Arts standards. Electronic profiles indicating each student's progress on ELD standards have been developed. A new English Language Learner plan and handbook for teachers containing courses and assessments aligned to each ELD

- Scope and sequence
- Benchmarks

- Fast ForWord
- Lexia
- A+
- Orchard
- Heinle and Heinle ELD material
- Visions curriculum

standard has been developed.	
Advanced Placement	
Over the past three years, Advanced Placement at Cesar E. Chavez High School has grown from two Advanced Placement courses (U.S History AP and English 11 AP), to a total of 11 Advanced Placement Courses offered this school year (U.S History AP, Civics/Economics-Macro AP, English 11 AP, English 12 AP, AB Calculus AP, Statistics AP, Physics C: Mechanics AP, Environmental Science AP, Spanish III Language AP, Spanish IV Literature AP). AP Exams are administered to every student who takes an AP Class and results are reported to the parents through mail during the summer. In October of every school year, AP teachers receive the AP Instructional Planning Report, where it analyzes students' performance and compares each class to the national average. AP teachers use the IP report to modify instruction of their AP courses.	• AP courses • APIP reports
Part of the growth of the AP program at CCHS is due to the AP Start-Up Grant that CCHS was awarded from the College Board. In 2004-2005 the Assistant Principal applied for the AP Start-Up College Board Grant and in the fall of 2005, CCHS received funding to start three AP courses (AP English Literature, AP Spanish Literature, and AP Calculus AB), and for the next two years the Grant funded an additional two AP courses (AP Physics C: Mechanics in 06-07, and AP Environmental Science in 07-08). As part of the Grant, the AP courses are to be made available to any students who wish to take challenging courses and the school is to encourage students to take AP courses. With the increase of the number of students taking AP courses, the overall AP passing scores are affected, which have declined from 45% in 2005 to 36% in 2007. However, the number of AP exams given at CCHS has increased from 83 exams in 2005 to 316 this school year.	• AP Start-up Grant • Increase in AP course offerings
CALLI Workshops	
Many Science and Math teachers at CCHS are involved in the CALLI Workshops. In the workshops, teachers receive training in developing strategies to enhance Academic Language, assessment strategies, and lesson planning.	• CALLI workshops

Strengths:	Growth Areas:
1. Continuing development of benchmarks	1. Computer resources and access are

	inefficient for teacher and student usage
2. Scope and Sequence keeps staff on standards-based curriculum	2. Library Resources and hours are limited
3. High teacher motivation	3. More teacher prep time and collaboration among departments to have more cohesive lessons between all subject areas
4. High teacher expectations	
5. Willing staff to work together to achieve goals	
6. After school tutorial	4. Greater and deeper analysis of each subject STAR and CAHSEE results at the department level, specifically for the English Learners
7. English department hold four week after school writing workshops before the CAHSEE to prepare for the CAHSEE.	
8. Math department hold three Saturday sessions before the CAHSEE to prepare students.	

D.3. To what extent does the school with the support of the district and community have an assessment monitoring system to determine student progress toward achievement of the academic standards [and] the expected schoolwide learning results?

The mission of Cesar E. Chavez High School is to foster academic excellence and to enable each and every student to achieve success in high school and beyond. In order to ensure that this mission is successfully completed, it is very important that ongoing evaluation, reflection, and revision take place in our manner of assessment and relate to our schoolwide expected learning results.

FINDINGS	EVIDENCE
The school's assessment program measures student progress using standardized test outcomes, local standards-based assessments including ACES, CAHSEE results, and CST results. Teachers, students, and community members are well aware of the assessments, and as a result, adequate time is spent in preparing for ensuring the best performance of each student on these exams. **Cohort monitoring** While there are cohort meetings at least twice a semester at CCHS, there are also joint cohort meetings with Delano High School at least one time per semester for articulation purposes. The district supports this staff development model by providing substitutes for teachers to be released to attend these cohort meetings. If requested by resource teachers, cohorts can meet for work sessions after school or on Saturdays and be paid at the contracted hourly rate. There are currently 51 cohorts between the two district comprehensive high schools in the following departments: English, Mathematics, Social Science, Science, and High Intensity.	• CST school report • CAHSEE school report • STAR test school report • CST summary report • ACES • Joint cohort meeting with DHS

ExamView tool for analysis	
ExamView is a computer software test bank, aligned with the standards, that allows teachers to generate tests for English, Science, High Intensity ELD, and Geometry. Created tests can be imported to prosper for analysis. Teachers then use the analyzed results to re-teach and/or establish new curriculum guidelines. Moreover, results allow teachers to modify and improve test quality.	• ExamView • Prosper to analyze tests
Assessment for placement and preparation	
Before 9th graders are placed in a math class, the district administers two algebra tests. One of the tests is the Algebra-1 test which is administered to all ninth grade students who have taken Algebra-1 during eighth grade. Based on the results of this test, students are placed in Geometry Honors, or Geometry CP, or Algebra-1. For students who did not take Algebra-1 in eighth grade, they are given the Algebra-1 readiness test, which places students in Algebra-1, pre-Algebra, or High-Intensity mathematics (6th grade level math).	• Algebra-1 test • Algebra-1 readiness test
To better prepare students for the CAHSEE, the math department, with full support from the administration, holds Saturday sessions during the last three weeks before the exam. Analysis, using Prosper, of the diagnostic test given to students is used to plan what is going to be covered during the three Saturdays. Students are strongly encouraged to attend and are given incentives, such as food and free admission passes to John's Incredible Pizza, and some teachers offer extra credit points.	• CAHSEE diagnostic test • CAHSEE Math Saturday sessions
The Foreign Language department evaluates assessment results and then modifies assessment questions in order to meet the needs of the students. Assessment results are used to create lessons that address weaknesses in language acquisition. Teachers are accountable for upholding the district and school policies regarding student progress and achievement and notification of parents.	
The technology department, at the district level, has started e-mailing individual teachers with their class rosters containing the previous year's State Testing scores and CAHSEE results of their students. With this information, each teacher has an idea of where each student stands and how they performed on the pervious year's state testing.	• Electronic students CST and CAHSEE results e-mailed to teachers
Programs to meet specific student needs and achievement	

CCHS Special Education students, for the most part, are in the Resource Specialist Program (RSP) and participate in the regular curriculum 60 – 80% of the time. Courses offered by the RSP teachers are aligned to ELD, Math and Language Arts standards. Depending upon the Individualized Educational Learning Plan (IEP) of a Special Education student, these courses may be aligned to off-level standards. Curriculum in the Special Day classes is aligned to state standards as prescribed by the IEP. The goal of the Special Day Program is to increase the achievement of students with special needs and to make curriculum/standards accessible to these students through the use of accommodations, small class size, and multi-modal instruction. Progress toward IEP goals is regularly evaluated with the Brigance and KTEA-II. Students and parents can monitor student progress by receiving feedback from a variety of sources. IEP meetings are held triennially or at any time a parent requests an IEP to address student's progress toward IEP goals. At this time, Present Levels of Performance are addressed in Reading, Writing, Math, and annual goals are established. Quarterly grade reports also provide parents and students with feedback, as well as parent/teacher conferences, Open House, and Back-to-School Night. All Severely Handicapped (SH) students in the District are currently housed and served on the CCHS campus.

- IEPs
- Special Day classes

- Brigance
- KTEA-II

- Quarterly grade reports

The District-wide Gifted and Talented Education (GATE) program provides learning experiences for a relatively small group of students with exceptional needs. CCHS offers a broad range of AP and honors classes. GATE students receive counseling services geared to their special circumstances. Gifted and Talented students also have access to the academic core. GATE funds provide additional materials for these students in Advanced Placement/Honors classes in the academic core and in programs for gifted students in the Arts, Performing Arts, and in career pathways in order to offer students more challenging material. GATE funds also support programs for GATE students enrolled in a college prep course aligned to the state standards (due to student choice or performance). Students are also provided with field trips to colleges, universities, cultural events, and museums.

- GATE

- AP Courses

- Honors courses

- Educational field trips

CCHS supports a growing AVID program, which targets students in the academic middle who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their

- AVID

potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID puts them on the college track; acceleration instead of remediation. Not only are students enrolled in the school's more difficult classes such as Honors and Advanced Placement, but also in the AVID elective. For one period a day, students are guided in organizational and study skills, work on critical thinking and asking probing questions, get academic help from peer tutors, and participate in enrichment and motivational activities that make college seem attainable. The AVID curriculum, based on rigorous standards. CCHS now supports six AVID classes. An annual AVID Parent night is held at CCHS. Our District-wide Summer Bridge Program has been in place since the summer of 1999, helping to prepare incoming freshmen in the areas of Math, Reading, and Writing. All incoming freshmen who are performing below grade level are strongly encouraged to attend. Enrollment has increased each year since the programs inception and we expect this trend to continue as our community continues to grow.	• AVID Parent Night • Summer Bridge Program

Strengths:	Growth Areas:
1. Supportive district and administration 2. Cohort meetings on-site and at the district level 3. Approachable and supportive administration 4. 93% of teachers are highly qualified 5. Multiple opportunities for staff development outside of school hours and assignments 6. Supportive district in meeting teachers and students needs 7. Education field trips	1. Provide more opportunities for staff development for instructional aides and teachers in non-core departments 2. More equitable distribution of resource to all departments, core and non-core

D.4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

The school's program is driven by a variety of assessments by which we determine student achievement. The assessments are formal as well as informal. Comparisons are made periodically so as to assess our growth and areas of need. Lessons have been standardized and various assessment strategies developed aiming to reinforce standards-based instruction in all areas.

FINDINGS	EVIDENCE
Alignment to the California State Standards The curriculum at Cesar E. Chavez High School is aligned to California State standards in all core subject areas where they exist. Teachers follow the state and national guidelines provided to them, and the textbooks used are district adopted and are aligned to these standards. In all classrooms ESLRs and state standards are posted prominently. In addition, each department takes advantage of available resources, such as personnel, equipment, and technologies, in order to increase student achievement and meet state standards in their subject areas. **STAR and CAHSEE Review** Just before school starts in mid-August, the entire academic staff	• District adopted textbooks aligned to State Standards • Annual review

meets to review the results of the previous year's standardized STAR testing. Departments meet one or more times per month to refine curriculum based on state and district assessment results. The results are reviewed and areas of the curriculum are adjusted to place emphasis on areas in which students show a need to improve targeted skills. Teachers collaborate informally on an as-needed basis and in Cohorts to discuss strategies for best classroom practices to target areas of concern.	of STAR and CAHSEE reports • Cohorts
Communication of Goals to Parents In early to mid September, Cesar E. Chavez hosts a Back-to-School Night. This evening is a chance for teachers to explain the standards, goals, and objectives to the parents and the community. The expectations of the teachers and our school's programs are also communicated.	• Back-to-School Night
Specialized Testing for ELL and Special Education DJUHSD has a program for English Language Learners (ELL) that places non-native English speakers in English classes based on their initial test scores on the California English Language Development Test (CELDT). Additionally, ELL students take the CELDT test annually and according to their test score, core class grades and CST scores students are re-designated FEP "Fluent English Proficient". After students are re-designated FEP they are monitored for two years.	• CELDT test
KTEA II is used to evaluate students receiving special education services during their triennial IEP evaluation. The test is also used to monitor student progress every three years. Brigance is used to evaluate students receiving SPED services during their first IEP evaluation. The test is also used to monitor progress annually. According to the individual IEP of special needs students, the Woodcock-Munoz is used to assess and place special needs students. The test can be administered in either English or Spanish depending on the student's fluency.	• KTEA-II • Brigance • IEPs • Woodcock-Munos assessment
CAHSEE Pass Rate It is evident that the work done at the 10th grade level is improving the CAHSEE pass rate significantly. The ELL population continues to affect the mean pass rate as the language barrier results in these students' inability to pass the CAHSEE on the first attempt. Strategies and practices are continually developed to assist teachers	• CAHSEE Math classes • CAHSEE

	English classes
with tools to support second language acquisition. CCHS has implemented a CAHSEE English required course for seniors and juniors who have not passed this exit exam. Since 2005 the English Department has instituted a Writing Workshop during 7th period for four to five weeks prior to CAHSEE testing in March. Students are encouraged to participate in a review of essay writing techniques. Spring 2008, TAP (targeted almost proficient tenth grade students) are to be enrolled in a 7th period class for CAHSEE preparation.	• 7th Period Writing Workshop • 7th Period TAP CAHSEE Prep classes

Strengths:	Growth Areas:
1. After school tutoring, Saturday School 2. After school CAHSEE classes, 7th period 3. Multiple opportunities for staff development outside school hours and assignments 4. Supportive district meets teacher/student needs	1. Library Resources and hours are limited 2. Greater and deeper analysis of each subject STAR and CAHSEE results at the department level, specifically for the English Learners

SCHOOLWIDE ACTION PLAN

IMPLEMENTATION OF THE ACTION PLAN

The Schoolwide Action Plan is a product of the staff, administration, students, and parents of Cesar E. Chavez High School carefully examining the Critical Areas of Need and Expected Student Learning Results along with the data that supports them. The process of developing the plan was deliberated by several groups including the Leadership Team, Home Groups, and Focus Groups. It is a product of open, frank discussion that was guided by one basic concept: what can be done to support our school motto, "A community that that fosters, recognizes, and celebrates academic excellence for all students."

The implementation of the Schoolwide Action Plan will be the responsibility of all stakeholders at Cesar E. Chavez High School. Many of the aspects of the plan are already being actively pursued based on planning and discussions that occurred during the Focus On Learning process. As of the 2008-2009 school year all phases of the Schoolwide Action Plan, along with the Critical Areas of Follow-Up developed by the Visiting Committee, will be monitored on an annual basis by various groups of stakeholders.

Cesar Chavez High's Schoolwide Action Plan will be used as a guide for the planning of instruction, development of curriculum, and spending of funds over the next six years. The staff views the Action Plan as an "ongoing" process that has the flexibility to take on necessary changes and adapt to current state mandates. This cycle will continue for the next six years and an annual progress report will be produced and made available to all stakeholders.

The staff feels very confident that this plan focuses on meeting the needs of all students at Cesar E. Chavez High School. Although the implementation of some aspects of this plan will be a challenge, it is a plan of vision and commitment. In the end, it brings the focus of the staff back to our Mission Statement of "All students have the right to an education based on standards of excellence. Such an education is the shared responsibility of students, faculty, administrators, support staff, parents and the community at large…"

Critical Area 1:

English Language Learner Needs - Determine additional ways to improve the ELA performance through examination of the assessment data of the English Language Learner subgroup on the CST's and CAHSEE and promote support mechanisms, particularly during the sophomore year

Rationale: The English Language Learner performance on the CELDT has not progressed significantly which points to the need to increase academic assistance so that these students will be able to achieve the standards in a timely manner.

SSP Goal 2 – Improve student achievement in all academic core subjects assessed by the STAR test.
SSP Goal 3 – Improve student performance on the CELDT.

Growth Target: All students school-wide and all numerically significant sub-groups will meet all API growth targets. By the end of the current academic school year, the percentage of English Language Learners making annual progress in learning English (AMAO 1) will increase to 50.1%. The percent of English Language Learners attaining English Proficiency on CELDT (AMAO 2) will increase to 28.9%.

ESLRs Addressed: Be Thinkers and Creators; Be Knowledgeable and Accountable

Specific Steps	Timeline	Responsible Persons	Resources	Means to Assess/ Monitor Progress	Report of Progress
• Targeted instruction practices for ELL students in all classes	• Spring 2008	• All faculty	• Staff Development • Resource Teachers • Cohorts • Learning Director	• Analysis of CELDT data	• Testing
• Professional Development- CALLI, FIICS, CELDT	• Ongoing	• Learning Director • Teachers	• Resource Teachers • Cohorts • Learning Director	• Analysis of CELDT data	• Testing
• Summer Bridge Program	• Summers	• Learning Director • ELD Resource Teacher • Content Area Resource Teachers	• District Funding • Teachers • Learning Director	• Analysis of CELDT data	• Testing
• Targeted academic opportunities: Extended Day; Tutorial; Saturday Boot Camp;	• Ongoing	• Learning Director	• Prosper Software • AVID • Ten station labs • Library	• Department Reports • Teacher Observations	• Test Scores

Specific Steps	Timeline	Responsible Persons	Resources	Means to Assess/ Monitor Progress	Report of Progress
Summer Bridge; Summer School etc.					
• Determine additional reference materials, print collections, and technology needs that will assist ELL	• Ongoing	• Learning Director • ELD Resource Teacher • Content Area Resource Teachers	• District Funding • School Site Council • Migrant funds	• Circulation numbers • Library Inventory • Website Activity • Teacher Observation	• Testing

Critical Area 2:

Assessment Measures-Learning opportunities will be accelerated by ongoing use of data and assessments to enable student achievement of the standards.

Rationale: Finding additional ways to improve student performance through examination of the assessment data of all subgroups on the CAHSEE and CSTs will be important to promote support mechanisms for learning opportunities that will enable achievement of the standards.

SSP Goal 1-Improve student performance on the CAHSEE
SSP Goal 2- Improve student achievement in all academic core subjects assessed by the STAR test

Growth Target: By the end of their senior year 93% of students will have passed the CAHSEE. By the end of their sophomore year, 36% of 10th graders will score proficient (380) on the CAHSEE Mathematics portion. By the end of their sophomore year, 33.4% of 10th grade English Language Learners will score proficient (380) on the CAHSEE English Language Arts portion. All students school-wide and all numerically significant sub-groups will meet all API growth targets.

ESLRs Addressed: Be Thinkers and Creators; Be Knowledgeable and Accountable; Be Responsible and Respectful

Specific Steps	Timeline	Responsible Persons	Resources	Means to Assess/ Monitor Progress	Report of Progress
• Adopt and implement sequential targeted curriculum for CAHSEE classes	• Fall 2008	• Administration • School Board • Learning Director • Department Chairs •	• District funding	• Analysis of CAHSEE data	• CAHSEE results
• Prep classes:	• Ongoing	• Learning Director	• Incentives	• Analysis of	• CAHSEE

CAHSEE (12); Extended Day; Tutorial; Writing Workshop • SAT prep classes		• Department Chairs • ELD Resource Teacher • Resource Teachers	• Instructional Materials • Supplies	CAHSEE data	results
• Targeted Professional Development	• Ongoing	• Administration • Learning Director	• District funding	• Analysis of CAHSEE data	• CAHSEE results
• Staff development activities aimed at improving instruction	• Ongoing	• Administration • Department Chairs • Learning Director • Resource Teachers	• District funding for professional development	• Department Reports • Teacher Observations	• Test Scores
• Early Intervention to monitor students of concern	• Ongoing	• Administration • Faculty	• Student Study Teams	• Analysis of attendance data. • Analysis of suspension / expulsion data. • Analysis of graduation data	• CBEDS
• TAP student incentives	• Ongoing	• Administration • Learning Director	• Community support • Staff support	• Analysis of CAHSEE data	• CAHSEE results
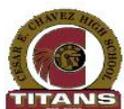
Critical Area 3:

Academic Excellence- Develop ways to encourage high performing students to accelerate to the next level (ie. college prep to Honors, Honors to AP) and create personal incentives designed to motivate these students to reach Advanced Proficient in the testing process.

Rationale: Developing ways to encourage high performing students to accelerate to the next level (ie. college prep to Honors, Honors to AP) and creating personal incentives designed to motivate these students to reach Advanced Proficient in the testing process will be necessary to create a culture of academic excellence. A culture of academic excellence should impress upon all students the value of education which will provide for better attendance and fewer discipline issues. Additionally, the graduation rate should increase.

SSP Goal 2- **Improve student achievement in all academic core subjects assessed by the STAR test.**
SSP Goal 4 – Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes, and celebrates academic excellence.

Growth Target: All students school-wide and all numerically significant sub-groups will meet all API growth targets. The percentage of GATE students scoring Advanced Proficient on the STAR test will increase by 5%. School wide positive attendance rate will increase by 0.5%. School wide suspension and expulsion rates will decrease by 3%. School wide graduation rate will increase by 0.1

ESLRs Addressed: Be Thinkers and Creators; Be Knowledgeable and Accountable

Specific Steps	Timeline	Responsible Persons	Resources	Means to Assess/ Monitor Progress	Report of Progress
• Staff development activities aimed at improving instruction	• Ongoing	• Administration • Department Chairs • Learning Director • Resource Teachers	• District funding for professional development	• Department Reports • Teacher Observations	• Test Scores

Specific Steps	Timeline	Responsible Persons	Resources	Means to Assess/ Monitor Progress	Report of Progress
• Early Intervention to monitor students of concern	• Ongoing	• Administration • Faculty	• Student Study Teams	• Analysis of attendance data. • Analysis of suspension / expulsion data. • Analysis of graduation data	• CBEDS
• Explore resources needed to provide an on site GATE coordinator	• Fall 2008	• District • Site Administration	• Categorical Funds • School Site Council	• School Site Council Agendas	• Board Agenda and Minutes
• Promote the use of the weighted 5.0 grading scale	• Ongoing	• Administration	• Board policy adoption	• Analysis of graduation data	• CBEDS
• Student Incentives-postcards/trips/public recognitions	• Ongoing	• Administration • Learning Director • Counselors	• School Site Council funding • Facility meetings • GATE funds	• Department Reports • Teacher Observations • Master Schedule	• Test Scores • Increase in Honors and AP classes

Critical Area 4:

Library- Resolve to support any deficiencies in school library materials and services with the resources needed to enable an increase in student research opportunities.

Rationale: As a new school, CCHS has significantly limited library resources. Students need to have the necessary tools and materials available to them in order to meet rigorous academic criteria. Resources and services need to be reviewed and supplemented, as appropriate, to enhance the desired academic environment.

SSP Goal 4 – Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes, and celebrates academic excellence.

Growth Target: All students school-wide and all numerically significant sub-groups will meet all API growth targets School wide positive attendance rate will increase by 0.5%. School wide suspension and expulsion rates will decrease by 3%. School wide graduation rate will increase by 0.1

ESLRs Addressed: Be Thinkers and Creators; Be Knowledgeable and Accountable; Be Respectful and Responsible

Specific Steps	Timeline	Responsible Persons	Resources	Means to Assess/ Monitor Progress	Report of Progress
• Increase library reference	• Ongoing	• Administration • Learning Director	• District Funding	• Circulation numbers	• Test results

materials to provide more access to information		• Department Chairs		• Library Inventory • Website Activity • Teacher Observation	
• Determine library reference materials, print collections, and technology needs for improved research availability	• Ongoing	• Administration • Learning Director • Department Chairs	• District Funding	• Circulation numbers • Library Inventory • Website Activity • Teacher Observation	• CAHSEE results
• Determine additional reference materials, print collections, and technology needs that will assist ELL	• Ongoing	• Learning Director • ELD Resource Teacher • Content Area Resource Teachers	• District Funding • School Site Council • Migrant funds	• Circulation numbers • Library Inventory • Website Activity • Teacher Observation	• Testing

Critical Area 5:
Community and Parent Involvement-Community and parental involvement as stakeholders in the learning process should be cultivated.

Rationale: Community and parental involvement as stakeholders is essential in order to foster an academic community. Research has determined that parents significantly impact student success in school.

SSP Goals-*Goal 1*-Improve student performance on the CAHSEE ***Goal 2*-**Improve student achievement in all academic core subjects assessed by the STAR test. ***Goal 3*-**Improve student performance on the CELDT. ***Goal 4*-**Improve student achievement in all academic core subjects by promoting a school-wide culture that fosters, recognizes, and celebrates academic excellence.

Growth Target: School wide positive attendance rate will increase by 0.5%. School wide suspension and expulsion rates will decrease by 3%. School wide graduation rate will increase by 0.1

ESLRs Addressed: Be Thinkers and Creators; Be Knowledgeable and Accountable; Be Respectful and Responsible

Specific Steps	Timeline	Responsible Persons	Resources	Means to Assess/ Monitor Progress	Report of Progress
• UC Merced Parent Empowerment Program	• Ongoing	• UC Merced • Parent Coordinators	• School Site Council funds	• Analysis of attendance data. • Analysis of suspension and expulsion data. • Analysis of graduation data	• Single School Plan • School Site Council • CBEDS
• Articulate with Elementary School District	• Ongoing	• Administration • Learning Director • ELD Resource Teacher	• District funding	• Analysis of attendance data. • Analysis of suspension and expulsion data. • Analysis of graduation data	• Single School Plan • School Site Council • CBEDS
• Promotion of Back-to School Night, Salute to Scholars Night,	• Ongoing	• Administration • Learning Director • ELD Resource Teacher	• District funding	• Attendance sign in sheets at events	• Single School Plan • School Site Council