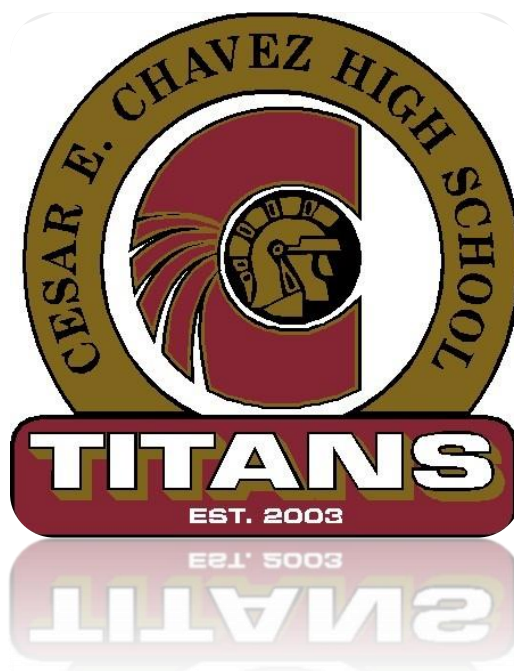




*We are professional learning community, where
learning and academic achievement are fostered,
recognized, and celebrated.*



CÉSAR E. CHÁVEZ HIGH SCHOOL SELF-STUDY REPORT

800 BROWNING ROAD
DELANO, CA 93215

Delano Joint Union High School District

Dates of visit

February 27—March 2, 2022

ACS WASC/CDE Focus on Learning Accreditation

WASC Visiting Committee Members

Chair

TBD

Members

Erin Lariviere

Resource Teacher at Ganesha High School

Michelle Woods

AVID/ELA Teacher at Dominguez Senior High School

Brian Dull

English Teacher at Sierra Pacific High School

Katryn Gonzalez

Learning Facilitator, Department Head of Science at Lindsay High School

Delano Joint Union High School District Board of Trustees

1720 Norwalk Street, Delano, CA 93215

(661) 725-4000

Board President

Mr. Art Armendariz



Board Clerk

Mrs. Eloise Carrillo



Board Members

Mr. Lionel Reyna



Mr. Arnold Morrison



Mr. Ray Arvizu



Delano Joint Union High School District District Administration

Superintendent

Mr. Jason Garcia

District Administrators

Adelaida Ramos, Assistant Superintendent of Educational Services

Jesus Gonzalez, Assistant Superintendent of Personnel Svc/Human Resources

Gabriel Diaz, Director of Curriculum and Instruction

Paul Chavez, Director of Career Technical Education

Ben DeLeon, Director of Migrant Education

Rene Ayon, Director of Student Services

Adrian Maduena, Chief Financial Officer



César E. Chávez High School Site Administration

Principal

Mr. Justin Derrick

Assistant Principal of Instruction and Curriculum

Mr. Juan Jose Madrigal

Assistant Principal of Safety and Discipline

Mr. Shirden Prince

Assistant Principal of Student Services

Mr. James McConnell



César E. Chávez High School

Department Chairs

Mrs. Carol Gardner	TBD
<i>Art</i>	<i>Music</i>
Ms. Rosemarie Dao	Neal Scott
<i>Business Education</i>	<i>Physical Education (Boys)</i>
Eliseo Garza	Angela Jordan
<i>Counseling</i>	<i>Physical Education (Girls)</i>
Ms. Christine Carter	Sandeep Jawanda
<i>English</i>	<i>Science</i>
Elizabeth Giuntoli	Danny Alegria
<i>English Language Development (ELD)</i>	<i>Social Science</i>
Jill Picket	Lea Oung
<i>Home Economics</i>	<i>Special Education</i>
Joel Duran	Jesse Ortega
<i>Industrial Arts</i>	<i>State Requirements</i>
Saleh Alhassan	Gerardo Rodriguez
<i>Mathematics</i>	<i>World Languages</i>

César E. Chávez High School WASC Leadership Team

WASC Focus on Learning Chair

Estevan Ramirez

Science Teacher

Focus Group Chairs

Organization

Omar Mata

Science Teacher

Curriculum

Juan Carlos Cruz

World Language Teacher

Learning and Teaching (Instruction)

Aurora Lopez

English Teacher

Assessment and Accountability

Daniel Alegria

Social Studies Teacher

School Culture and Support

Art Gonzalez

Social Studies Teacher

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Preface

Stakeholder Involvement and Collaboration

In the fall of 2014, César E. Chávez High School experienced its last full WASC visit from a visiting committee. From that visit, we earned a 6-year accreditation, with a mid-term report that was submitted in spring of 2018—[2014 Full Visit Report](#) and [2018 Mid-term Report](#).

The WASC self-study process here has been a collective effort involving all types of stakeholders, including students, parents, staff, teachers, and administrators. While keeping the roles and experience of staff in mind, each focus group constitutes a fair representation of the teachers and staff here at CCHS.

The WASC process itself is one of several different faucets through which our stakeholders' voices are represented. One of our goals for the readers of this report is to preserve the distinct voices and writing styles of its authors. This synergistic approach to the report is meant to convey the message that while we are a diverse campus and community with a multitude of backgrounds and ideas, we are all united in the same goal for our students and children. Chapters I and II are mainly written by the CCHS WASC Focus on Learning Chair; while the input that was used to write those chapters came from stakeholders across the board. The same can be said about the writing of our five Focus Chairs in Chapter III.

Once we rapidly shifted to distance learning in March of 2020, in response to the COVID-19 pandemic, everything involving our stakeholders went virtual. This included, and was not limited to, ASB, Clubs, Board meetings, CIF Athletic, department and staff meetings, IEPs, parent-teacher conferences, Parent University, School Site Council, all WASC related business, and much more. In all, this rapid shift created a lot of unknowns for everyone. Therefore, in a [letter](#) sent in May 2020, it was the decision of the WASC President to postpone our full WASC visit from February 2021 to a later date.

Since then, innumerable challenges have arisen during COVID. As you will read, in an attempt to continue our educational growth and success, we have attempted to meet every challenge head on.

Principal's Message

I would like to take the opportunity to welcome the WASC visiting committee to César E. Chávez High School. Historically, our school has seen much success and achievement. Recently, we have also seen an impact from the current pandemic and how it has impacted learning. Trying to keep a "gold" standard while also addressing the fears and concerns of a pandemic has been a major challenge. Yet, our staff has stepped up daily and continued their strive for success. CCHS has the most seasoned teaching staff in the district that works diligently to support our students and understands the importance of keeping high standards. The "Titan Way" is one of pride and perseverance which you will see from each student and staff member when walking our campus.

I look forward to meeting each member in the upcoming weeks. We hope that you get an opportunity to see where our site stands in academics, extra-curriculars, and student support services. We hope to be as honest and forthcoming with our strengths and struggles so we can continue to improve our student and teacher outcomes. Let me be the first to formally welcome you to Titan Nation.

Bell Schedules

REGULAR SCHEDULE (DOUBLE LUNCH)		
WARNING	7:53 A.M.	
1 ST PERIOD	8:00 A.M.	8:58 A.M.
2 ND PERIOD	9:05 A.M.	10:03 A.M.
3 RD PERIOD	10:10 A.M.	11:08 A.M.
1 ST LUNCH	11:08 A.M.	11:41 A.M.
4 TH PERIOD/A	11:15 A.M.	12:13 P.M.
4 TH PERIOD/B	11:51 A.M.	12:49 P.M.
2 ND LUNCH	12:13 P.M.	12:46 P.M.
5 TH PERIOD	12:56 P.M.	1:54 P.M.
6 TH PERIOD	2:01 P.M.	3:00 P.M.
BUSES LEAVE		3:09 P.M.
7 TH PERIOD	3:05 P.M.	3:55 P.M.
BUSES LEAVE		4:00 P.M.

MODIFIED SCHEDULE BI-WEEKLY 2 HR DELAY		
WARNING	7:53 A.M.	
1 ST PERIOD	10:00 A.M.	10:40 A.M.
2 ND PERIOD	10:46 A.M.	11:46 A.M.
3 RD PERIOD	11:32 A.M.	12:12 P.M.
1 ST LUNCH	12:12 A.M.	12:38 A.M.
4 TH PERIOD/A	12:18 A.M.	12:58 P.M.
4 TH PERIOD/B	12:48 A.M.	1:28 P.M.
2 ND LUNCH	12:58 P.M.	1:24 P.M.
5 TH PERIOD	1:34 P.M.	2:14 P.M.
6 TH PERIOD	2:20 P.M.	3:00 P.M.
BUSES LEAVE		3:10 P.M.
7 TH PERIOD	3:05 P.M.	3:55 P.M.
BUSES LEAVE		4:00 P.M.
2 HR DELAY DATES		
Fall Semester (2021)	Spring Semester (2022)	
Aug. 18	Jan. 19	
Sept. 1, 15, 29	Feb. 2, 16	
Oct. 13, 27	Mar. 2, 16, 30	
Nov. 17	Apr. 20	
Dec. 8	May 4, 18	

MINIMUM DAY SCHEDULE		
WARNING	7:53 A.M.	
1 ST PERIOD	8:00 A.M.	8:35 A.M.
2 ND PERIOD	8:42 A.M.	9:17 A.M.
3 RD PERIOD	9:24 A.M.	9:59 A.M.
4 TH PERIOD	10:06 A.M.	10:41 A.M.
5 TH PERIOD	10:48 A.M.	11:23 A.M.
6 TH PERIOD	11:30 A.M.	12:05 A.M.
LUNCH	12:05 P.M.	12:35 P.M.
BUSES LEAVE		12:45 P.M.

FINALS SCHEDULE		
WARNING	7:53 A.M.	
1 ST TEST	8:00 A.M.	10:00 A.M.
BREAK	10:07 A.M.	10:17 A.M.
2 ND TEST	10:17 A.M.	12:17 P.M.
LUNCH	12:17 P.M.	12:37 P.M.
BUSES LEAVE		12:47 P.M.

FOGGY DAY SCHEDULE		
WARNING	9:50 A.M.	
1 ST PERIOD	10:00 A.M.	10:40 A.M.
2 ND PERIOD	10:46 A.M.	11:26 A.M.
3 RD PERIOD	11:32 A.M.	12:12 P.M.
1 ST LUNCH	12:12 P.M.	12:38 P.M.
4 TH PERIOD/A	12:18 A.M.	12:58 P.M.
4 TH PERIOD/B	12:48 P.M.	1:28 P.M.
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5 TH PERIOD	1:34 P.M.	2:14 P.M.
6 TH PERIOD	2:20 P.M.	3:00 P.M.
BUSES LEAVE		3:10 P.M.
7 TH PERIOD	3:05 P.M.	3:55 P.M.
BUSES LEAVE		4:00 P.M.

Mission Statement and Student Learner Outcomes

Mission, Vision, and Purpose

César E. Chávez High School has a concise and well-defined mission, vision and purpose which reflect the school and community's commitment to success for all students. The mission statement is reviewed annually by the School Site Council and can be changed as the school's needs also change. It is the goals set forth in our mission statement that guide and direct all decisions for the students of the CCHS community.

We are a Professional Learning Community, is a school where learning and academic achievement are fostered, recognized, and celebrated.

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

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

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

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

Our faculty members have repeatedly agreed to the following Expected School Wide Learning Results (ESLRs):

Every student will graduate...	Elaboration
College & Career Ready <i>with skills in...</i>	<i>CCHS students will be:</i> <ul style="list-style-type: none"> ▫ Problem-solvers ▫ Generators of solutions ▫ Competent in basic skills and able to meet curriculum standards in all areas ▫ Coherent writers able to think across the curriculum in a variety of formats
Communication & Technology <i>able to demonstrate...</i>	<i>CCHS students will be:</i> <ul style="list-style-type: none"> ▫ Generators of effective presentations ▫ Able to communicate effectively ▫ Technologically literate
Higher Order Thinking <i>and that embrace...</i>	<i>CCHS students will be:</i> <ul style="list-style-type: none"> ▫ Critical and innovative thinkers ▫ Conceptualizers ▫ Competent in basic skills and able to meet curriculum standards in all areas
Social Responsibility & Service Learning	<i>CCHS students will be:</i> <ul style="list-style-type: none"> ▫ 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

Assessment and Impact of School Programs on Student Learning

Staffing and Professional Development

César E. Chávez High School recruits and employs the most qualified credentialed teachers. For the 2020-2021 school year 100% of the of the classes in core academic subjects are taught by State Certified Compliant teachers as per ESSA.

Our school site continually provides support for new teachers and evidence-based professional development opportunities for all teachers. Mentors are provided for all Provisional Internship Permit (PIP), Short-term Internship Permit (PIP), Waivers, Interns, & Induction Program teachers for support and guidance. Academic coaches provide instructional support and training throughout the year for all teachers and this subgroup as well. Professional development activities are strategically scheduled to support new and seasoned teachers.

The district itself conducts training for CCHS administrators and other school leaders before the start of every school year. These trainings include school budget workshops; Discipline Handbook training provided by Schools Legal Service; the state Safe Schools Conference; the Heart of Coaching; Recognizing Substance Abuse; One Note training for effective integration of technology into curricula and instruction; and Illuminate training for use of data to improve student achievement.

Teaching and Learning

Our efforts to align core curriculum and assessments to state content standards, as well as preparing students to be college and career ready, are ongoing. Teachers in all core-subject areas have worked to develop course outlines and to refine course scope and sequence so that each course is aligned to state content, common core state standards, and the NGSS. During Wednesday PLCs, cohort and department level meetings are facilitated by department chairs, administrators, or subject/grade level resource teachers. During these meetings, staff work to desegregate and analyze data, adjust, and align curriculum, revise and improve instructional practices, and write and calibrate assessments to these standards.

This review and planning process during our PLCs allows teachers and staff to collaborate on developing curricula and lessons that are engaging, with the purpose of developing critical thinking and communication skills among students, all while attempting to maximize the use of project-based learning assignments, student-centered activities, and much more.

This teaching and learning process is enhanced using technology. Every classroom has a teacher workstation with internet access and learning/research software for enhancing instruction. All classrooms are equipped with Wi-Fi. Select classrooms have a standard combination of mobile

iPad/laptop carts, HP Hubs, ELMO document cameras, LCD projectors, Smart Boards, short throw projectors, or Sonic Views.

Standards, Assessment, and Accountability

Assessment is ongoing at César E. Chávez High School. Teachers and administrators assess the progress of students in several ways.

- Ongoing Checking for Understanding: Teachers are regularly checking for understanding throughout their lessons to monitor student learning and progress. This can be seen in a variety of ways such as whiteboards, random selection, project based, observation, writing samples, rubrics, and more.
- Course-level assessments: Teachers are engaged throughout the school year in assessing their students and modifying their techniques as a result. These assessment types can range from simple formative checking for understanding strategies to formative assessments that are closely tied to the instructional practices of individual teachers, and summative assessments – Formative Assessments of Common Core State Standards (FACS) that are common to all teachers of a particular course. As a cohort, teachers identify essential standards which they assess and evaluate to determine best practices moving forward. This is done collaboratively by department and subject level.
- School-wide assessments: CCHS students participate in all state mandated testing programs that encompass the California Assessment of Student Performance and Progress—CAASPP, ELPAC, and CAST, and others.

Parent Involvement

Our staff is strongly committed to increasing and improving Parent Engagement. We aim at providing parents with opportunities to contribute to the educational process as well as providing input into decisions affecting student learning.

Parent involvement opportunities include:

- School—district website, Aeries, and SSC.
- School Events—Safe Schools Committee, ELAC, DELAC, WASC Focus groups, Title I meetings, SSC, Salute to Scholars, Back-to-School-Night, Senior Awards Night, Freshmen Orientation, athletic events, and ASB sponsored events.
- Parent University— a series of workshops for parents are hosted throughout the school year, covering, graduation requirements, college admission, financial aid, drug awareness, suicide prevention and intervention.
- Community—social media (Twitter, Facebook, Instagram), school website, Aeries parent portal, and all-call.

- Public Meetings—the Board of Trustees, SSC, Title I, and LCAP stakeholder meetings.
- Student Services—Safe School Ambassador, Student Study Teams, Counselors, Nurse, School Psychologist, Intervention Counselor, and School Resource Officer.
- Campus Visits—parents are always encouraged to meet with staff or even request classroom visits.
- Volunteering—Advisory Committees, School Site Council, Safe Schools Committee, ELAC, DELAC, Migrant Advisory Committee, Title I, District Technology Committee, WASC, and Booster clubs.

Opportunity and Equal Educational Access (EL and SPED)

CCHS is committed to providing English Language Learners, socioeconomically disadvantaged students, and other ethnic subgroups universal access to state core curriculum. All curriculum materials have been aligned to state content standards, while instruction is differentiated to ensure that all English Language Learners receive instructional support for language acquisition. All curriculum frameworks and handbooks have been designed to ensure the success and equitable learning of all English learners, maximizing student achievement, and facilitating a smooth transition into higher level mainstream courses. The most common methods of differentiation used school-wide are the use of thinking maps, graphic organizers, cooperative grouping, use of visual aids, SDAIE strategies, project-based learning, software that has been aligned to state-content standards, and other supplementary instructional materials.

Most of our Special Education students are in the Resource Specialist Program (RSP) while participating in regular curricula 80% to 100% of the time. RSP Teachers Co-Teach with general ed. teachers using the Push-In model for RSP students. Depending upon the IEPs of our SPED students, curriculum can be modified, students will be provided accommodations through collaboration between the Special Education Teacher/ Case Manager and the general education teacher, all while making the Resource Center available for personal tutoring. All Severely Handicapped (SH) students in the district are currently housed and served on CCHS campus.

Chapter I



Progress Report

Graphic by senior Karanbir Sunner

Significant Developments

There have been several significant changes and developments at César E. Chávez High School since the last WASC accreditation visit in the fall of 2014.

Accolades

Over the years, CCHS has been recognized multiple times as one of the top schools here in the central valley. Every award, accolade, or acknowledgement that we have received from an outside agency cannot be attributed to a single action or group of stakeholders. It is only with the school culture and collaboration of everyone here on campus, and the surrounding community, that we continue to achieve such successes.

In 2015 and 2016, we achieved Silver Medal status as one of America's Top High Schools, according to U.S. News and World Report, reflecting the gains made in college readiness. In 2019, it was our second time earning the California Distinguished High School Award. Only two high schools were chosen in Kern County that year, the other was our sister school, Delano High School. In fact, it was this same year that our entire district was recognized as one of California's Exemplary Districts by the CDE. Concurrently, CCHS was fortunate enough to also be recognized by U.S. News and World Report as one of America's Top High Schools.

In the fall of 2021, [US News & World Report](#) ranked our school #5 in the county based on our performance on state-required tests, graduation rates, and how well we have been preparing students for college. We are also proud of our sister schools within the district. Robert F. Kennedy ranked #1, while Delano High School ranked #4. As a district, we are very proud of [all our schools](#) and the wonderful things they are doing at their sites.

Administrative Team (Leadership Team)

Since the last full WASC visit, we have seen a higher than previous administrative turnover rate. After serving as the CCHS Principal for four years, as well as being the principal during the 2014 WASC visit, Mr. Ben DeLeon transitioned to Valley High School after 2017. Correspondingly, the Valley High School Principal at the time, Chris Juarez, came over to CCHS. Mr. Juarez served as our principal for a single year, and then transitioned to the Delano Elementary School District. In 2018, Mr. Uriel Robles came over from the Delano Elementary School District to serve as the principal until the spring of 2021. Mr. Robles was instrumental in the creation of the WASC report. In the fall of 2021, Mr. Justin Derrick began serving as our newest CCHS principal.

After eight years as an Assistant Principal (AP) of Curriculum and Instruction, as well as Discipline and Security, Mr. Gabriel Diaz decided to return to the classroom as a math teacher at Valley High School continuation in 2017. From 2017-18, Mr. Eliseo Garza, now department chair of the CCHS Counseling Department, served as the AP of Discipline and Security. After Mr. Garza, Mr. Kenneth Moore served as our AP of Discipline and Security for two years, and then transitioned over to the district as our Special Ed. Director. Since 2020, Mr. Shirden Prince has served as our AP of Discipline and Security.

Mr. Jose Maldonado had been with CCHS from 2010-2018, serving as the AP of Curriculum and Instruction for most of those years. After his departure in 2018, Mr. Jesse Flores, former administrator at Delano High School, came over as the AP of Curriculum and Instruction for a single year. Where he then returned to Delano High School. From 2019 to present, Mr. Juan Jose Madrigal has been our AP of Curriculum and Instruction.

In 2016, the CCHS Athletic Director (AD), Mrs. Dolores Rodriguez, transitioned to the DJUHSD district office where she began serving as the Director of Migrant Services for the district. In 2020, she became the Principal Robert F. Kennedy High School. Mr. James McConnell, new to the district at the time, then filled in the AD position. Mr. McConnell is still currently the AD.

Since the last full WASC visit in 2014, we have seen its three original administrators transition offsite, as well as three additional administrators serve for a single year in their capacities. Even with this administrative turnover rate, our stakeholders have continued to see the benefits of all our collective knowledge, experience, and passion as educators. With new administration comes the opportunity for growth because now there are new ideas, new approaches, and new problem-solving abilities. The new Leadership Team, teachers, parents, students, and staff are continuing to work diligently to maintain a successful titan culture. CCHS students continue to benefit from the Leadership Team's efforts as evidence of the last seven years of achievements, which are reflected in the dedication, talent and abilities of our staff.

Bell Schedule and PLC Wednesdays

There has been a single significant change to the César E. Chávez bell schedule. Starting in 2016, weekly PLC Wednesdays became bi-monthly PLC Wednesdays. Therefore, due to the required number of contractual hours in the school year, Wednesday late-starts began school at 10:00 a.m., as opposed to the previous 9:00 a.m. starting time.

There were several reasons why we transitioned away from a weekly PLC Wednesday to a bi-monthly PLC Wednesday. First, the weekly meetings were becoming a distraction for staff members. Staff felt that meeting every week was cumbersome and unnecessary. Second, since the PLC staff meetings usually consumed the first 30 minutes of the allotted morning time (7:30 a.m. - 8:00 a.m.), that left only an additional 30 minutes (8:00 a.m. - 8:30 a.m.) for teachers to meet within their cohorts and departments. 30 minutes prior to starting class time (8:30 a.m. - 9:00 a.m.) were designated for individual teacher prep time. Now that first period begins at 10:00 a.m. on PLC Wednesdays, this allows more time for teachers to collaborate with their departments, subject, or grade level cohorts. (8:00 a.m. - 9:30 a.m.). Together, teachers desegregate data, adjust curriculum, identify instructional best practices, or even review and re-write assessments within their cohorts to address the curricular and instructional requirements for effective implementation of the Common Core State Standards (CCSS).

M, T, TH, F Regular Schedule (Double Lunch)	Starting Times	Ending Times
Warning	7:53 am	8: 00 am
1 st Period	8:00 am	8:58 am
2 nd Period	9:05 am	10:03 am
3 rd Period	10:10 am	11:08 am
1 st Lunch	11:08 am	11:41 am
4 th Period/A	11:15 am	12:13 pm
4 th Period/B	11:51 am	12:49 pm
2 nd Lunch	12:13 pm	12:46 pm
5 th Period	12:56 pm	1:54 pm
6 th Period	2:01 pm	3:00 pm
Buses Leave		3:09 pm
7 th Period	3:07pm	4:02 pm
Late Buses Leave		4:12 pm

Late Start Wednesday PLC Schedule (Double Lunch)	Starting Times	Ending Times
Warning	9:50 am	10:00 am
1 st Period	10:00 am	10:40 am
2 nd Period	10:46 am	11:26 am
3 rd Period	11:32 am	12:12 am
1 st Lunch	12:12 am	12:38 pm
4 th Period/A	12:18 am	12:58 pm
4 th Period/B	12:48 pm	1:28 pm
2 nd Lunch	12:58 pm	1:24 pm
5 th Period	1:34 pm	2:14 pm
6 th Period	2:20 pm	3:00 pm
Buses Leave		3:10 pm
7 th Period	3:10 pm	4:00 pm
Late Buses Leave		4:10 pm

CAASPP System

2014-15 was the first year César E. Chávez High School implemented the CAASPP. This was the same year that the school experienced its last full WASC visit—fall of 2014. By then, the school was already transitioning into preparing its teachers and staff for the CAASPP with system training.

Since CAASPP training began, students and teachers have continued to see more support, more resources and more access to technology. All these actions have created positive change in the classroom. For example, in English, students are learning to read so they may cite evidence, participate in intellectual discourse, draw logical conclusions, and engage in critical thinking. In math, students are learning to solve real-world problems, rather than merely pick out the right multiple-choice answer. In science class, students are being challenged through a combination of NGSS, student centered activities, an integration of the 3-course model, and an inquiry-driven approach to learning.

[DJUHSD CTE Pathways List](#)

Since the last WASC visit in 2014, César E. Chávez High School, with the vision of DJUHSD, has implemented a CTE program specifically designed to enhance the quality of education and increase the postsecondary career choices and opportunities for our students.

The mission of our CTE programs is to provide students with the skills necessary for a seamless transition to a college, trade school, or job type of their choosing. In order to accomplish this goal, the CTE programs are planned course sequences of high-quality academic content and technical skills which focus on a specific career path that prepare students for a seamless transition toward their career goal. Four pathways have traditionally been offered only off campus at Robert F. Kennedy High School (RFK), and the CTE Center (CTEC), formerly known as the North Kern Vocational Training Center (NKVTC), adjacent to Delano High School. As of spring 2021, CTEC is no longer in place as a location. These classrooms are a part of district offices and are now all taught at all three high school sites.

Our CTE courses provide occupational training to high school students, adults, and out-of-school youth throughout the district and local community. In addition to formal classroom settings, we collaborate with local businesses throughout the local Central Valley to provide participants with on-site and on-the-job training experience, as well as job placement opportunities.

The CTE programs offer a wide range of courses to our students. Thirty of these courses target twelve different sectors. These courses are tailored to the community workforce demands for students and allow graduates to get a jump start on their potential careers by developing the experience and skills necessary for success. A variety of career exploration resources and interest surveys are available in the career center as well as are a part of coursework in classes, particularly College and Career Readiness.

A Bakersfield College resource that our Director of Career Technical Education uses is known as the [Program Pathways Mapper](#). This Mapper ensures that the district is selecting and implementing pathways that are relevant and beneficial to a student's post-secondary career choice, which translates into all CTE courses complying with state-adopted content standards, and therefore, integrated into students' four-year academic plans as elective courses.

[DJUHSD Dual/Concurrent Enrollment and Articulation Programs and Courses](#)

Since the last WASC visit in 2014, César E. Chávez High School, along with DJUHSD, have implemented an extensive list of meaningful dual enrollment (dual credit) courses on campus and one online. Beginning in 2016-17, we have had a full commitment to dual credit classes. As a result, our Early College Program has taken off. In 2017, CCHS initially offered only six sections of dual enrollment in the fall semester. By the spring of 2018, the program had expanded to twenty sections being offered. By spring of 2019, the program continued to expand, offering sixty-five sections, covering eleven disciplines. Our goal is to create an Early College Program without our students ever having to leave campus, through proud partnerships with Bakersfield College (BC), Cerro Coso Community College, and California State University, Bakersfield (CSUB). By the time the pandemic was in full swing, we had slightly reduced the number of courses offered to 8, all occurring on CCHS campus.

These dual credit classes have helped our students with making seamless transitions to post-secondary education and have provided additional opportunities to complete an Associate Degree, or even make progress toward earning a certificate of completion in their chosen career path. Not only do these courses introduce students to the rigors of college coursework early, but they also allow students to take classes that are not offered at the high school level. There are additional benefits to completing these courses, such as saving time on taking required courses, reducing their financial obligations, serving as a college credit substitute for AP exams, and fueling academic interest in a discipline.

BC High School Enrollment Yield 2016-20									
	2018			2019			2020		
School	HS Grad Total	Enrolled at KCCD in Fall	Capture Rate	HS Grad Total	Enrolled at KCCD in Fall	Capture Rate	HS Grad Total	Enrolled at KCCD in Fall	Capture Rate
CCHS	324	128	39.5%	301	101	33.6%	349	123	35.2%
DHS	309	94	30.4%	335	129	38.5%	337	112	33.2%
RFKHS	268	84	31.3%	294	82	27.9%	266	89	33.5%
District	901	306	34.0%	930	312	33.5%	952	324	34.0%

Guidance and Counseling Department

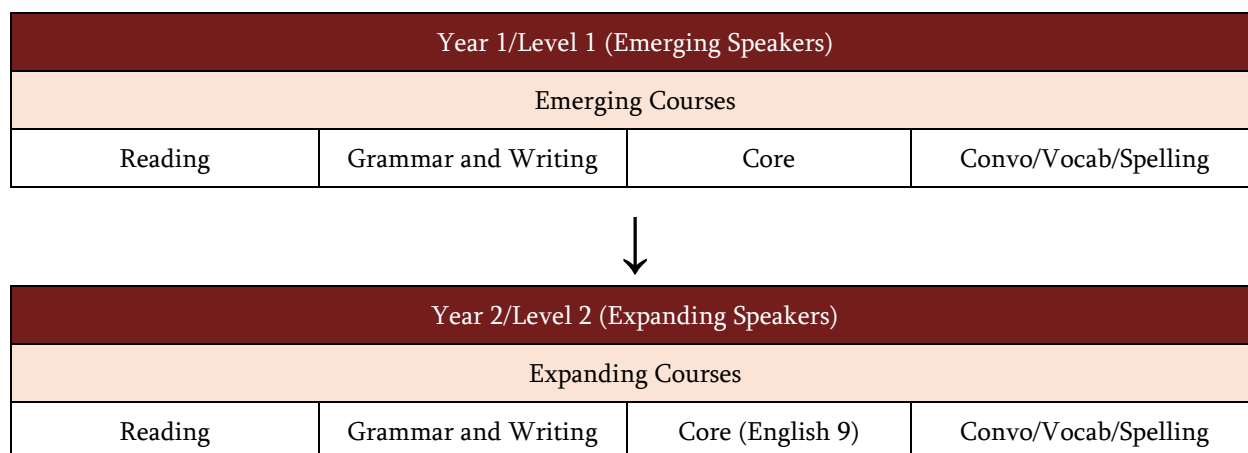
At the time of the 2014 WASC visit, each of the four counselors at CCHS were assigned to a specific grade level of students. For example, a counselor who received all incoming freshmen would follow this group of students throughout their high school career. This model changed in the 2016-17 academic school year. Now, each counselor has their own mixed caseload of freshmen, sophomores, juniors, and seniors. The primary determinant for which counselor the student is assigned too is based on the counselor's caseload. Therefore, students are distributed as evenly as possible, which comes to about 360 students per counselor.

While the old counselor-student model had its benefits, due to the changes that are constantly occurring throughout education, a drawback to the original model was realized. Since each counselor was assigned to a specific grade level for an entire year, anytime a grade specific change occurred, it risked not involving the other counselors. Therefore, upon entry into the next grade level, there was a recurring learning curve for each counselor. Hence, to reduce this learning curve, and better meet the needs of students, this new system was implemented. An additional benefit, as well, was the matching of caseloads. Traditionally, the incoming freshmen class was the largest, while the outgoing senior class was the smallest.

As intended, all four of our counselors are now immediately aware of any grade specific changes, and their caseloads are relatively the same. This translates into any of the four counselors being able to assist any student from any grade level.

English Language Development (ELD) Department

During the last full WASC visit of 2014, César E. Chávez High School had an ELD district course sequence which consisted of 8 intensive intervention courses. These courses were designed to help underachieving students classified as English learners gain proficiency in the English language and ensure their success in mainstream courses once they exit the program. All 8 courses were based on a distribution of the English Language Development Standards and targeted language skills in four domains: Listening, Speaking, Reading, and Writing. Non-English speakers went through a Year 1/Level 1 ELD Emerging course model, and then transitioned onto an intermediate level year 2/Level 2 ELD Expanding course model. Year 1 students were enrolled in four hours of ELD courses per day. These courses included: Emerging Reading, Emerging Grammar and Writing, Emerging Core, and Emerging Conversation/Vocabulary/Spelling (CVS). All four of these courses were language electives. Year 2 students were also enrolled in four hours of ELD courses per day. These courses included: Expanding Reading, Expanding Grammar and Writing, Expanding Core, and Expanding CVS. Students enrolled in Expanding Core could earn English 9 credit upon successful completion, while the other three courses were language electives. English 9 was a sheltered class that included low ELs and ELD students and offered a way to mainstream ELD students. This sequence and model had up 100 students per semester at one time, and originally had 4 staff members teaching these courses.



In 2018-19, CCHS, in accordance with DJUHSD, changed the sequencing and model in which students go through ELD courses. The purpose of this change was driven by the heavy emphasis and incorporation of CTE pathways into student schedules. Currently there are now three total periods of ELD being offered by a single teacher at CCHS. All three periods have a mixture of Level 1 and Level 2 students enrolled. Period 4 is Emerging CVS. Period 5 is a hybrid class that includes the courses Emerging Grammar/Writing and Expanding Reading. Period 6 is also a hybrid class that includes the courses Emerging Reading and Expanding Grammar/Writing. The Core classes no longer exist within the ELD track itself. Instead, ELD students are enrolled in standard English CP courses. This translates into ELD students receiving 2-3 hours of ELD, versus up to 4 hours in the previous district model; and there are no more than 30 total students enrolled in these courses.

In 2019-2020: Based on new guidelines every EL student was enrolled in a designated ELD support class.

In 2020-2021: During distance learning all English learners continued to be enrolled in a ELD support class.

In 2021-2022: The courses that are currently being offered to our recently arrived EL students are the following: an Expanding Reading course, Emerging-Expanding Grammar and Writing, and an Emerging CVS course. We have 5 staff members currently teaching these courses. All other English learners are placed in one of the following classes: Bridging reading, Bridging Grammar and Writing , and Bridging CVS.

	Courses
Period 4	Emerging Reading & Expanding Reading
Period 5	Emerging Grammar and Writing & Expanding Grammar and Writing
Period 6	Emerging Conversation/Vocabulary/Spelling & Bridging Conversation/Vocabulary/Spelling

English Language Development (ELD) Literacy Library

In 2015, our ELD Department inaugurated, what was at the time, the one and only ELD Literacy Library in the state of California. With grant funds and school assistance, the ELD Department has managed to create a reading environment representative of a university setting, where students can immerse themselves in engaging online activities, and enjoy reading books at their reading level at least once a week. ELD students continue to utilize this learning space on a weekly basis. Students have access to 10 computer stations and over \$50,000 worth of books. The books range from early reader levels, up to a 5th grade Lexile level, and cover a variety of genres. In the spring of 2019, RFK was gracious enough to donate an additional 100 books to the ELD library. ELD Library (below)



DJUHSD Information Technology Mission and Purpose

Since the 2014 full WASC visit, César E. Chávez High School has taken major steps to integrated new and better technology throughout campus. Every classroom has a teacher workstation with internet access and learning/research software for enhancing instruction. All classrooms are equipped with Wi-Fi. Select classrooms have a standard combination of mobile iPad/laptop carts, HP Hubs, ELMO document cameras, LCD projectors, Smart Boards, short throw projectors, or Sonic Views.

CCHS has made online learning and assessment platforms available in all core disciplines, pathways, and dual enrollment courses. By utilizing resources outside of the textbook and classroom itself, computer-based instruction, and online resources provide a means to increase the quality and diversity of instructional strategies for students.

We recognize that certain online resources are accessed more than others. Our most popular online platforms that CCHS staff use have been hyperlinked in the table below.

Utilized CCHS Online Instruction & Curriculum Driven Platforms	
<ul style="list-style-type: none"> ▪ Accelerated Reader ▪ Adobe Suite ▪ Aeries ▪ Apstudents.collegeboard.org ▪ Audacity ▪ Bozeman Science ▪ Canvas ▪ California Career Zone ▪ Caaspp.org ▪ Commonlit.org ▪ DeltaMath ▪ Edgenuity Credit Recovery ▪ FlipGrid ▪ Flocabulary ▪ GoFormative.com ▪ Health Careers: <ul style="list-style-type: none"> ▫ FACES 4.0 ▫ SCIROCCO Code-Viewer ▫ Radinfo ▫ Logger Lite Vernier ▪ Illuminate ▪ iMovie ▪ IXL English and Math ▪ Khan Academy ▪ Kahoot ▪ Kamiapp.com ▪ Keynote—Apple 	<ul style="list-style-type: none"> ▪ Listenwise ▪ Microsoft Office 365 ▪ Microsoft Suite ▪ Nepris ▪ No Red Ink ▪ NewsELA ▪ News-2-You ▪ Nearpod ▪ OneNote-Class Notebook ▪ Pages—Apple ▪ Paxon-Patterson ▪ Pearson Realize ▪ PhetLabs ▪ Purdue OWL ▪ Readworks ▪ Remind ▪ Renaissance ▪ Seesaw ▪ Schoology ▪ Smart Learning Suite ▪ Schmoop ▪ Socrative ▪ Sway-Portfolio ▪ Symbolstix ▪ Ted talks ▪ Unique Learning ▪ Writing.csusuccess.org

800 Building Computer Labs

In the fall of 2019, we added an additional, brand new, computer lab to our site—room 802. In the spring, of 2020, we were scheduled to complete a second, brand new, computer lab—room 804. Due to COVID-19, this second lab was postponed. Room 802 features 30 computer stations. There are now a total of seven computer labs on campus, including two in the library, and two daily classrooms.

Art

After the last WASC visit of 2014, the Art department received a state-of-the-art embroidery machine. The machine can use up to 10 different thread colors simultaneously in order to create personal design stitch patterns on various surfaces by utilizing PE-Design Next software.

Business

In the fall of 2019, the Business department obtained Office 365 Excel, 2019, and integrated it into the Computer Lit./Comp B5, and Business Management pathway.

In the Multimedia Lab, aka “The Studio”, Multimedia students and Yearbook, utilize this class to take photos, make and edit videos, and even make school announcements. The lab also contains backdrops, digital equipment, lighting, a teleprompter, and access to a drone.

Library

In the fall of 2019, the CCHS library added 20 additional computer stations along the inside perimeter of the library, providing additional access to students. There is now a total of 50 computer stations throughout the library.



Science

At the beginning of the 2016 school year, the district purchased \$27,500 worth of Vernier software and technology for the science department. These items included: heart rate monitors, pH sensors, gas sensors, Geiger counters, calorimeters, LabQuest computers, and much more.

In 2017, the department received its first laptop cart of 40 computers. While in 2018, the department received its second laptop cart of an additional 40 computers. Science teachers actively coordinate with each other to share and accommodate lessons plans that incorporate the use of these computers.

CCHS Library

Over the last seven years, CCHS has added over 8,000 book titles to the library book shelves. Since the last WASC visit, circulation has increased from about 10,000 total book titles to over 18,200. The more popular titles have multiple copies to allow for more student access. The library continues to utilize a copy machine available for student use, printers, two computer labs, and multiple mobile iPad carts.

Throughout the years, the school library has asked for teachers and departments to make recommendations on which specific books or sets they would like to see on the shelves. From there, if the request was feasible, the school requests the order. For example, in order to enrich a freshmen science project, the science department requested a large set of hardcover books titled *Understanding the Elements of the Periodic Table*, which focused on the properties and uses of specific elements throughout the periodic table. The results of this project can be seen on the walls of science classrooms.



Next Generation Science Standards (NGSS)

Since the release of NGSS in 2013, the César E. Chávez High School science department has made every effort to understand, integrate, refine, and align science standards into the classroom. To prepare students for STEM careers, as well as the CAST, the administration has been very supportive in proactively pursuing and encouraging its science teachers to attend high quality trainings, workshops, seminars, and other professional development opportunities. These PDs have included outside consultants and former science teachers, Ron Rohac and Bill Burd, Depth of Knowledge (DOK) seminars, an NGSS Launch workshop at Kern County Superintendent of Schools in Bakersfield, National Science Teachers Association (NSTA) workshops at the Los Angeles Convention Center, 3 Course Model training, NGSS-Palooza workshops at CSU Northridge, EDI training, CAST training workshops in Fresno, and more.

While the science department lacks the necessary NGSS aligned textbooks, each of its teachers has made a concerted effort to align their instruction and curriculum to NGSS. Below is a description of how the science department is approaching each of the three dimensions for NGSS.

- Crosscutting Concepts:

The CCHS science department has begun integrating the High School Three Course Model into the curriculum. This model consists of integrating Earth science standards into the three major science disciplines offered at CCHS: biology, chemistry, and physics. The High School Three Course Model contains The Living Earth, Chemistry in the Earth System, and Physics in the Universe courses. The three-course model combines all high school performance expectations (PEs) into three courses. To highlight the nature of Earth and space sciences (ESS) as an interdisciplinary pursuit with crucial importance in California, the three courses present an integration of ESS and one of the other high school disciplines.

- Science and Engineering Practices:

The CCHS science department has mostly shifted away from the traditional model of science instruction—where teachers will strictly lecture about science content, students take lecture notes, then there is a type of reinforcement activity (i.e., bookwork). Many of the instructional practices are now focusing more on scientific inquiry. These new instructional practices give students a chance to learn how to figure out how things work or why things happen. Less and less, students are encouraged to just learn about the facts, concepts, theories, and laws of science. There are now more opportunities to develop explanations for natural phenomena and design solutions to questions; because this is how science is done in STEM.

- Disciplinary Core Ideas (DCIs):

Disciplinary ideas are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science. The CCHS science department has begun to integrate more of these ideas across each of the main science disciplines offered on campus.

Professional (Staff) Development (PD)

CCHS staff development activities are based on professional needs. CCHS teachers participate in bi-monthly on-site and District level cohort meetings and professional development opportunities meant to desegregate data, calibrate and align curriculum, identify instructional best practices, review and re-write assessments for alignment, build professional capacity, and target DOK level questions on assessments and activities.

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

Training in Explicit Direct Instruction and Thinking Maps is ongoing with emphasis in Lesson Objectives, Checking for Understanding, and meeting the needs of English Learners. Teachers learn different ways to improve literacy skills and vocabulary building using grade level concepts and addressing the new English Language Development Standards, the Next Generation Science Standards, the CCSS mathematics standards, and the Mathematical Standards of Practice

- Distance Learning PD

Due to the anticipation of a distance learning school year, beginning in May 2020, the amount of professional development opportunities for teachers and staff surged. This was primarily in response to the expected implementation of Canvas and the expansive use of the Microsoft Office apps. Prior to the start of the 2020-21 school year, and again prior to the start of the spring semester, teachers were allocated 10 hours per course to create semester Canvas shells from which they could share with their cohorts. The week before the start of the school year, two entire days on campus were dedicated to training teachers on Canvas and Microsoft Teams.

The Canvas trainings that were offered by KCSOS focused on utilizing Canvas for distance learning strategies which included: how to import courses, utilize Canvas Studio, navigation and access, communication, creation and customization of content, grading student work, assessments, and classroom management.

The Microsoft Teams (synchronous) professional development included training on how to live stream, security options, chat management, downloading attendance list of students, and posting videos on Canvas. To offer continued technological support, video links were made available as a resource to reference as needed. Academic coaches provide additional continued technological support for teachers.

Throughout distance learning, training involving Canvas and Microsoft office were ongoing and occurring almost on a weekly basis.

For the fall semester of 2020, additional professional development activities for distance learning included Expository Reading and Writing Curriculum (ERWC) virtual workshops for delivery of instruction and curriculum through Canvas; Literacy workshops to learn and practice effective instructional strategies for teaching reading and writing; EL instructional strategies training through the county office; and academic coach trainings on best practices.

- CTE, SPED, and EL Professional Development during Distance Learning

Specific professional development opportunities were facilitated prior to the start of school for special education teachers and the Career Technical Education sectors staff. These trainings included MyITLab for the dual enrollment business classes; Clinical Skills Lab and Virtual Clinical Excursions resources training for the nursing class; CONNECT ACCESS CODE for virtual skills and lesson plans; Simitics to facilitate lab experiences via simulation for the medical assisting program; S/P2 workplace safety training for the agriculture and construction; and Nepris workshop for CTE and special education teachers on virtual work-based learning experiences with industry professionals across the nation. In addition, the special education staff was provided professional development on tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Microsoft Teams, Zoom, and Canvas.

In order to mitigate the learning loss for English learners, students with disabilities, socioeconomically disadvantaged pupils, and homeless and foster youth during distance learning instruction, CCHS also

scheduled Explicit Direct Instruction (EDI), Designated ELD, and Integrated ELD instructional strategies trainings in September and October of 2020.

Lastly, as an extra level of support, our Academic coaches were added to new teachers' Canvas courses as Course Designers, Observers, or as a Teacher's Assistant. Supplemental curriculum trainings on Reading Horizons (ELD teachers), Listenwise (all teachers) and IXL (math and English teachers) occurred August and September of 2020.

The following is a list of PD opportunities CCHS teachers and staff have participated in going back to 2018:

2018	
<ul style="list-style-type: none"> • Bill Burd Science Instructional Strategies • California Science Test (CAST) workshop in Fresno • Central California World Languages Project • Data Works EDI • DJUHSD Math Professional Development • DJUHSD English Professional Development • DJUHSD Science Professional Development • DOK Training • ELAC/DLAC Training for ELD • Explicit Direct Instruction (EDI) training for all departments • Expository Reading and Writing Course (ERWC) training for select teachers • History-Social Science Framework 	<ul style="list-style-type: none"> • Illuminate training (Aug), • NGSS-Palooza at California State University, Northridge (CSUN) • One Note training (districtwide) in August to effectively integrate technology into curricula and instruction with additional follow-up training in November and January to refine instruction. • PLC training (Aug, Feb, March, Summer) • The Reading Institutes for Academic Preparation (RIAP) for the English department • Solution Tree Data Driven Analysis workshop (Aug)
2019-20	
<ul style="list-style-type: none"> • Adam Welcome • Aeries Training with Sonia Viramontes • Best Results for English Learners • California History-Social Science Framework Conference 2019-2020 • California NGSS Statewide Rollout: Environmental Literacy • California Science Education Conference • Canvas • CDE English Learner Roadmap Training of Trainers • Clinical Skills & Virtual Clinical Excursions for Nurses • Connect Access Code • Cognitive Coaching • Co-Teaching Conference • CPR-AED Training • CSU Central Valley High School Counselor Conference 	<ul style="list-style-type: none"> • Listenwise Training • Marc Johnson Solution Tree • Microsoft Office 365 <ul style="list-style-type: none"> ▫ Excel ▫ Forms ▫ One Drive ▫ One Note ▫ Sway ▫ Teams • MyITLab • NCTM Best Practices • Nepris • Paraprofessional PD • PLC Solution Tree • PLTW Summit • Reading Horizons • SDAIE Training • Science Institute and Learning Network • Simitics • S/P2 workplace safety training

<ul style="list-style-type: none"> • CSU Math Workshop • Data Analysis and How to Collaborate workshop to assist teachers in using data from classroom-based assessments and using data from such assessments to improve instruction and student academic achievement. • DOK Training • Data Works EDI Training • ELD Foundations Training • ELPAC Initial Assessment Training • ELPAC Summative Assessment • ERWC 3.0 Update Session • Expository Reading and Writing • HS Science Professional Development • IXL • The Heart of Coaching strategies for academic coaches • KCSOS Chris Parsons • KTCE Reading/Writing • KCTE writing and reading workshops to improve teaching and student learning 	<ul style="list-style-type: none"> • Strategies to Read & Understand Informational Text w/Jill Hamilton Bunch • Teaching English Learners: What New Educators Need to Know • Thinking Maps <ul style="list-style-type: none"> ▫ Implementing Thinking Maps into daily lessons and writing in class • Using the ELD Toolkit Strategies 3-Day Training • Special Ed. and English learners: <ul style="list-style-type: none"> ▫ UDL strategies and how to write IEPs ▫ Training on autism, health care, and how to meet student needs ▫ Proact training for crisis intervention ▫ Transitions Supports workshop ▫ 21st Century training Classroom management ▫ Supporting Learning Disabilities
2021	
<ul style="list-style-type: none"> • Canvas <ul style="list-style-type: none"> ○ Aeries Syncing ○ Assessments ○ Grading ○ Rubrics ○ SpeedGrader ○ Studio • Microsoft Trainings <ul style="list-style-type: none"> ○ Cloud Storage ○ Forms ○ One Drive ○ One Note ○ Share Point ○ Sway ○ Teams 	<ul style="list-style-type: none"> • Design-Based Learning: Igniting Creative Thinking • Listenwise • Paraprofessional Network • Pear Deck • Reading Literacy w/ Jill Hamilton-Bunch • Thinking Maps <ul style="list-style-type: none"> ○ Writing from the Beginning and Beyond (WFFB) ○ WFFB: Virtual Direct Teacher Training Expository • Writing & Vocabulary & Implementing Strategies through Distance Learning w/ Jill Hamilton-Bunch
2022	
<ul style="list-style-type: none"> • Back-to-the-Basics <ul style="list-style-type: none"> ○ Essential Questions ○ Daily Learning Objective ○ Daily Language Objective ○ Check for Understanding • DataWorks PLO 	<ul style="list-style-type: none"> • Back-to-the-Basics <ul style="list-style-type: none"> ○ Daily Language Objective ○ Check for Understanding ○ Depth-of-Knowledge (DOK) ○ 4 C's of 21st Century Learning • Data and Literacy Workshop

Safe School Ambassadors

Safe School Ambassadors (SSA) is a program designed to prevent and stop bullying in schools right at the source: students. It is an “inside-out” approach. While well-meaning efforts are focused on how adults respond to the consequences of mistreatment (discipline and counseling), SSA empowers students to use their own training and skills to intervene in situations before they get out of hand. Students are our eyes on the ground: they notice things that adults can’t and can get involved in ways that are more effective. Students are not chosen randomly—they are nominated by teachers for their leadership potential and their level of social influence on different student groups.

Intervention Counselor (IC)

In January of 2019, CCHS hired its first full-time Intervention Counselor. While our counselor wears multiple hats, their overall goal is to serve the school community by providing additional awareness, support, and services that are aimed at improving school culture and climate for students and staff. Our IC reaches out to students through different avenues:

SSA

One of the programs that our IC works directly with is the Safe School Ambassadors (SSA). Since the integration of the IC into SSA, they have amped up their student and staff training. Students continue to be trained in how to intervene and report situations that go counter to our CCHS culture, without putting themselves at risk.

Class Presentations

Our IC also brings in experts from the [Alliance Against Family Violence and Sexual Assault](#), [C.H.P.](#), National Guard, and other behavioral health professionals. These outside professional conduct presentations to our students during their English, History, and P.E. classes. This weeklong process attempts to reach as many students as possible, and covers topics such as bullying, drugs, vaping, the importance of respect and kindness, and other emotional support topics.

National Alliance for Mental Illness Club

In the early spring semester of 2020, a group of students, along with our IC, created the National Alliance for Mental Illness Club on campus. This new club focuses on bringing awareness to different types of mental illnesses such as severe anxiety, depression, etc.; and gives people a way to better understand these conditions by encouraging others to discuss these topics in the open. The main goal of the club is to help those suffering feel more welcome in the school community.

Parent Project

Also beginning in the early spring of 2020, our IC started up *Parent Project*. This is a ten-week bootcamp-like intense parenting program for families who are seeking to obtain new skills and approaches to parenting. For example, parents are shown how to respond in more positive ways and become more involved in their children's lives. For the first six weeks, parents attend three-hour sessions each week then two-hour sessions the last four weeks.

Daily Duties

Students who are referred to our IC include students who are considered “at-risk”. These at-risk students include those who may have repeatedly failed their courses, have had repeat behavioral referrals on campus, a history of violence or fighting, drug violations, multiple suspensions, or any other recognizable pattern of behavior that is counter to CCHS culture. These students are placed in a group titled, “*Why Try?*”. While in this group, our IC will meet with them weekly. To not disrupt their academic needs, these meetings will occur on a rotating class basis. During these meetings, students are taught and encouraged to reflect on their experiences, choices, and behavior, even anger management if necessary. Additional appropriate support can then be put in place to aide and monitor their progress. Specific additional support can include a customized Student Support Team (SST). This team can consist of parents or guardians, teachers, administration, or any professional that has a stake in the student’s success, including our CCHS school psychologist, the DJUHSD Marriage and Family Therapist, Kern County Social Services, or even our campus police officer. If the SST action plan is unsuccessful then the school considers an academic psychological assessment from our school psychologist to determine if the student requires an Individualized Education Plan (IEP).

COVID-19 Response & Distance Learning

In response to the COVID-19 pandemic, March 18, 2020, César E. Chávez High School officially shut down its daily operations. In preparation for the mandated shut down, the school set up immediate [distance learning plan](#) for all students. In the first phase of the spring 2020 semester, teachers initially put together 13 days-worth of independent lessons and assignments that covered students through Spring Break. This phase was a content review model. Teachers provided a combination of bookwork, packets, assignments through online platforms, such as Schoology, and even take-home projects.

Emphasis was placed on assignments that did not require internet access, due to the digital divide that exists here in the Delano community. While this digital divide is shrinking, with the advent of smart phones, our school was quick to respond by creating a laptop check-out process for students who lacked computer access at home and were enrolled in computer-based courses such as Computer Lit., Education Theory, Elementary Spanish B1, and Sociology. Students with tech issues involving school assignments could now even contact the same IT Help Desk line that all teachers and staff have available.

For those students who were marked by their teachers as not receiving all assigned work, prior to initiating the distance learning model, classified staff from the front office called student homes to have them come pick up their assignments on campus. Teachers who were not already using [Remind.com](#) or [Microsoft Teams](#), were strongly encouraged to sign up to their students, or create team classrooms so that lines of communication would remain intact.

Once it was established that a distance learning model would take all schools through the rest of the 2019-20 school year, the next phase focused on a content acquisition model. For this phase, Edgenuity was the primary platform utilized by all teachers and students for content acquisition. Prior to Spring Break, a three-hour Edgenuity webinar training session was offered to all teachers, via zoom, in order to familiarize staff with the aspects and capabilities of the Edgenuity. After the Governor's announcement, all CCHS students were now able to check-out school laptops if they lacked access at home.

For the spring of 2020, teachers and staff constantly reached out to students daily. Monday through Friday, teachers were guided to focus on a period by taking a virtual roll call using Remind, Microsoft Teams, Google Voice, etc. The names of those students who failed to respond in any way were forwarded to the administration for follow-up phone calls.

Spring 2020 Finalized Distance Learning Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 8:00-10:00am	<u>Period 1 Block</u> Teachers offer opportunities for interactive lessons/activities and Edgenuity. Students bring questions and concerns during this time. Students plan to complete 1st period work during this time.	<u>Period 4 Block</u> “	<u>Period 1 Block</u> “	<u>Period 4 Block</u> “	<u>Per. 1: 8-9 am</u> Teachers offer support for students in Period 1.
					<u>Per. 2: 9:05-10:05 am</u> Teachers offer support for students in Period 2.
Block 2 10:10-12:10pm	<u>Period 2 Block</u> “	<u>Period 5 Block</u> “	<u>Period 2 Block</u> “	<u>Period 5 Block</u> “	<u>Per. 3: 10:10-11:10 am</u> Teachers offer support for students in Period 3.
					<u>Per. 4: 11:15-12:15 am</u> ...Period 4.
LUNCH 12:15 - 12:50pm					
Block 3 1:00-3:00pm	<u>Period 3 Block</u> “	<u>Period 6 Block</u> “	<u>Period3 Block</u> “	<u>Period 6 Block</u> “	<u>Per. 5: 12:55-1:55 pm</u> Teachers offer support for students in Period 5.
					<u>Per. 6: 2-3 pm</u>

The CCHS Business department updated the school website to include a [Distance Learning page](#) for teachers and students. YouTube channels and videos that were created by our staff in response to COVID-19 can be [viewed here](#), along with a shout out by the [Bakersfield.com news](#).

Once working from home, teachers were asked to complete a [Student Contact Log](#), as well as a daily [CCHS School Closure Communication Log](#) with their students using [Microsoft Forms](#).

Teachers who were unable to contact, or hear back from, their first period students through online platforms, were asked to call home using [Google Voice app](#).

A CCHS phone tree was created for parents or students who wished to speak to a teacher directly,

between the hours of 8 a.m. and 3 p.m. Monday - Friday. When a parent or student called into the school, an automated message took them to a directory by their last name where they could access a teacher.

(Temporary) One-to-One Laptop Transition

Once César E. Chávez High School students transitioned to distance learning in March of 2020, we noticed an immediate area of need—not every student had a working computer at home, or internet. At this point, only students from the SPED department were issued loaner laptops. Therefore, CCHS immediately initiated a laptop loaner program to all students who filled out the necessary paperwork. Before we started the loaner program, all computers which were designated to be checked out were first re-imaged and updated with Microsoft Intune for Education software by the IT department. Since this had not been anticipated far enough in advance, we met the needs of students by lending out laptops that were designated as classroom sets. In addition, wi-fi hotspot devices were lent out to students who did not have daily access to wi-fi at home. Those students who resided in the small surrounding communities of Delano were continuously contacted by staff due to poor reception. By fall of 2020, a total of 1,210 laptops had been rented out to students.

This laptop loaner program also applied to teachers, if necessary. Teachers were given access to the new Microsoft Surface Pro laptops, which featured stylus pens and whiteboard functionality.

In anticipation of returning to full-time in person learning, over the summer of 2021, we made a concerted effort to re-collect as many student laptop loaners as possible. Once our school returned to in-person learning for the fall of 2021, we had transitioned away from a one-to-one school. The majority of those returned laptops went back into the classroom as class sets. Only those students who were placed into quarantine/independent studies during the school year, were provided laptops to take home.

As of now, our plan is to fully transition to a permanent one-to-one school

2020-21 Bell Schedule for Distance Learning

The effects felt by COVID-19 have created impacts unlike any we have experienced before. COVID-19 changed the way we provided services to ensure the health and safety of students and staff; the delivery of instruction; social and emotional education during COVID-19; essential services for pupils such as meals and technology; monitoring of student progress; and strategies in engaging parents as partners in providing the best education possible. The health and safety of students and staff continues to be the top priority in the decision for continued educational platforms and support services.

The 2020-21 school year at César E. Chávez High School was entirely distance learning. In-person class was canceled for health safety reasons, and strict rules were put in place for students and families having to come to campus. Teachers were given the option of coming to campus; and while teachers did, most preferred to work from home due to them living out of town and having all the necessary resources at home.

All staff received information and training regarding the CDC and CDPH Safety Protocols, self-assessment wellness checks, and passive and active screening procedures resulting in new roles and responsibilities for all staff. Classified work duties have also been modified to meet the needs of the district during the COVID-19 pandemic.

For students, class time began at 9:56 a.m., instead of the usual 8:00 a.m., and still ended at 3:15 p.m. The periods were also on a rotating schedule. Periods 1-3 occurred every other day, while periods 4-6 followed the same mirrored, every other day, schedule. Each class was 90 minutes in length, with 6 minute “passing periods” in between. Depending on which classes fell on which days of the week, MWF, or T/Th, students either attended a class three times a week, or twice a week. Ultimately, the amount of class time balanced itself out due to the continual rotating class schedule—a class attended three times one week, was attended two times the following week, and so on.

As a result of the day starting later for students, it would have been impractical to attend every class every day. Therefore, CCHS switched over to a 90-minute class period model with three classes per day, on a rotating basis.

CESAR E. CHAVEZ HIGH SCHOOL Distance Learning Schedule					
Class periods will take place on an alternating basis.					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40-9:50	PERIOD 0 - PARENT ENGAGEMENT/PEER COLLABORATION				
9:56-11:26	PERIOD 1	PERIOD 4	PERIOD 1	PERIOD 4	PERIOD 1
11:26-11:59	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:09-1:39	PERIOD 2	PERIOD 5	PERIOD 2	PERIOD 5	PERIOD 2
1:45-3:15	PERIOD 3	PERIOD 6	PERIOD 3	PERIOD 6	PERIOD 3

TIPS FOR STUDENT SUCCESS:

- Log into CANVAS/TEAMS daily
 - Check your student email
 - Establish routines
 - Complete assignments
 - Communicate w/ your counselor and teachers

Questions/Problems with Laptops or Email
DJUHSD TECH SUPPORT:

- Phone: (661) 720-4741
- Email: helpdesk@duhsd.org

Canvas Support Hotline

- 855-465-8014

From Left to Right: Mr. Guillermo Santana (Intervention Counselor), Mr. Alfonso Hernandez (Counselor), Mr. Shirden Prince (AP of Discipline), Mr. Juan Jose Madrigal (AP of Curriculum & Instruction), Mr. Uriel Robles (Principal)



7:40 a.m. to 9:50 a.m.-Parent Engagement/Peer Collaboration

This served as an informal substitute for our usual Wednesday PLC time. Teachers could communicate with each other through the same means through which families were contacted. When collaborating, teachers used this time to develop engaging lessons, modify the curriculum so that essential standards were focused on, create and modify assessments, and address the challenges of distance learning.

Teachers were also encouraged to reach out to the parents and families about any information deemed important and necessary for student achievement. In a difficult time for all stakeholders, this promoted continual communication between the school and Delano area families. Teachers and staff utilized several modes of direct communication with families—phone calls, emails, text messages (Google Voice), Microsoft Teams, Zoom, Remind, etc.-in order to provide the necessary supports and accommodations. Translation service in Spanish and Tagalog were available for parent meetings.

During this structured time, paraprofessionals provided one-on-one virtual academic instructional support for pupils who were not performing at grade level, English learners, pupils with exceptional needs, and pupils in foster care or experiencing homelessness. The paraprofessionals contacted parents of students who had not engaged in instruction and provide pupils with technical assistance such as logging into Canvas, uploading assignments, Microsoft direct messaging, and assistance with the protocols for taking assessments. Students who were not engaged in the learning were referred to support staff for the implementation of the district's tiered re-engagement strategies. The school site staff regularly communicated with parents regarding pupil's academic progress via phone call, AERIES Parent Portal, or Blackboard Connect messaging system.

If students were unable to attend class that day, they now had the opportunity in the morning to participate in class asynchronously. This meant that students who signed into Canvas during the day, messaged their teachers, turned in work, watched teacher-created instructional videos, engaged in discussion forums, or dedicated time in any way to their schoolwork, were now marked present (asynchronous) for attendance.

Canvas Learning Management System

In response to anticipating a possible full year of distance learning for the 2020-21 school year, a major shift in instruction, curriculum, and assessment came in the form of the launch of the Canvas learning platform. The purpose of this shift was so that CCHS teachers could continue to provide content aligned to grade level standards that are provided at a level of quality and intellectual challenge equivalent to in-person instruction.

During the summer of 2020, our teachers developed a shell on Canvas and uploaded all relevant curriculum to ensure pupils receive equivalent quality curriculum and instruction through distance learning. The courses uploaded in Canvas include all core and AP academic content courses, designated and integrated ELD, transition program, Career Technical Education, dual enrollment, music, world language, physical education, and art. All instructional lessons were modified collaboratively by the general education teacher and case manager for students with disabilities in accordance with the pupil's

Individualized Education Program.

The week prior to the start of school, all teachers were trained in Canvas and Microsoft Teams to ensure high quality delivery of instruction. During those two days, the teachers of students with significant disabilities were provided professional development on [Unique Learning](#), [News-2-You](#), [Symbolstix](#), and other instructional lessons. Throughout the school year, CCHS continued training on Canvas and Microsoft Teams for all instructional staff.

Instruction

By offering a plethora of online learning tools, Canvas allows teachers to create a tailored online learning environment to support learning and student achievement. Teachers now have the capacity to integrate the necessary systems and apps needed to support every student, at different levels, in a host of virtual environments, all on a single platform. Within Canvas, teachers create lessons that embed presentations, graphics, links, pictures, videos, and almost an unlimited supply of other supplemental learning resources.

While teachers were already using dozens of online platforms and resources for instruction, Canvas served as the primary landing platform for students daily. This meant that students were mandated to sign into their Canvas accounts daily, even asynchronously outside of school hours.

In addition, teachers were trained on how to create 'breakout rooms' in Microsoft TEAMS where they could meet with small groups of students and provide differentiated instruction as well as assess student mastery of standards. These live learning opportunities allowed each teacher to use SDAIE and other EL strategies to best meet the needs of English Learners.

This all occurred while having to collaborate and involve their co-teachers to best meet the needs of those receiving special education services.

Curriculum

Since Canvas was a new learning tool for all of us at César E. Chávez High School, it had a direct impact on the scope and sequence of all curricula. In Canvas, the curriculum is set up within modules, with each module containing parts of the curriculum. These modules could serve as chapters, topics, units, or other quantitative parts of the curriculum. As the school year went on, teachers learned that their pacing had to be adjusted to meet the needs of the students. In all cases, this meant slowing down compared to their standard in-class curricula pace. By circumstance, teachers were unable to keep their normal pacing due to the difficulty in retaining the same quality of instruction when compared to in-class instruction.

Career Technical Education (CTE) and science courses had a noticeable impact on their curricula and instruction due to the nature of the classroom environment. These courses focus on student centered activities, in which a hands-on approach drives classroom instruction. Depending on the course, this aspect of the class was either severely reduced or even outright eliminated.

Assessments

Teachers at César E. Chávez High School have been consistently utilizing online assessment tools—Illuminate, Kahoot, Quizlet, NewsELA, Schoology, etc. In the case of distance learning, Canvas became the de facto means for assessing students. Once properly set up, Canvas permits quick and accurate data access which helps to assess student understanding and focuses adjustments on teaching and learning accordingly.

During distance learning virtual sessions, teachers interacted with students and assessed their learning through evidence-based strategies such as randomly calling on students, open-ended constructed responses, and video recorded answers. Student progress was measured through graded assignments as evaluated by several methods such as openers and warm-ups, homework/independent practice, chapter tests and quizzes, discussions, methods of checking for understanding (like calling on students to respond verbally or using the chat in Zoom or Teams), participation/notes, mid-terms, and the final exam. Students engaged in discussion forums where they were asked to explain their understanding of a topic and respond to other students' responses.

For the fall semester of the 2020-21 school year, it was the school's intention to link teacher Canvas accounts to Aeries. This did not come to fruition until the spring of 2021.

Microsoft Teams

Since 2015 César E. Chávez High School teachers and staff have been actively utilizing Microsoft Office 365. Prior to the start of the 2020-21 school year, as well as throughout the year, teachers were trained on using the MS Office 365 app, Teams. In addition to Canvas, this served as a primary platform for communicating with students. The Teams communication platform has the advantage of offering workspace chat and videoconferencing, file storage, and app integration.

Zoom

Prior to the start of the 2020-21 school year, as well as throughout the year, teachers were trained on using Zoom. Zoom provides teachers with the opportunity to communicate with students using video conferences and online chats. This enabled educators to meet the needs of students during distance learning, as well as build social relationships between stakeholders.

Daily Participation & Weekly Engagement Reports

In response to *Education Code (EC) Section 43504*, beginning on September 1, 2020, all teachers were required to fill out a [Combined Daily Participation & Weekly Engagement Report](#). The purpose of these weekly reports was to record and report the online platform utilized for the class period, the daily objective, assignments and assessments, and methods for checking for understanding. These were recorded on a period-by-period basis and submitted to CCHS Administration using Microsoft Forms.

Missing Assignment Mentors (MAMs)

To help reduce failure rates for the 2021 spring semester, César E. Chávez High School put together a list of staff members ([Missing Assignment Mentors](#)) that would assist in reaching out to the parents of students who had several missing assignments. If teachers had a student who had accumulated several missing assignments, and that teacher had made every effort to reach out to student and parent, that student's mentor was contacted. The mentor could then reach out to parent and student at different times of the day, and most importantly, follow up to make sure that the student completed their assignments. Any students or parents that was difficult to reach was eventually followed up with an evening home visit. The goal for the program was for a student to not have more than 5 missing assignments per class.

When the list was initially created, there were 392 freshmen, 353 sophomores, 340 juniors, and 367 seniors. This reflected our entire student population at the time. In response to the unknowns of what is going on at home with students, we assigned every student a mentor to make sure that no student flew under the radar. Along with 26 assigned MAMs, which consisted of office staff, counselors, security, and others, each mentor was responsible for, on average, about 56 students.

Staff Presence During Campus Closure

Once César E. Chávez High School transitioned to distance learning in March 2020, a rotating skeletal crew was assigned to the administration building. Families were still coming to campus to pick up laptops, check out books, obtain or turn in paper assignments, address concerns, or just ask questions. Therefore, secretaries managed the receptionist windows for parents and students.

Our site also took the opportunity to take advantage of not having a large student body on campus. There was an [approach](#) to maximize the efficacy of available staff on campus. For example, security was tasked with not only calls home, as well as home visits, they also performed simple maintenance on campus such as painting and junk hauling. Cafeteria ladies worked in the parking lots, handing out food to students and parents throughout the week. Custodial crews replaced essential classroom lighting fixtures and performed constant disinfecting. The grounds crews kept with campus beautification and irrigation maintenance. Bus drivers were trained in installing video conferencing tech in the classrooms. IT installed and upgraded school hardware, including wireless access points in classrooms, and switches for more access to faster internet, and to accommodate more internet access points. Our Equipment Manager, René Chavez, has been critical in revitalizing our campus gyms and athletic fields during this time.

Upon the return of teachers and additional students to campus in late April 2021, additional safety measures were implemented on campus. Handwashing stations were placed in the most trafficked areas, along with taped arrows and small A-frame signs on the ground to guide students and staff, in order to limit physical encounters. Additionally, dozens of benches and tables were repositioned, at a distance from one another, throughout campus.

Nutritional Services handing out lunches to the community during pandemic.



Salute to Scholars

The school motto of César E. Chávez High School is *"A learning community where academic achievement is fostered, recognized, and celebrated."* One way that we celebrate student hard work, dedication, and academic success is with our annual Salute to Scholars night. Traditionally, evening assemblies are held in the school auditorium with families, board members, teachers, and staff present to present awards. Accolades presented to students include Perfect Attendance, Honor Roll, Principal's Honor Roll, Superintendent's Honor Roll, Department Student of the Year (for each core dept.), and Student of the Year for the entire school.

During distance learning, our Salute to Scholars celebration was modified so that students were able to pick up their award(s) in the front school parking lot.

2021 Salute to Scholars (below)



Senior Signing Day

Senior Signing Day is an opportunity for us to celebrate seniors who have committed to pursuing higher education beyond high school, whether it be a two-year college, a four-year university, the military, or a vocational job training program. We recognize and celebrate all accomplishments.



Academic Competitions during Distance Learning

Once César E. Chávez High School transitioned to distance learning in the spring of 2020, a plethora of programs and services here on campus were put on pause. Once the 2020-21 distance learning school year began in August, the return of those same programs and services remained uncertain. For example, in combination with the retirement of two department chairs, Mr. Gonzalez (Mr. G.) from our Music department and Mrs. Delgadillo from our World Languages department, band and choir competitions were put on hold, along with our Bilingual Drama class, which performed plays for the local elementary schools and families.

Our [Get Lit](#) spoken word poetry competition, which was an integral part of our Creative Writing class (STDV B3), in tangent with the Poetry Club, was also impacted by distance learning. Since 2015, students enrolled in this course and club would venture out to the Los Angeles Theater Center to compete against about 100 other schools from across the nation. In 2018, we even made it as far as the semi-finals.

Fortunately, despite the COVID-19 pandemic, a handful of teachers were still able to adapt and participate in competitions. Note, all the following competitions were held virtually during the 2020-21 school year and are ongoing during normal school years.

- [Academic Decathlon](#)

For the 2020-2021 Academic Decathlon School year, our students did exceptionally well. Overall, we had four awards this season and placed 7th in the entire county. Out of our group of six, four of our students placed. For the Essay event we had students place 1st and 3rd. For the Mathematics event, we had a student place 3rd. [CCHS ACADECA 20-21](#)

- Business Management Trade Shows

The Business Management II pathway offers students the chance to build and run their own virtual business by turning their classroom into a company. Since 2019, CCHS students have participated in national trade show competitions, even during COVID. Using the [Virtual Enterprise International](#) platform, students learn how to take on business roles, mimic real-world careers, obtain a hands-on learning experience outside of the classroom, connect to various industries, and much more.

- [Future Business Leaders of America \(FBLA\)](#)

The week of Feb. 1-6, 2021, nine CCHS FBLA students were busy preparing for and competing in their annual FBLA Central Section Leadership Conference (CSLC). This year, CSLC competition was held via zoom and online tests either in the evenings or Saturday mornings. Seven members placed in their event with students qualifying for the FBLA state competition. Our top CSLC events included 1st in Impromptu Speaking, 2nd in Cyber Security, 3rd in Computer Problem Solving, Securities and Investments, and Public Speaking, and more. The state conference was held in April over a three-week span all done during evenings and Saturdays. [CCHS FBLA CSLC 2021](#)

- [Family, Career and Community Leaders of America \(FCCLA\)](#)

The Foods/Nutrition pathway offers students the chance to be a part of the FCCLA career technical student organization here on campus. Through FCCLA, students compete in region (central valley high schools), State Leadership Conferences, and National Conferences. For the State Leadership Conference, held in the spring of 2021, the theme was “Around the World”. Students were tasked with creating a 4-course meal, a nutritional analysis, and a table display to fit the theme. We had two CCHS students place 2nd and 3rd in the Menu Planning and Table Display category.

COVID-19 Technology Response

[Aerus Pure & Clean](#)

In February 2021, Bipolar Ionization system air purifiers were installed throughout campus, including main office areas and classrooms. The units installed were Plasma Air 600 series which use needlepoint brush ionizers. The internal mechanisms mount on a fan assembly as an HVAC system, and much like UV sunlight, replicate a natural bio-climate. Through chemical processes, the internal environment effectively neutralizes particulate matter, bacteria, viruses, odorous gases, aerosols, and other volatile organic compounds. The system ultimately treats the air in the room and claims a 99% success rate.

[Video of Bipolar Ionization System](#)

New Tech in the Classroom

Upon the return of teachers and staff to campus in April 2021, teachers were trained on how to utilize new HP hubs that connected the teacher’s desktop, surface pro, and Smartboard/Short Throw Projector. This new tech enabled teachers to better adapt to the hybrid model for distance learning, where students were taught virtually, while others were in-person by the same teacher at the same time. Teachers now had the capability to instruct using shared screens for both students in class and virtually, while still having private access to their own work-computer.

On-Site COVID-19 Testing

Starting in March 2021, we initiated on-site Covid-19 testing for the staff that were present on campus. This was processed through the new Valencia Branch Laboratory. While under qualified supervision, and adhering to a strict schedule, the tests were self-administered on site, in the small gym.

Beginning late April 2021, all students participating in in-person instruction and/or other related activities were highly encouraged to test through the free program. Once students were registered, testing was administered in accordance with CDPH guidance.

Yellow Tier	Orange Tier	Red Tier	Purple Tier
Symptomatic and response testing	Symptomatic and response testing	Symptomatic and response testing + every 2 weeks asymptomatic testing	Symptomatic and response testing + every 2 weeks asymptomatic testing

DJUHSD School Reopening & Safety Plan Under COVID-19 Conditions 2020-21

The purpose of the [DJUHSD School Opening and Safety Plan under COVID-19](#) is to open César E. Chávez High School effectively, timely, and safely. Serving as a living document, the plan had been revised contingent of receiving new information regarding the pandemic. For example, a major live change that was made to the plan included postponing student return dates to campus. Initially, when Kern County transitioned into the Red Substantial County risk level, the Phase 1 In-Person return dates were set to start in November 2020. Once the county reverted to the Purple Widespread County risk level, Phase 1 was immediately pushed back to March 2021.

DJUHSD IN-PERSON RETURN TO SCHOOL DATE			
Phase 1	Phase 2	Phase 3	Phase 4
Tentative resume start 03-08-2021 <i>Start date of phases may be adjusted due to changing conditions impacted by COVID-19.</i>	Tentative start 03-22-2021 <i>Start date of phases may be adjusted due to changing conditions impacted by COVID-19.</i>	Tentative start 04-19-2021 <i>Start date of phases may be adjusted due to changing conditions impacted by COVID-19.</i>	Tentative start 04-26-2021 <i>Start date of phases may be adjusted due to changing conditions impacted by COVID-19.</i>
Special Day Classes	RSP/Homeless/Foster Youth	English Learners and at-risk students	12 th grade & Highest at-risk

These phases were designed to be positive steps forward which ensured that our highest need students received the support and resources necessary to be successful. Simultaneously. We remained focused on providing high quality resources and support for all our students, including those who continued to learn virtually.

DJUHSD planned for the return of students with high need populations first, for the purpose of providing in-person instruction and necessary programs and services. Students in Special Day Classes

(SDC) have intense special education needs that are best served through in-person instruction. Understanding the seriousness of COVID-19 and the current Kern County and State of California guidance and orders regarding school re-opening, the district continues to take steps and is prepared to protect staff and students in accordance with guidance issued by the California Department of Public Health.

[Return to School Road Map](#)

Hybrid Distance Learning 12th Grade: Students attend 2 Consecutive Days based on assigned cohort:

WEEK 1					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Zero A		Zero B		Zero A
7:40 - 9:50	PARENT ENGAGEMENT/PEER COLLABORATION				
9:56 - 11:26	PERIOD 1A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 4A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 1B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 4B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 1A synchronous instruction with Cohort A in person and cohort B hybrid
LUNCH 12:26 - 11:59					
12:09 - 1:39	PERIOD 2A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 5A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 2B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 5B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 2A synchronous instruction with Cohort A in person and cohort B hybrid
1:45 - 3:15	PERIOD 3A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 6A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 3B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 6B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 3A synchronous instruction with Cohort A in person and cohort B hybrid
WEEK 2					
		Zero B		Zero A	
7:40 - 9:50	PARENT ENGAGEMENT/PEER COLLABORATION				
9:56 - 11:26	PERIOD 4A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 1B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 4B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 1A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 4A synchronous instruction with Cohort A in person and cohort B hybrid
LUNCH 12:26 - 11:59					
12:09 - 1:39	PERIOD 5A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 2B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 5B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 2A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 5A synchronous instruction with Cohort A in person and cohort B hybrid
1:45 - 3:15	PERIOD 6A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 3B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 6B synchronous instruction with Cohort B in person and cohort A hybrid	PERIOD 3A synchronous instruction with Cohort A in person and cohort B hybrid	PERIOD 6A synchronous instruction with Cohort A in person and cohort B hybrid

Grading Policy for Distance Learning/Hybrid

Our grading policy was updated upon the return of teachers to the classroom on April 21, 2021.

The purpose of the updated grading policies, handed down by the state of California, was to accommodate students who were still not in class upon the return of teachers and students, nor had equal access to technology and learning support. These policies included replacing grading quantities, such as the extent to which students had completed assignments, with grading qualities in student work that reflected a student's achievement level at the time. They also promoted flexible timing in the collection of evidence for grading decisions, so students were graded on the learning they did, not when they did it.

The 5 research-based approaches to the updated grading policy included:

1. Replace grading quantities, such as the extent to which students have completed assignments, with grading qualities in student work that reflect students' current achievement level at the time of the report.
2. Use flexibility in timing the collection of evidence for grading decisions so students are graded on the learning they do, not when they do it.
3. Report current evidence of student achievement.
4. Use multiple measures for assessing and reporting student achievement on any learning goal.
5. Use performance assessments to allow students to demonstrate mastery of complex content.

Actions Related to In-Person Instructional Offerings during Distance Learning

With additional students back in the classroom by April 2021, preventing the spread of COVID-19 became a top priority. CCHS modified its classrooms; secured a sufficient supply of personalized protective equipment and disinfectant products and equipment; and trained all staff on the safety protocols and procedures in preparation for in-person instruction. Every individual was to wear an approved mask, encouraged to frequently wash their hands and stay home if feeling ill, keep their areas clean, and much more. Students were required to sit at least three feet apart, carry around a 2'x4' plastic see-through guard/barrier, and always social distance while on campus. Teachers were responsible for creating seating charts for those students who attended class physically, as well as wipe down used desks.

Teachers were provided with the following:

- Clear Vinyl Gloves (medium or large available)
- Alcohol wipes
- Hand sanitizer – mounted on wall and/or one-gallon pump (Either is acceptable for staff/student use. Both are not required.)
- Disposable Three-ply face masks
- Facial tissue
- Face Shields
- Clorox wipes

Additional specific precautions:

- Modification to facilities in preparation for in-person instruction that include installation of plexiglass to reduce the spread of disease; removing counters and other classroom modifications to maximize the 6-foot social distancing; and installation of additional handwashing and hand sanitation stations.
- In preparation for in-person instruction, purchase additional outdoor seating with covering for protection from the rain for the meal service in compliance with CDC guidelines and the social distancing requirements.
- In preparation for in-person instruction, purchase protective equipment (gloves, masks, face shields, no touch thermometers, disposable coveralls and aprons, etc.) and sanitizing supplies and equipment to meet the needs of students and teachers and reduce the spread of disease.
- In preparation for in-person instruction, purchase the necessary equipment (backpack sprayers, foggers, and blowers) to clean and sanitize classrooms after student use.

Implementing & Monitoring the SPSA Aligned with LCAP Goals

César E. Chávez High School has made a concerted effort to align the [School Plan for Student Achievement \(SPSA\)](#) with the [Local Control Accountability Plan \(LCAP\)](#) goals. The SPSA is a shared product of the staff, administration, students, and parents of César E. Chávez High School. The alignment of LCAP and the SPSA is important to our ongoing efforts. The SPSA is reviewed and revised annually to ensure that the school goals remain aligned to the needs of our students, staff, and community.

- LCAP Goal 1: Provide a high-quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core-academic content areas.
- LCAP Goal 2: Provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth and students with disabilities.
- LCAP Goal 3: Provide all students with a high-quality educational environment where they can take pride in their facilities and look forward to coming to school every day.

There are several outreach methods in which CCHS utilizes for engaging stakeholders in order to assure the proper implementation and monitoring of the SPSA and LCAP. Ways in which stakeholder consultations are conducted include phone conferences, personal phone calls, emails, texts, Zoom and Microsoft Teams sessions, and surveys via e-mail, text and phone calls.

- LCAP Stakeholder Meetings

It is important to note that during the 2020-21 distance learning school year, DJUHSD forewent the submission of LCAP to the state of California. Instead, the district was asked to create and submit a [Learning Continuity and Attendance Plan](#) by October 1, 2020. Once approved by the parent advisory committees, the Board, and the County, DJUHSD immediately began implementing measures to ensure continuity of learning as well as providing student services and meals during the school closures. Loss of learning is always of key concern for our district and community.

The full effects of distance learning had yet to be assessed by this time. In response, the DJUHSD launched instructional platforms to provide a rigorous and high-quality education in addition to providing supplemental services to mitigate any loss of learning for all students including English learners, students with disabilities, socioeconomically disadvantaged pupils, and homeless and foster youth.

Every school year, several LCAP meetings take place to facilitate the annual update of the district action plan and school SPSA. The district consults with parents and parent advisories, school and district administrators, teachers, students, and other staff members to improve student academic achievement. These meetings are intended to provide all stakeholders with a level of involvement in the LCAP updating process. They inform stakeholders about the district's key goals for students, as well as the specific actions and expenditures the district will take to achieve the goals used to measure progress. For example, an LCAP community forum is held in the spring to review data, proposed actions, and for comments from the community to improve student outcomes.

Additionally, every year the district Assistant Superintendent of Educational Services, Adelaida Ramos,

meets with CCHS staff, parents and students (separate meetings) to review the current LCAP goals and actions, and Title I-IV funding. During these meetings, Mrs. Ramos actively invites all attendees to provide any input, including questions, concerns, or requests. She is also always willing to meet one-on-one with any staff member, or stakeholder, for any reason. For the student meetings, students who are representatives of our student body are always invited to participate. These always include foster youth, students with disabilities, ELs, homeless, and any other high-risk group.

- Title 1 Annual Meetings

Every year CCHS holds annual Title I meetings for parents. The purpose of these meetings is to inform the public of Title I programs and services, and to explain the Title I requirements and the rights of parents. Additionally, District LCAP goals and selected SPSA actions described in the LCAP are shared to the public.

For example, these meetings cover information related to programs and services that are available to low socioeconomic and LEP students, with the goal of bridging the academic gap and obtaining academic success for these students. Other matters discussed include the 8 State priorities, 3 District LCAP goals, and the various actions as described in the LCAP, including how monies under LCAP would be allocated to attain targeted goals.

Parent stakeholder groups are consulted at least three times annually at CCHS; and district level parent advisories are held at least four times a year.

- School Site Council (SSC)

Another method for alignment involves the CCHS School Site Council (SSC). The SSC is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as well as create a collaborative plan for school improvement. Our group consists of administrators, teachers, parents, classified staff, and students. Members are elected to their positions, while others are hand-picked. On average, the council meets once a quarter to reflect, review, and approve topics related to the SPSA and LCAP.

- District Board of Trustee Meetings

The Board meetings are regularly held every second Tuesday of each month at 5:00 p.m. At these meetings, the public may address the board on any matter they deem important as it relates to the school district. Members of the public have the option to address any issue in an open or closed forum if they so wish.

Remote participation in public meetings and public hearings are posted on the board agenda prior to the public meeting and public hearings. The public meetings and hearings are accessible to members of the public remotely via phone numbers and meeting identification codes published on the posted agenda. The public may dial in and provide comments or recommendations during the phone meetings. Comments or recommendations may be e-mailed as well. Comments may be submitted in English or Spanish. Translation service in Spanish is available during the phone meeting as well.

- [César E. Chávez High School Website](#)

The CCHS website is available to anyone with internet access. Throughout the year, the website is widely promoted to all stakeholders as a way of easily accessing information about the school. The

information that stakeholders can access include information about the staff, athletics, discipline and safety, life on campus, health services, library resources, migrant resources, state assessments, tutorials, the SPSAs, the LCAP, the SARC's, the ESLR's, our COVID response and distance learning, and much more.

- WASC Self-Study Process

The WASC self-study process itself is inherently a self-reflective process that allows our school to look at itself in order to determine our strengths, and where we need additional support. It's also an opportunity to re-examine the implementation and monitoring of the SPSA and LCAP goals. This examination occurs throughout the entire process with different types of stakeholders-teachers, staff, students, parents, administration, the Board, and more. For example, Focus Group meetings allow for the exchange of ideas and information between stakeholders, and even promote those conversations necessary for identifying areas of growth.

- Staff and Department Level Alignment

The implementation and monitoring of the SPSA and LCAP goals trickle down to the individual departments and even individual teachers.

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

The staff meets every other Wednesday morning during the Professional Learning Community (PLC) time to desegregate data, adjust curriculum, identify instructional best practices, and review and re-write current assessments to align them to CCSS. This PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science.

In addition, the DJUHSD consults on a regular basis with experts that provide services on evidence-based strategies to improve teacher effectiveness and student learning. As we find more local evidence that school programs or instructional practices are effective in improving student achievement, the staff is then trained by those same experts in those practices and/ or programs so that implementation is broader and more consistent.

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

- DJUHSD Teachers Association (TA)

The DJUHSD also consults with Delano Joint Union High School District Teachers Association and California School Employees Association at least once every year in the review and analysis of the LCAP.

- Parent Input & Advisory Committees

Parent involvement is important to realizing a strong, academic, school community. Parents are

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

There are at least 15 different advisory groups or volunteer opportunities available for CCHS parents and families. In the case of advisory groups, they are responsible for leading and evaluating the school's progress to provide a safe, effective, and thriving learning environment. Parents seeking more information about becoming an active member of the school community may contact the school directly.

Parent Volunteer Opportunities/Advisory Committees	
	Fundraising Events
Athletic Events	Migrant Education Advisory Committee
Career Center	Philippine Assembly Night (PAN)
Coaching Sports	Regional Parental Advisory Council (RPAC)
Booster Clubs (Quarterback Club & TT Club)	Safe School Committee
District English Learner Advisory Council (DELAC)	School Advisory Groups (additional)
District Technology	School Site Council (SSC)
English Learner Advisory Council (ELAC)	Special Ed. Parent Advisory Comm. (SEPAC)

Parent involvement here at CCHS continues to be an integral component to student achievement, since the key to student attendance lies in parental support. 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 strong school-home communications concerning all programs need to continue.

In order to continuously reach out and obtain valuable input from stakeholders, parents, and families, CCHS communicates using multiple additional avenues.

Aeries Parent Portal

Parents and students have real-time access to grades, scores, and assignments through Aeries Parent Portal. The school Compact sent out at the beginning of the year provides instructions to parents and families on how to sign up and use the service. Freshmen Orientation and Back-to-School Night are additional opportunities for parents to sign up for Aeries portal.

All Call System

Whenever students are absent, late, or tardy for a period, the school's phone system calls home to notify parents of the circumstance. Whenever there is a notable upcoming school event, All Calls are sent out to every parent and family in the system, notifying them of the purpose, date, and time of the event. For example, All Calls have been sent out for Back-to-School Night, Senior Awards Assemblies, athletic events, and active shooter drills.

Back-to-School Night (BTSN)

BTSN is an evening that allows for CCHS to showcase to parents and families what our school has to offer their child. After the staff is provided with a nice dinner here on campus, the evening starts with a short assembly in the auditorium. Here, teachers and departments are given brief introductions. Then, all staff are allowed a short time to quickly prepare their classrooms for visits. A bell schedule keeps everyone on track, as families venture from class to class throughout the evening. Afterwards, the CCHS band plays in the quad, where snacks, drinks, and music are offered to families.

Back-to-School Night Schedule (standard)	
Time	Event
4:45 p.m.	Staff dinner in library or teachers' lounge
6:00 p.m.	Welcome - Auditorium
6:25 p.m.	Release to classrooms
6:25 p.m. – 6:30 p.m.	Passing period
6:30 p.m. - 6:45 p.m.	Period 1 (surveys often distributed)
6:45 p.m. - 6:50 p.m.	Passing
6:50 p.m. - 7:00 p.m.	Period 2
7:00 p.m. - 7:05 p.m.	Passing
7:00 p.m. - 7:15 p.m.	Period 3
7:15 p.m. - 7:20 p.m.	Passing
7:20 p.m. - 7:30 p.m.	Period 4
7:30 p.m. - 7:35 p.m.	Passing
7:35 p.m. - 7:45 p.m.	Period 5
7:45 p.m. - 7:50 p.m.	Passing
7:50 p.m. - 8:00 p.m.	Period 6
8:00 p.m. - 8:05 p.m.	Passing
8:05 p.m. - 8:15 p.m.	Period 0 or 7 (optional classroom choice)
8:15 p.m.	End of BTSN-parents invited to quad

During the 2020-21 distance learning school year, CCHS conducted a strictly virtual BTSN. Teachers prerecorded videos in which they introduced themselves, and their classroom. These videos were then up-loaded to their corresponding Canvas for viewing.

In the fall of 2021, our BTSN was again conducted virtually in the same manner as the previous school year. Our BTSN Smore can be viewed [here](#).

BTSN 2021 left to right: Mr. Hernandez (Counselor), Mrs. Mendoza (Counselor), Mr. Santana (Intervention Counselor), Mr. Garza (Head Counselor), Mrs. DeLeon (Counselor), Mrs. Rodarte (School Psychologist), Mrs. Acuna (School Nurse)



Google Voice (GV)

Google Voice is a telephone service that provides call forwarding and voicemail services, voice and text messaging, for anyone with a google account. During the allocated daily parent engagement time, teachers and staff utilized GV to reach out to parents and families using their own personal cell phones. GV allows users to mask their own caller ID when reaching out to anyone. Additionally, through text message, teachers were able to copy and paste large messages that had been translated into Spanish via apps or other online sources.

IEPs and 504 Plans

Individualized Education Plans (IEPs) are developed through the Special Education (SPED) office as a part of a collaboration effort between students, parents, teachers, the school psychologist, and the SPED program specialist. The IEP ensures that the student's academic, behavioral, and emotional needs are met. An additional option for students who may need support or services at CCHS and may not qualify for an IEP is a 504 plan. These plans are designed to give students with disabilities the same access to education as their peers. The 504 plan is developed in collaboration with the students, parents, counselors, teachers, and administration. The plan is then shared with all teachers for accommodation purposes. Both the IEP and 504 are a collective effort to remove or minimize any barriers that might hinder a students' access to a quality education.

Remind.com

Remind is a free mobile text messaging application that allows teachers and schools to send text messages to students and parents. Teachers can use Remind to communicate with students and parents about assignment deadlines, upcoming assessments or other important information from their class.

Microsoft Teams and Zoom

Since the transition to distance learning, parent-teacher meetings, counselor-student meetings, disciplinary meetings, and any other type of meeting that usually requires the presence of a parent, have become virtual. MS Teams and Zoom became the primary platforms from which to hold virtual conferences between staff and stakeholders.

Parent-Teacher Conferences

Throughout every school year, our staff members are constantly meeting with families for the benefit of their child's academic success. These meetings cover anything from low grades, struggling in a particular class, discipline issues, wishing to drop or add a course, college admissions, athletics, and so on. During distance learning, these meetings were usually scheduled in the mornings, during the allocated parent engagement time. During a regular school year, these meetings are scheduled either before the start of class at 8:00 a.m. or after sixth period finishes at 3:15 p.m.

School Compact

At the beginning of each school year, students, parents, teachers and the principal sign a School/Parent/Student Compact that indicates compliance with set goals for a positive, educational experience.

Social Media

Our school has its own social media accounts, including Twitter, Facebook and Instagram. These accounts are open to anyone who wishes to join and are constantly updated by administration and monitored by ASB students for content.

- **Facebook:** @cesarchavezhigh or search César E. Chávez High School
- **Instagram:** @cchs.titans
- **Twitter:** @CCHSTITANSTRONG
- **Tik Tok:** @CCHSASB22

Yearbook

The CCHS yearbook provides opportunities for families to get a glance at the school and to purchase pages for their child.

General Communication

Teachers and staff are constantly communicating with parents and families through emails, phone calls, parent-teacher conferences, and occasional parent classroom visits.

Additional Events for Parental Involvement

- Athletic events
- Incoming Freshmen Orientation Night
 - In the late summer, incoming freshmen and families are offered a head start in preparing for high school. Course schedules, a view of the campus, additional information regarding school programs, and much more are provided.
- Senior Awards Assembly
 - Seniors are presented with awards and scholarships from the school and the local business community, with families in attendance.
- [Bilingual \(Spanish\) Drama Class](#)
 - This 0 or 7th period class allows students to create and perform in several bilingual plays throughout the school year. These include The Tortoise and the Hare, Little Red Riding Hood (Little Red Caperucita), The Three Little Pigs, and the lonely Pine Tree. Parents of participants are always invited to help and watch. Students from the local Delano

elementary school district are bussed in by the dozens to sit as an audience during 2 to 3 performances per year.

- Día de los Muertos Extravaganza
 - Students and teachers, from the World Language department, display their artwork of a deceased non-fictional character, perform Aztec dances, and present to staff and Delano families. Categories include Artists, History, Legends, Literature, and Musicians

Día de Los Muertos 2018 and 2019



▫ [Philippine Assembly Night \(PAN\)](#)

- Our very own United Filipino Organization (UFO) hosts an evening assembly that showcases comical and dramatic skits, traditional Filipino dances, music, and costumes to local Delano families.

UFO PAN 2018 and 2019 (below)



Examination of Perceptual Data (Surveys) Moved from chapter II

Parent, student, and teacher surveys are conducted regularly to gauge instruction, student needs and academic achievement. There are several outreach methods in which CCHS utilizes for engaging stakeholders in order to assure accurate perceptual survey data. Ways in which stakeholder consultations are conducted include phone conferences, personal phone calls, emails, texts, Zoom and Microsoft Teams sessions; and surveys via Microsoft Forms, e-mail, Blackboard Connet text message, phone calls, and social media-Twitter, Facebook and Instagram. The parent phone and text surveys are always available in English and Spanish.

A parent survey administered on September 17, 2019, to parents who attended the annual CCHS Back to School Night, indicated that 100% of parents felt that the school had sufficient instructional standards aligned materials, the school implemented appropriate academic content standards, and felt teachers were assigned appropriately in their subject area. Over 98% of the parents felt that school facilities were in good repair, the school involved parents in the decision-making process, and provided sufficient notices regarding parent involvement activities. Additionally, 97% of parents believed that students felt safe at school and felt connected to school. Lastly, over 99% of parents felt that the school affectively addressed attendance, dropouts, graduation, and that the school provided sufficient alternatives to suspension for minor offenses.

Teachers were surveyed on September 27, 2019, and over 97% of the teachers felt that students had sufficient access to standards aligned instructional materials and students felt safe on campus and connected to school. Over 90% of teachers felt the school facilities were in good repair and that the school provided a broad course of study. During this same date, students were also surveyed, and on average, over 97% of students felt connected to the school. While 96.7% of students felt that the school provided access to a broad course of study.

▫ [Learning Continuity and Attendance Plan](#)

During distance learning, parent, teacher, and student survey results were used to gauge instructional platform preference; student technology needs for participation in the educational program; and the effectiveness of instructional practices, at the time, on student learning. Additionally, these surveys of parents and teachers provided valuable input in guiding the plan and needed expenditures for distance learning and hybrid education, technology, and of any transportation needs for transition to in-person instruction.

The needs of foster youth, English learners, and socioeconomically disadvantaged pupils were of top priority in identifying the increased or improved actions and services outlined in this plan. CCHS serves over 80% socioeconomically disadvantaged pupils. Thus, parents and students of the district were surveyed in March 2020 via phone to identify the need for technology and student learning. 62% of the families lacked adequate internet access and approximately 73% of our pupils were utilizing cell phones as the device to access instruction and complete homework. To improve the conditions for learning, the DJUHSD purchased sufficient hotspots and devices for all pupils to participate in the educational program and complete assigned work. In addition, the DJUHSD upgraded the technology infrastructure to ensure uninterrupted instructional time for all pupils.

Parents (2608) and teachers (176) of the district were surveyed in July 2020 via Microsoft Forms, personal phone calls, and texts on the learning needs for distance learning instruction, as well as on the

instructional scheduling model preference for the upcoming school year. Parents were also surveyed on the preferred instructional model (hybrid, distance learning, or traditional), needed transportation to attend in-person instruction, and pupil access to connectivity and devices to participate in the educational program and complete assigned work.

Survey results were used as a gauge in determining the needed instructional platform for our students and to guide the development of the Learning Continuity Plan. Parent survey results indicated 71% preferred for hybrid and/or distance learning, more than a third required connectivity and/or a device, and less than one-third needed transportation to school.

Students (including English learners, foster youth and pupils experiencing homelessness, and students with special needs) were consulted for input in the development of the plan. Students concurred with the actions of the plan and recommended protection from rain for outdoor social distancing seating.

Teachers provided input on various sections of the plan. The CCHS certificated teaching staff was instrumental in providing feedback regarding effective instructional strategies for assessing pupil progress; measuring participation and value of pupil work; pupil engagement and outreach; sufficient instructional materials to avoid sharing; and designating support staff for daily outreach and parent contact. Teachers of students with special needs indicated the need to modify classrooms for social distancing and to meet individual IEP needs; install sneeze guards for student stations; and have access to sanitation supplies and personalized protective equipment to serve medically fragile pupils.

Teachers and administration communicated the concern of providing pupils with the curriculum and instruction of the level of quality and intellectual challenge equivalent to in-person instruction. As a result, the district proposed to use Canvas as an instructional platform, upload the district's curriculum, use the necessary online venue (Microsoft Teams, Nepris, etc.) to deliver the instruction, and provide teachers the resources and professional development to assess student learning and mitigate learning loss.

Consultations with Mr. Robles, Mr. Madrigal, Mr. Prince, and Mr. McConnell were instrumental in the development of the Learning Continuity and Attendance Plan. The administration provided input and feedback and created the tiered reengagement strategies component of the plan. Feedback from the CCHS administration noted current effective instructional strategies; provided and planned professional development trainings; methods of assessing pupil progress; and how the schools will measure pupil participation and time value of work. They all reviewed the entire Learning Continuity and Attendance Plan and approved all actions and services for review and input by parents and the collective bargaining units.

Additional consultations with CCHS administration, and other staff identified the need to upgrade current connectivity to be able to provide uninterrupted service for students during distance learning; secure the necessary hotspots for students without access to internet; and purchase sufficient devices for all students to participate in distance learning. District and site administration also outlined needed personalized protective equipment (PPE) and modifications to school facilities in preparation for in-person instruction.

The CCHS mental health support staff and counselors provided feedback on all the services available to students and the mode of communication during distance learning. They were informed of the availability of funds for needed services, professional development, and communications with parents/guardians and students. School nutrition staff outlined how the district will provide adequate

meals for all students for both distance learning and in-person instruction. The nutrition staff indicated no additional funding needed to provide meals for all students. Other staff concurred with the actions and services outlined in the plan.

Even the collective bargaining units were consulted for input and feedback. The DJUHSD teachers and CSEA Chapter 79 associations concurred with the actions and services outlined in the plan. The plan reflects actions and services developed with input from all stakeholders.

The Learning Continuity and Attendance Plan was then presented at a public hearing for review and comment, and was then posted on the [District's website](#) in English and Spanish for continued parent feedback and input. A hard copy of the plan was available for parents with no internet access. Parent input was solicited via text message to all parents/guardians of the DJUHSD.

Parent and student surveys conducted again in October 2020 tried to measure the effective services and support that addressed learning during COVID-19 school closures. 89% of the parent and student surveys conducted in October 2020 indicated that César E. Chávez High School provided effective services and supports to address learning during the pandemic.

A district wide survey was conducted in the fall of 2020, which asked parents and students if they felt that their school offered a broad course of study. Meaning, they felt that there were a host of options for courses they could enroll in, if they wanted too, and met all the criteria. 98% of pupils and 97% of parents agreed that the district had a broad course of study to offer and enroll students in. Our Assistant superintendent of Educational Services, Mrs. Ramos, personally read though all 4,200 of those returned surveys.

▫ Teacher Support Survey

Once a month, our AP of Instruction and Curriculum, Mr. Madrigal, sends out a [Support Survey](#), using Microsoft Forms, to all CCHS teachers. The purpose of this survey is to provide continued support for certificated staff. It offers a medium for which teachers can quickly reach out for support, or even brag about something positive occurring in the virtual classroom.

The Support Survey asks:

- What was something or things that went well this week?
- What was something that you struggled with this week?
- Do you have a question or concern to share with us?
- Please BRAG about something that you are happy or proud about.
- Overall, on a scale of 1-10 (10 = Great!), how do you feel this week went?

During the last week of September 2021, the counseling department summoned those students who earned a scholarship warning midway through the first quarter of the school year. These are students with D's and/or F's. Those same at-risk students participated in a survey that was designed to inquire about possible difficulties they may be experiencing.

Summary of Progress on SPSA that Incorporates Schoolwide Critical Areas from 2014 WASC Visit

Critical Area #1 Special needs Population

The 2014 Visiting Committee Report wrote, *“Determine additional ways to improve the Special Population’s performance through examination of the assessment data of the English language Learner and Special Education subgroup on the CASP, CELDT, and CAHSEE and promote support mechanisms.”*

Visiting Committee 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. The ELL subgroup has also experienced a fluctuation in their performance on the CAHSEE. The SPED subgroup has not met targets on standardized tests and in the mainstream classrooms.”*

Since the CELDT has transitioned to the ELPAC, this portion of the report will discuss the ways that we have improved the Special Population’s performance through examination of the assessment data of the English language Learner and Special Education subgroup on the CAASPP, including ELPAC. The CAHSEE was permanently suspended in the summer of 2015.

In response to our continual examination and analysis of assessment data for our subgroups, our school site has acted in several ways:

CCHS consults on a regular basis with experts that provide services on evidence-based strategies to improve teacher effectiveness and student learning. We strive to maintain professional development that will improve instruction and use academic assessment data to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Thinking Maps, and Co-teaching. These professional development opportunities offer all instructional staff the time and resources to provide the support for improved learning for English learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness.

Throughout the year, every year, CCHS continues to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status. For example, prior to the pandemic, as well as during, we allocated resources for supplemental online instructional materials and no share instructional materials to support student learning such as Smart Suite to provide mathematical visuals to increase understanding; Listenwise and NewsELA to improve student literacy and listening skills; IXL to supplement learning in English and mathematics; Reading Horizons; and Mental Health Lounge for social and emotional education and support.

For those students and families who suffered hardships during distance learning, CCHS purchased school supplies (pencils, pen, paper, binder). This service was intended to improve learning and

engagement of English learners, student with exceptional needs, socioeconomically disadvantaged pupils, and pupils performing below grade.

We continue to offer academic tutorials throughout the week for intervention to close the achievement gap for pupil with special needs and English learners and improve AP passing and UC a-g completers. Additionally, summer school provides ELD, supplemental instruction for students not meeting standard, increase dual enrollment opportunities, and core academic make-up classes.

Beginning in the fall of 2021, our Renaissance tutorial targeted 28 juniors who earned F's in both their English and math course at the end of the first quarter. During the 2nd quarter of the fall semester, these students attended both an English (Mondays and Wednesdays) and math tutorial (Tuesdays and Thursdays).

For equal access purposes, we have maintained the increased UC a-g and AP sections as well as the additional support staff to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements. Our support staff include ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio-economic status. For SPED, we have continued to maintain the three periods of a resource teachers in the area of special education to reduce the achievement gap in English and mathematics for students with disabilities. We have also continued to maintain ELD coordinators, a school site VP of Curriculum and Instruction and additional district support in order to aid with comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.

Critical Area #2 Assessment Measure Proficiency

The 2014 VC Report wrote, *“Continue to develop, refine, and analyze data and assessments to enable achievement of proficiency of the standards as measured by the SBAC and CAHSEE.”*

VC Rationale: *“Finding additional ways to improve student performance through the examination of the assessment data of all subgroups on the CAHSEE and SBAC will be important to continue to promote support strategies for learning opportunities that will enable achievement of the standards during this transitional period.”*

CCHS uses data to continually update and modify activities to improve student academic achievement. Data is evaluated before the start of the school year and during our collaboration time to identify the learning needs of all students, including students with disabilities, English learners, and gifted and talented students. Data is used to identify areas for improvement and to refine and modify instructional practices to improve student learning. CCHS uses various sources of data to monitor student academic achievement. These data sources include the SBAC English and mathematics; ELPAC; English learner reclassification; CAST; CAA English, mathematics, & science; Advance Placement passing; local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys.

Administrators, teachers, paraprofessionals, and instructional staff participate in the bi-weekly PLC meetings to improve teacher quality; analyze data (Formative and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and other local assessments); and refine and modify instructional strategies. The PLC time also serves to help monitor students' progress, particularly in English, ELD Language Arts, Math, Science, and Social Science. Second, as we find more local evidence that school programs or instructional practices are effective in improving student achievement, the staff is trained in those practices and/or programs so that implementation is broader and more consistent.

Local benchmark exams (FACCS) are graded using Illuminate software for real-time data results that are analyzed periodically during PLC Wednesdays by subject-level cohorts and by department. The purpose being to monitor student progress, inform best practices and decisions, and to evaluate the effectiveness of the instructional program. Also analyzed are multiple local and state measures of student achievement that include teacher tests, classroom observation, report card grades and/or mid-quarter scholarship warnings, ELPAC, AP exams, CAST, and all data provided through the California Assessment of Student Performance and Progress (CAASPP).

Teachers are engaged throughout the school year in assessing their students and modifying their techniques as a result. This includes formative assessments that are closely tied to the instructional practices of individual teachers, and summative assessments – Formative Assessments of Common Core State Standards (FACS) that are common to all teachers of a particular course. As a cohort, teachers identify essentials which they assess and evaluate to determine best practices moving forward. This is done collaboratively by department and subject level.

In addition to PLC time, CCHS has continued to provide teachers additional extra duty time for those who wish to work and collaborate outside of school hours on refining their instruction, curriculum, and assessments. For example, during distance learning, teachers were provided extra duty time for teachers to upload curriculum onto Canvas to ensure pupils receive equivalent quality curriculum and instruction during distance learning.

CCHS provides high-quality, evidence-based professional development opportunities for teachers, administrators, and paraprofessionals to improve instruction for English Learners as well as improving use of academic assessment data to meet the learning needs of all English Learners. Professional development activities focus on improving English Learner outcomes in ELD and the academic content. Much of the professional development offered provides effective training to classroom teachers, principals, and other school personnel to improve instruction and assessment of English learners, enhance understanding and implementation of curricula, assessment practices and measures, and instructional strategies for English learners, and increase English language proficiency, subject matter knowledge, teaching knowledge, and teaching skills.

The assessment driven PDs that have been offered included PLC training, Illuminate training, Solution Tree Data Driven Analysis workshop, Data Analysis and How to Collaborate workshop. All these training courses were designed to assist teachers in using data from classroom-based assessments and using data from such assessments to improve instruction and student academic achievement.

Critical Area #3 College and Career Ready

The 2014 VC Report wrote, *“Develop ways to encourage all students to actively engage in preparing for their future by being College and Career ready. Explore support mechanisms that will allow students access to 21st century technology and the development of technological literacy. Having an increased focus on the promotion and preparation for the ACT’s and SAT’s.”*

VC Rational: *“The Common Core State Standards have placed a renewed emphasis on Career readiness. The move away from an academic only mindset will necessitate a shift in culture, classroom practice, and course offerings. Additionally, the survey data indicated an inconsistent usage of 21st century technology in the classroom available to students. Lastly, recent SAT scores show a gap in CCHS’s achievement in terms of College readiness.”*

Regarding the ACT and SAT, these assessments have been omitted from the UC/CSU admission requirements. Beginning in the Spring of 2020, with the pandemic, this omission was permanently established for the UC system in the spring of 2021. Students now have test options. According to the UCs and CSUs, whether students submit their scores should be independent of their acceptance.

Since the initiation of our CTE and dual enrollment programs, a major goal here at César E. Chávez High School has been to provide opportunities to decrease College/Career Indicator gap for all students, including English learners and students with disabilities. Since our 2014 WASC visit, we have continued to explore new and traditional pathways. Currently, we offer 10 pathways, within 11 job sectors, offered over 25 courses.

Additionally, since the last WASC visit, we have vastly expanded our dual enrollment programs to include 13 course titles (soon to be 16), 24 semesters worth (soon to be 27), at three different institutions of higher learning, and over 63 sections offered.

The success of these programs is dependent on maintaining a professional and qualified teaching staff. We have been fortunate to retain CTE teachers such as Mrs. Jill Picket in Home Economics, Mr. Brayan Gonzalez and Chuck Tam in Health Careers, Mr. Joel Duran in Industrial Technology, Mr. Esteban Garza in Business Education, Mrs. Carol Gardner in Fashion Design, Mrs. Lorraine Alvarez in Education Theory, Ms. Rosemary Dao in Multimedia, Mrs. Cynthia Rivera Martinez in Contemporary Music, and other off-site teachers who are available to CCHS students. At the district level, our CTE Director, Paul Chavez, maintains a close relationship with our CTE teachers and staff.

CTE pathways currently offered include:

- Business Management II
- Education
- Engineering and Heavy Construction (Project Lead the Way—PLTW) (on pause)
- Fashion Design and Merchandising
- Food Svc and Hospitality
- Patient Care
- Performing Arts
- Residential and Commercial Construction
- Software and Systems Development

One specific example of our shift toward career readiness was the launch of our Freshmen Career Writing class in 2014, which was then blended with a career type writing class, and eventually converted into a dual enrollment course with Bakersfield College. By taking Freshmen Career Writing and Student Development B3, which is a career exploration course, all incoming freshmen could receive one BC credit by the end of their first year here at CCHS, which would satisfy the educational planning requirement for graduation from BC. Unfortunately, once distance learning was initiated full time, this course we put on pause until the fall of 2022. In the meantime, it has been replaced with a support class—writing proficiency.

While STDV B3 was still operating, it consisted of a summer bridge freshman transition course and one semester class during students' incoming freshman year. One original goal of the class was to have students get focused and stay focused for the next 10 years on achieving important, life-changing goals. The ultimate objective was to graduate College and Career Ready as per the CCSS and CTE Standards and acquire the knowledge and skills to become competitive for high-wage careers. The course was designed to provide students with the knowledge, experiences, and opportunities to acquire the skills necessary to explore and choose a career, take advantage of career pathways offered on site, create a 10-year plan, develop college and employment readiness, earn dual enrollment college credit, and eventually become competitive for 21st century, high-wage careers.

A goal of the Career Choices portion of the curriculum included a 5-to-10-hour follow-up module during each of their 10th, 11th, and 12th grade years with the intent purpose of helping students answer the questions, "Who Am I? What do I want? How do I Get there?". An area of growth was effectively integrating this into the other English courses. Once the pandemic hit, and our school went to distance learning, the course was put on hold for two years—2020-21 and 2021-22. Due to the difficulties of implementing effective follow through after freshmen year, the class was put on hiatus with the goal of revamping and relaunching the course with upperclassmen for the 2022-23 school year. The reasoning behind this was that upperclassmen were closer to graduation, and thus, better prepared to take the tools that the course offered and truly utilize them to drive their career goals. The course would still be dual enrollment for 1 BC credit. Alternatively, since this course was no longer offered to freshmen, we felt it appropriate to enroll them in more pathway courses.

Since the 2014 full WASC visit, CCHS has taken major steps to integrate new and better technology throughout campus. Every classroom has a teacher workstation with internet access and learning/research software for enhancing instruction. All classrooms are equipped with Wi-Fi. Select classrooms have a standard combination of mobile iPad/laptop carts, ELMO document cameras, LCD projectors, Smart Boards, short throw projectors, or Sonic Views.

Regarding the CTE pathways, since 2017, Building Skills II has been in the process of constructing a 600 square-foot Tiny House. The goal of this ongoing project is to build an actual, up to code, livable quarter.

[KBAK Eyewitness News of CCHS Tiny House](#)

Students enrolled in the PLTW pathway use VEX Robotics to build small toy-like vehicles that utilize alternative sources of energy. Students have experimented with solar, and hydrogen powered

propulsion, followed by fun in-class competitions.

[Hydrogen \(water\) powered VEX vehicle video](#)

Students enrolled in the Health Careers pathway have access to 16 computer stations. The course utilizes Paxton Patterson learning systems and hardware. Students can access four different notable computer programs throughout the modules.

- Forensics Careers Module—Similar to law enforcement investigations, students can use [FACES 4.0 software](#) to sketch the faces of “suspects”.
- Information Management Careers Module—Coding, although very underrated, is a very important aspect in medical careers. Students can use SCIROCCO Code-Viewer software to analyze clinical statements and assign standard codes using a classification system.
- Medical Imaging Careers Module—Students interested in radiology can use [RADinfo systems software](#). The program presents human X-ray films for students to analyze and complete tasks.
- Biomedical Engineering Careers Module—Students interested in kinesiology can use [Logger Lite Vernier](#) sensors to monitor the vital signs and muscular properties of fellow students.

These sensors include:

- Muscle electro pads for muscle signals
- Heart rate monitor EKG
- Hand Dynamometer for grip strength

Graphic by senior Hannah Villaruz

Graphic by senior Hannah Villaruz

Chapter II



Student/Community Profile and Supporting Data and Findings

Graphic by senior Hannah Villaruz

History and Background of the School

Community

As the second largest city in Kern County, the city of Delano, is located at the southern part of the Central San Joaquin Valley. Known as the Diamond of the Golden Empire, Delano sits in the northern end of Kern County, near the southern edge of Tulare County. Delano's economy is based on agriculture. The local economy is affected by seasonal work patterns and uncertain weather conditions; as a result, if crops do not perform well, the community risks generating little revenue.

Delano's population continues to remain relatively stable as industry operates in the area. Industries such as the Sears Logistic Unit, Railex, the Wonderful Fruit Packing Company, two state prisons, Wal-Mart, Home Depot, Maya Cinemas, and the Delano Market Place encourage a more stable and less migratory population. More than 130,000 residents live in the local Delano area. The surrounding communities in Kern and Tulare County include Earlimart, McFarland, Pixley, Richgrove, Teviston, Tipton, Shafter, Wasco, and surrounding farms and ranches.

Delano has long prided itself in its cultural diversity. It has served as a point of entry for waves of immigrants from around the world. Upon entry, the city prides itself in a sign that declares: "*Delano, an International Community Working Together.*" Over the decades, thousands of immigrants from Mexico and the Philippines have made Delano their home.

The immediate demographic data comes from [datausa:](#)

In 2019, Delano, CA had a population of 52.9k people with a median age of 30.4 and a median household income of \$43,641. Between 2018 and 2019 the population of Delano, CA grew from 52,713 to 52,886, a 0.328% increase and its median household income grew from \$41,549 to \$43,641, a 5.04% increase.

The 5 largest ethnic groups in Delano, CA are White (Hispanic) (65.4%), Asian (Non-Hispanic) (12.1%), Other (Hispanic) (10.4%), White (Non-Hispanic) (5.3%), and Black or African American (Non-Hispanic) (3.75%), and 73.1% of the residents in Delano, CA are U.S. citizens.

In 2019, there were 5.39 times as many White (Hispanic) residents (34.6k people) in Delano, CA than any other race or ethnicity. There were 6.41k Asian (Non-Hispanic) and 5.48k Other (Hispanic) residents, the second and third most common ethnic groups. 77.4% of the people in Delano, CA are Hispanic (40.9k people).

In 2019, the median property value in Delano, CA was \$182,900, and the homeownership rate was 58.2%. Most people in Delano, CA drove alone to work, and the average commute time was 17.5 minutes. The average car ownership in Delano, CA was 2 cars per household.

In the fall of 2020, we surveyed 1441 students' parents' education levels. About 3/5 of those parents had graduated high school and/or pursued a degree of post-baccalaureate education. The others had not graduated high school or chose not to respond.

- 551 - Not HS Graduate
- 436 - High School Graduate
- 273 - Some College
- 115 - College Graduates
- 25 - Grad School/Post Grad Training
- 41 - Declined to State/Unknown

There has always been a strong need for comprehensive public education services here in Delano. Those who emigrate from Mexico commonly originate from rural communities, with little or no education.

Despite language barriers and relatively low levels of English language education, the teachers and staff at César E. Chávez High School have consistently shown their pride and dedication through the success of our students. All of us here at CCHS continually strive to offer the most dynamic educational experience possible. That way, when our students graduate, they now have the knowledge, skills, and grit necessary to go out into the world as young adults and compete with the best of them.

The COVID-19 pandemic had an impact on the overall health of the community, as well as an economic impact. Regarding the unemployment rate in March 2019, it was 31.40%, March 2020, 34.9%, and March 2021, it was 29.90%. As of June 2021, it was down to 27.40%

César E. Chávez High School

In August 2003 CCHS opened its doors to the students of Delano and the surrounding communities. This was the start of a new educational era in the Delano area. Delano High School had been the sole comprehensive high school in the community for nearly a century. Now CCHS, DHS, RFK, VHS, Delano Adult School, and The Wonderful College Prep Academy (not a part of DJUHSD) serve students in grades nine through twelve. CCHS currently employs 63 teachers, 4 administrators, and 61 support personnel. Our departments consist of Art, Business Education, Counseling, English, ELD, Home Economics, Industrial Arts, Mathematics, Music, Physical Education for boys and girls, Science, Social Science, Special Education, State Requirements, and World Languages.

The CCHS community is committed to empowering students through buy-in of the school's vision, promotion of the school's mission, and dedication to the school's graduation outcomes, which embody the principles that are the foundation of our *Professional Learning Community* and serve as the tenets around which we base our decisions. The high school's curricular emphasis has a foundation within the California State Standards, the 4 C's of the Common Core State Standards (critical thinking, communication, collaboration, and creativity), and recognize the various learning styles and needs of all students. Student Graduation Outcomes, or SLOs, are a driving force in curricular development and teaching methodology. The SLOs are intended to challenge students to graduate college and be career ready, to develop skills in communication and technology, to be able to solve real life problems through critical thinking and be socially responsible with an appreciation for Service Learning.

One unorthodox aspect that has shaped our school is that the district covers two adjacent counties

simultaneously—Kern County and Tulare County. While about 80% of our student body lives in Kern County, the other estimated 20% of students who reside in Richgrove, Earlimart, Ducor, Teviston, Allensworth, and other unincorporated areas, commute from Tulare County. Overall, this has a minimal impact on school business. Minor accommodations include having to contact Tulare County CPS as mandated reporters or planning and scheduling athletic events while counties are assigned different tiers based on COVID-19 positivity rates.

In the early spring semester of 2020, the CCHS Leadership Team, consisting of department chairs, veteran teachers, and administrators, gathered and decided to keep the same learner outcomes. The decision to use the same SLOs, going back to 2014, was because they continue to fit in, shape and drive the school's culture of promoting academic, athletic, artistic, technical and vocational opportunities, in order to prepare students to be college and career ready.

César E. Chávez High School faculty members agreed to the following Expected School Wide Learning Results (ESLRs):

C—College and Career Ready

C—Communication and Technology

H—Higher Order Thinking Skills

S—Social Responsibility and Service Learning.

CCHS continues to use these learner outcomes because they continue to fit in, shape, and drive the school's culture of promoting academic, athletic, artistic, technical and vocational opportunities, in order to prepare students to be college and career ready.

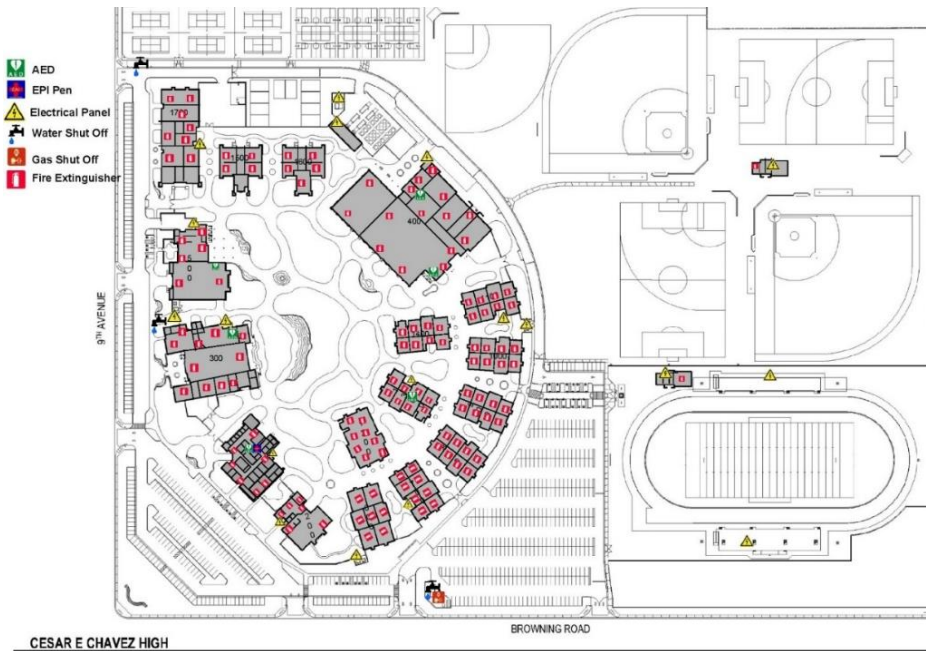
[CCHS 2019-2020 Safe School Plan](#)

CCHS particularly takes pride in knowing that it is a safe school environment where students feel welcomed, can grow socially and emotionally, and academically excel. CCHS administration constantly updates the [Safe School Plan](#) based on the staff and student input, and local police. This living document contains content that is based on school and student data and from our law enforcement community and is a comprehensive document that covers a wide range of possible situations. Traditionally, any major updates are modified and implemented during the summer and reviewed with staff during the teacher in-service days before the start of the fall semester, or during staff meetings early in the school year.

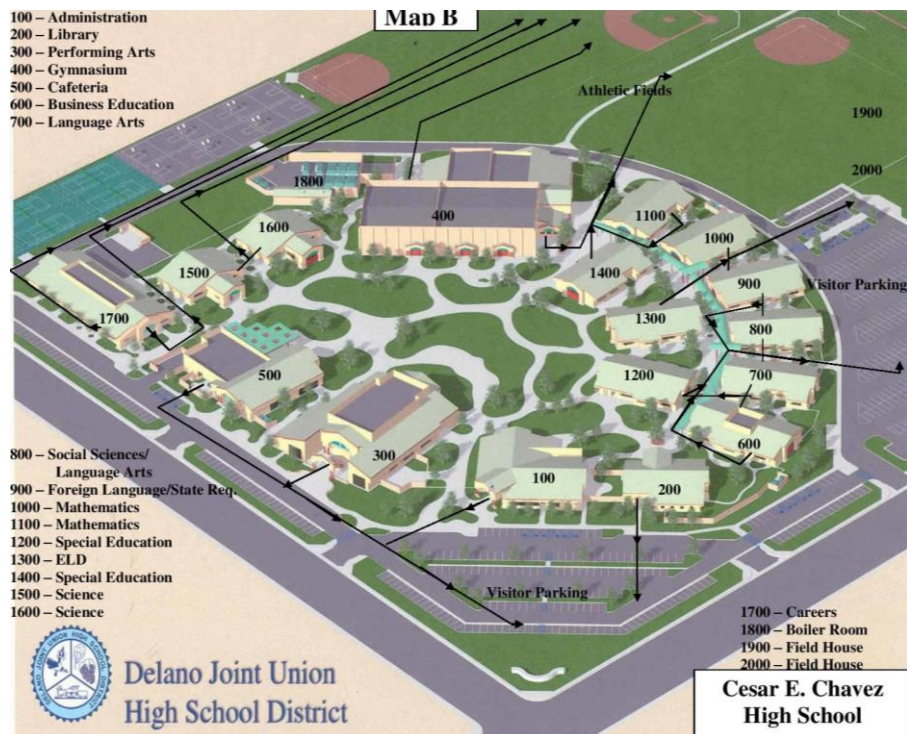
The Safe Schools Committee meets biannually to review the CCHS Safe School Plan and make recommendations to the CCHS School Site Council. Additionally, the Delano Police Department and the Delano Joint Union High School District provide a full-time police officer on campus to maintain a safe and secure environment. These articulations continue through district collaborative meetings, which occur several times per year at the Delano High School campus. At these meetings, staff discuss

existing and future links along with specific student circumstances where off-campus agencies provide services.

Safety Map



Exit Routes Map



César E. Chávez High School has initiated and continues to have a multitude of connections to the local community. Local agencies and non-profits such as the Police Department, Fire Department, Sheriff Probation Department, CAPK Head Start, Career Services Center, Child Guidance Clinic, Clinica Sierra Vista, Community Connections Child Care, Department of Human Services, Kern Family Health Care, One Sight, and others articulate with César E. Chávez High School and the district via the Crisis Prevention and Response Committee, Safe Schools Committee, the Migrant Program, Community Alliance, English Learner's Advisory Committee (ELAC), and District Learner's Advisory Committee (DELAC).

The community additionally supports CCHS through recognition and scholarships that are awarded on an annual basis. Several groups on campus, including athletics, band, choir, and cultural clubs, enjoy the monetary and participatory support of booster clubs and the local community.

[The College Prep Program \(Wonderful Co.\)](#)

A popular community connection includes The Wonderful Company, a local business that employs local families, provides resources, grants, and scholarship opportunities within the district.

The local Wonderful Company has been awarding a \$30,000 Wonderful Scholarship to the children of their employees who attend CCHS, and other central valley schools. In order to qualify, students must have a parent employed through The Wonderful Co., meet specific GPA targets, and plan on attending a 4-year university directly out of high school. CCHS accommodates two college prep specialists from The Wonderful Company on a weekly basis in our Career Center. One specialist works solely with 9-11th graders, while the other works strictly with our seniors. The specialists make sure students are meeting their A-g requirements, receiving tutoring resources, filling out and sending college applications, attending field trips to universities, and applying for scholarships.

Additional services and opportunities include:

- Weekly homework labs and tutoring
- One-on-one support with college applications
- 25+ college tours throughout California
- Free overnight summer workshops on college campuses
- Parent workshops
- ACT/SAT test prep

Once students are in college, they can continue to receive support through The Wonderful Co. with case management, tutoring, and weekly meetings. According to the Wonderful Co., more than 75% of their scholars at four-year universities are on track to earn bachelor's degree.

Throughout the years, the [Wonderful Education Grant](#) has provided several grants in the amount of \$2,000 each to teachers who apply. These grants are intended to provide supplemental materials and/or experiences for students.

Local Scholarship Organizations	
California Assoc. of Wine Grape Growers	Greater Delano Area Youth Foundation
California Table Grape Commission	IDEAL Club of Delano
CSEA Chapter 79 Scholarship	Kern Assoc. of Ed. Office Professionals
Delano Elks Lodge #1761	Mexican American Pioneers of Delano
Delano Energy Center, LLC	OMNI Family Health
Delano Rotary Club	Philippine Weekend Inc
Democratic Women of Kern	Richgrove Teachers Association
Dr. Varanasi	Young Writers of Kern
Golden Empire Chapter CAROCP	The Wonderful Company

Prior to COVID-19, CCHS was partnered with Dr. Gehlawat, a local pediatrician, to help fund programs aimed at student achievement. For example, past AP Saturday schools were made possible because of these funds. Other awarded scholarships from local organizations range from \$50-\$20,000.

Off & On Local Scholarship Organizations
Delano Friends of the Library
George and Manuela Zaninovich Family
Dr. Gehlawat
Golden Empire Chapter CAROCP
Jasmine Vineyards
North Kern Vocational Training Center
San Joaquin Valley College

In addition to the partnerships with local agencies, César E. Chávez High School staff works very hard to establish and maintain quality working relationships with local post-secondary schools. Bakersfield Community College (BC) is a community college which houses a satellite campus in the city of Delano and even borrows the high school district facilities to conduct classes. BC and Delano Joint Union High School District have facilities in a joint venture to provide seamless transitions from high school to community college. Up until the fall of 2020, we offered Two BC classes, English B1A and B1B, are currently offered to seniors after school, and run twice per week on the CCHS campus. California State University, Bakersfield (CSUB) is a 45-minute drive from Delano for students who wish to attend a local 4-year university. CCHS has also partnered with Cerro Coso Community College. In the fall of 2016, in collaboration with a Cerro Coso adjunct professor, the district initiated a pilot program, to have high school students gain firsthand experience of what it would be like to work in the medical field: Dentistry, Nursing, EMT, Bio Medical Engineering, and Forensics. This Patient Care pathway to Health opened an opportunity to allow for a STEM program with Bakersfield College (esp. Cerro Coso).

Our staff vigorously work to provide a safe environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2003. Routine inspections and ongoing maintenance ensure school facilities are kept safe, in good working condition, and provide adequate space for students and staff. On an annual basis, the state requires all schools to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for César E. Chávez High School took place on December 2020. The School Facility Good Repair Status table illustrated in the [SARC](#) identifies the state-required inspection areas and discloses the operational status in each of those areas.

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, and special projects. Most of our school's repairs and maintenance projects are performed by the district's maintenance crew. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team of one day custodians, four evening custodians, and three groundskeepers are assigned to CCHS for routine maintenance, daily custodial duties, and special events preparations. The assistant principal and lead custodian (site supervisor) communicate daily as needed regarding campus cleaning needs and safety concerns. Custodians are responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, cleaning classroom and administrative areas, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. Day custodians inspect restrooms throughout the day as a proactive measure in keeping restrooms fully stocked, safe, and sanitary. Security Officers check restrooms every hour as a component of their daily routine safety procedures.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians, security officers, and student affairs liaisons inspect the campus every morning for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Professional training for custodial support staff is provided through 1) computer-based learning system provided by third party risk management and insurance company, 2) through safety meetings, and 3) at targeted training sessions led by highly trained representatives.

Description of School Programs

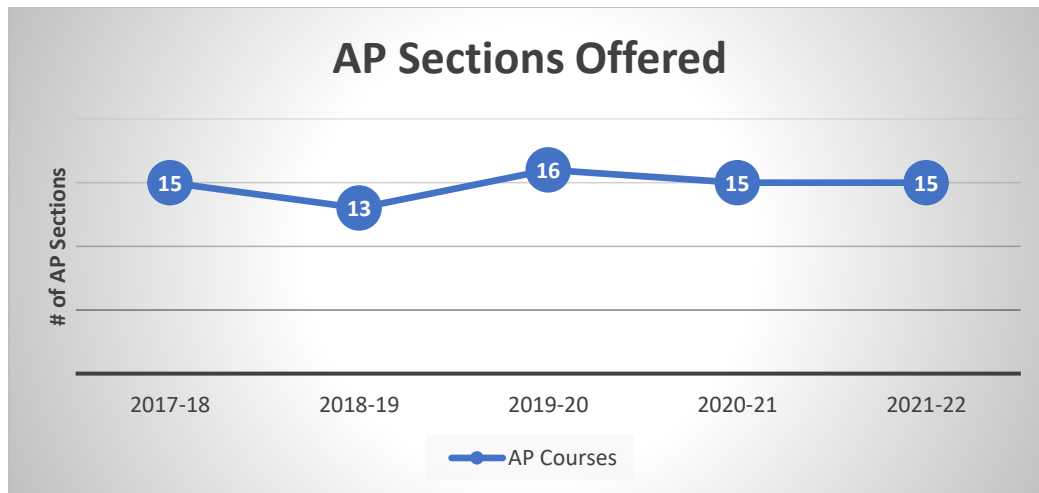
Depending on the needs and goals of students, César E. Chávez High School offers a multitude of programs. All programs are continuously being assessed, and revised, to target specific student populations in order to maximize student success.

Advance Placement

CCHS currently offers ten AP courses, throughout nineteen sections, in the areas of English, Mathematics, Science, Social Science, and World Languages. These college level curricula are rigorous in nature and demand Saturday school review sessions in the spring semester to review from the regular year curriculum.

AP Course Title	Enrollment	Sections Offered
English Language and Composition	70	2
English Literature and Composition	63	2
Spanish Language	37	2
Spanish Literature	26	1
Calculus AB	11	1
Calculus BC	17	1
Statistics	33	2
Physics 1: Algebra-based	39	2
U.S. Government/Macro Economics	53	2
US Gov. & Macro Economics is solely a 1 Semester courses each		
2021 (Fall) Total	349	15

Going back to our last full visit in 2014, the number of AP courses offered here at CCHS has remained relatively the same, with only minor fluctuations. This was due, in large part, to the continued integration and expansion of our CTE pathways. One of the recommendations from the last WASC visiting committee was to expand our AP program. Since the AP program and the CTE pathways both offered post-graduate credit/credentials, our past administration chose to focus on expanding CTE pathways.



After School Tutorials

Department based after school tutorial programs are available for students in all core departments. Students receive tutorial instruction that relates to departmental curriculum standards, individualized tutoring for specific needs, and additional opportunities to make up missed assignments or assessments.

2021-2022 After School Tutorial Schedule				
Subject	Monday	Tuesday	Wednesday	Thursday
ELD/English	ELD/English <i>Ms. Carrillo</i> Room 1305	English <i>Mr. Chundagal</i> Room 703	ELD/English <i>Ms. Carrillo</i> Room: 1305	English <i>Mrs. Carter</i> Room: 704
Math	Algebra I, Geometry, Pre- Calculus <i>Mr. Garza</i> Room 1104	Algebra I <i>Mr. Garcia</i> Room 1003	Algebra I, Geometry, Algebra II, Pre-Calculus <i>Mr. Garza</i> Room 1104	Algebra I, Geometry, Algebra II, Pre-Calculus <i>Mr. Garza</i> Room 1104
	AP Calculus/Statistics <i>Mr. Alhassan</i> Room 1106	Geometry, Algebra II, Pre-Calculus <i>Mr. Garza</i> Room 1104	AP Calculus/Statistics <i>Mr. Alhassan</i> Room 1106	AP Calculus/Statistics <i>Mr. Alhassan</i> Room 1106
		AP Calculus/Statistics <i>Mr. Alhassan</i> Room 1106		

Science	Physical Science/Physics <i>Mr. Ramirez</i> Room 1602	Physical Science/Biology <i>Mrs. Hollabaugh</i> Room 1501	Chemistry <i>Mrs. Gonzalez</i> Room 1501	
World Languages	Spanish/World Languages <i>Ms. Mendivil</i> Room 1204	Spanish/World Languages <i>Ms. Mendivil</i> Room 1204	French/World Languages <i>Mr. Cruz</i> Room 1208	Spanish AP Lit./Lang. <i>Mr. Rodriguez</i> Room 1201
Social Science	Social Science <i>Mr. Alegria</i> Room 905	Social Science Mr. Sanchez Room 901	Social Science <i>Mr. Alegria</i> Room 905	Social Science <i>Mr. Sanchez</i> Room 901
After School Credit Recovery	11 th /12 th <i>Lopez, A.</i> Room 606	11 th /12 th <i>Lopez, A.</i> Room 606	11 th /12 th <i>Lopez, A.</i> Room 606	11 th /12 th <i>Lopez, A.</i> Room 606

Athletics Programs

The athletic programs at CCHS are in place to provide students with the opportunities to participate in competitive athletics, stay physically fit and develop their personal skills; mentally, emotionally and physically. We are extremely proud of all our students that participate in these extracurricular activities. Our coaching staff actively recruits students to join their teams through Sports Recruitment Fairs, Freshmen Orientation, sports rallies, and student-to-student engagement. CCHS also works hard at informing current and incoming students and parents about the athletic opportunities that we offer to keep our student body well-rounded. We end each season of sport with awards banquets that reward athletes for both athletic and academic successes. Each year there are approximately 300 student athletes participating in each of our three sports seasons: fall, winter and spring, for a total of nearly 900 student athletes representing CCHS and our community throughout the year.

Fall Sports	Winter Sports	Spring Sports	Year Round
Football	Boys Basketball	Track and Field	Cheerleading
Cross Country	Girls Basketball	Boys Tennis	◆
Girls Tennis	Wrestling	Boys Golf	◆
Girls Golf	Boys Soccer	Baseball	◆
Volleyball	Girls Soccer	Softball	◆

CAASPP Bootcamp (Spring)

During the spring of 2022, we will be launching our CAASPP bootcamp. The plan is for it to be an additional afterschool intervention that targets those juniors who have scored in the high 2's range for the CAASPP. Several other academic factors that will be considered when targeting students will be their math data, reading fluency, ELA scores, CFA data, and Renaissance data.

Girls Tennis



Girls Volleyball



CCHS Co-Teaching/RSP Program and Schedule

The purpose of the Co-teaching program is to mainstream special ed. students while providing them with extra support through a Resource Specialist Program (RSP) teacher. The role of the RSP teacher is to provide any type of support required for the student or Gen. Ed. teacher. RSP teachers are placed throughout classes in the core departments. RSP teachers service classes where these targeted students are clustered, then move on to additional classrooms throughout the day, meeting the IEP minutes of students.

DJUHSD CTE Pathways and List

DE = Dual Enrollment

CTE Pathway	Career Sector	Course Sequence	School Site
Business Management II (182)	Business and Finance	Computer Lit. (DE) ↓ Business Management I (DE) ↓ Business Management II	CCHS
Education (132)	Education Child Development and Family Services	Education Theory ↓ Education Practice	CCHS

Engineering and Heavy Construction (Project Lead the Way—PLTW) (121) (on pause until 2022)	Building and Construction Trades	Introduction to Engineering Design ↓ Principles of Engineering ↓ Civil Engineering and Architect	CCHS
Fashion Design and Merchandising (160)	Fashion and Interior Design	Apparel ↓ Fashion Design	CCHS CCHS
Food Svc and Hospitality (201)	Hospitality Tourism and Recreation Industry	Foods/Nutrition I ↓ Foods/Nutrition II	CCHS
Patient Care (198)	Health Science and Medical Technology	Health Careers ↓ Medical Assistant I (DE) ↓ ↓ ↓ ↓ Medical Assistant II (DE) (front office receptionist) or Medical Assistant III (DE) (back office assistant) or Sports Medicine (DE) or Nursing Assistant (DE) (no prerequisite)	→ CCHS → CCHS → CCHS → CCHS → CCHS
Performing Arts (112B)	Arts Media and Entertainment	Contemp. Music I ↓ Contemp. Music II	CCHS

Residential and Commercial Construction (123)	Building and Construction Trades	Building Skills I ↓ Building Skills II	CCHS
Software and Systems Development (174)	Information and Communication Technologies	Computer Lit. (DE) ↓ Multimedia I ↓ Multimedia II	CCHS

The Computer Lit. Course (Comp B5) is strictly a dual enrollment course, and not a CTE course. This class is a part of an early college requirement that is designed to prepare students for 21st century skills by improving computer literacy. The course is also required as a pre-requisite for students who wish to enroll into the Business Management pathway.

Students who show an interest in entering the medical field as a career can enroll as sophomores in the Health Careers course under the Patient Care CTE pathway. The Patient Care pathway simultaneously serves as a dual enrollment pathway through Cerro Coso Community College and Bakersfield College. After successful completion of Health Careers, students can enter Medical Assistant I as juniors. From there, students can either enroll in Medical Assistant II (front office), Medical Assistant III (back office), Sports Medicine, or Nursing as seniors. The Sports Medicine pathway is very similar to the Patient Care Pathway. Even though students are highly encouraged to complete the entire Patient Care pathway prior to entering the Nursing Assistant program, seniors can enroll directly into this course with the required approval, and if there is space available.

The Nursing Training Assistant program is also a CTE pathway that is offered here at CCHS. Students enroll in block periods of two hours during 1st and 2nd period.

Up until COVID hit, the district offered a welding course that was located on RFK campus. CCHS students who were enrolled in this course began their day at RFK with a two-hour block period. From there, they transition over to CCHS campus to finish their school day. Students have an opportunity to attend a career expo in the spring semester. Here, students can inquire about specific job openings from company representatives and even request job applications.

Regarding PLTW, the pathway ended in 2018-2019, since last year was distance learning. This school year we attempted to restart the pathway with our Intro to Design class. It is still up in the air whether we will be able to continue the pathway next school year. We have struggled to find a credentialed teacher in the engineering field.

In 2017, CCHS began a partnership with Westside Energy Services and Training Center (WESTEC) to train seniors with various job ready skills and earn certifications. For the first year of this program, WESTEC participated in on-site training here on campus. Now, students are either bussed over to the

WESTEC facility in Shafter or attend a week-long training at RFK here in the district. Although WESTEC is not a pathway itself, they do offer CCHS students the job ready skills CTE Pathways are focused on, as well as the certifications necessary to enter the job market after graduation.

Upon enrollment and successful completion through WESTEC, CCHS students can earn certifications in the following:

- Contractor for Confined Spaces
- Defensive Driving
- Forklift Operator Security
- Lock Out Tag Out safety procedures
- Oil field passport
- Private Security
- Welding

Since the start of the pandemic, our partnership with WESTEC has been put on pause. We fully plan on jumpstarting this alliance as soon as it is safe to do so.

In 2017, the former AP of Curriculum and Instruction reached out to the newly built Delano Maya Cinemas Movie Theater in order to create an employment pipeline for qualified graduates. Due to the anticipation of most employees having to work with food, Maya Cinemas was particularly interested in those students working towards earning their Foods Certificate through the Food Service and Hospitality Pathway. Students completing the Business Management pathway were also of interest to Maya Cinemas due to their basic knowledge of business operations. Anecdotally, CCHS are still a reliable source of labor for Maya Cinemas here in Delano.

Dual/Concurrent Enrollment Programs and Courses

A goal of CCHS and the district is for all students to have an opportunity to earn at least 12 college units before graduation through dual enrollment courses. We are now seeing students completing General Education requirements that meet the BC General Education transfer pattern, the CSU transfer patterns, or the Intersegmental General Education Transfer Curriculum (IGETC) transfer pattern. A vision of CCHS and the district is for a cohort of students to eventually move up to completing 30-42 units upon graduation, and an even smaller cohort of students obtaining 60 units, which would earn them a liberal arts degree.

[DJUHSD College and Career Readiness Presentation](#)

Dual Enrollment and Articulated DJUHSD Courses

CCHS Course Title	Institution Course I.D.		Institution	CTE Pathway	Sections	
	Semester 1	Semester 2			Sem. 1	Sem. 2
Business Management I	MI2000	BA 1008	CSUB	✓	1	1
Sports Medicine (Kinesiology)	KI1020	KI2100	CSUB	✓	1	1
Education Pathway (Dual enrollment status ended spring of 2021)	CHDV B21	EDUC B24	BC (concurrent)	—	1	1
Computer Literacy	Intro. Microsoft COMP B5		BC	—	6	6
European Civilization	HIST B4A	HIST B4B	BC	—	2	2
History of the United States	HIST 17A	HIST 17B	BC	—	4	4
Medical Assistant I	HCR 130 → MED B60 → 132		Cerro Coso / BC	✓	2	2
Medical Assistant II	HCR 133 → 135, 142		Cerro Coso	✓	2	1
Medical Assistant III	HCR 136 → 139, 143		Cerro Coso	✓	2	2
Sociology	SOC B1		BC	—	1	1
Career Life Ed. (Paused until fall 2022)	STDV B3		BC	—	9	9
Spanish III	Spanish IV	Spanish B1 & B2	BC	—	B1: 1	B2: 1
Anticipated 2022-23 Dual Enrollment Courses						
Honors Geology	Geology 2010		CSUB	—	1-2	1-2
Student Development	—		—	—	—	—
Career Planning	—		—	—	—	—

CALPADS Dual Enrollment Credit

Over the last four years, the number of students enrolled in a dual enrollment course, and successfully completing the course, has consistently increased. Since 2018, there has been an 18% increase in the percentage of students receiving dual enrollment credits.

Total Number of Students Receiving D.E. Credit				
	2018	2019	2020	2021
CCHS	458 (30.2%)	630 (42.3%)	648 (42.8%)	693 (48.3%)
DHS	590	832	797	
RFK	348	591	596	
VHS	41	11	5	
DJUHSD	1437	2064	2046	

The [table below](#) represents the number and percentage of high school graduates enrolled on census day during the first fall semester after high school graduation to any college within the district. Students who dropped for covid related reasons were counted as enrolled on census. The number of high school graduates comes from the California Department of Education Data and Statistics site or from the high school registrar's office

Bakersfield College Enrollment Yields									
	2018			2019			2020		
School	HS Grad Total	Enrolled at KCCD in Fall	Capture Rate	HS Grad Total	Enrolled at KCCD in Fall	Capture Rate	HS Grad Total	Enrolled at KCCD in Fall	Capture Rate
CCHS	324	128	39.5%	301	101	33.6%	349	123	35.2%
DHS	309	94	30.4%	335	129	38.5%	337	112	33.2%
RFKHS	268	84	31.3%	294	82	27.9%	266	89	33.5%
District	901	306	34.0%	930	312	33.5%	952	324	34.0%

Although its dual enrollment status ended after the spring of 2021, the Ed. pathway had concurrent enrollment courses embedded into it for both semesters. For the first semester, during the Ed. Theory portion, students were encouraged to enroll in the CHDV B21 course through BC. For the second semester, during the Ed. Practice portion, students were again encouraged to enroll in the EDUC B24 course through BC. Both concurrent enrollment courses were strictly online, except for the required field observation hours toward the end of the school year. Students worked independently online while enrolled in these concurrent courses. The teacher allocated time slots for students. Through EDUC B24, students completed field observation hours through our local elementary district. Each student was assigned a grade level and classroom to complete 50 observation and practicum hours.

Our district partnership with Cerro Coso has generated a campus demand for the Medical Assistant program. The program offers students the chance to earn college credits and certifications that can lead to an Associate of Science degree in Medical Assisting.

The Medical Assistant (MA) I program is also a pathway. Of its four courses, Medical Terminology credit is provided through BC, while the other three are through Cerro Coso. This course is only offered during 3rd and 4th period here on campus because of a split assignment for the teacher between the RFK, DHS, and our site.

The MAI program offers four courses:

- Communication in Healthcare HCR 130
- Medical Law and Ethics for Medical Assistants HCR 131
- Medical Terminology MED B60
- Electronic Health Records HCR 132

The Medical Assistant (MA) II program is also a CTE pathway and was offered prior to COVID-19. CCHS students enrolled in the program attend a two-hour block period (3rd-4th). For the last portion of the course, HCR 142, students were required to complete 90 hours of real-world learning at a job site.

The MAII program offers four courses:

- Medical Office Procedures HCR 133(1st course)
- Medical Insurance Billing HCR 134 (2nd course)
- Basic ICD CPT Coding HCR 135 (3rd course)
- Medical Assisting Administration Externship HCR 142 (4th part)

The Medical Assistant III program is also a CTE pathway and is only offered during 5th and 6th period here on campus, due to a split assignment for teachers between RFK, DHS, and our site. CCHS students enrolled in the program attend two-hour block periods. For the last portion of the course, HCRSC 143, students were required to complete 90 hours of real-world learning at a job site.

The MAIII program offers four courses:

- Clinical Medical Assisting I HCR 136 (1st semester)
- Laboratory Procedures HCR 139 (1st semester)
- Clinical Medical Assisting II HCR 137 (2nd semester)
- Medication Administration for Medical Assisting HCR 138(2nd semester)
- Clinical Medical Assisting Externship HCRSC 143

Beginning in 2014, and continuing until the spring of 2020, our Freshmen Career Writing and Student Development B3 course, which was a career exploration course, enrolled all incoming freshmen. Freshmen received BC credit by the end of their first year here at CCHS, which would satisfy the 0.5 units educational planning requirement for graduation from Bakersfield College.

Although paused until the fall of 2022, STDV B3 was designed to help our students develop a College and Career plan, as well as offer an Introduction to Microsoft Office course to target 21st century skills. This course guided students through a decision-making process that would help them envision and

plan for a successful future. The culmination of this process was the development of a career and educational plan that would create a pathway for students to reach their career and academic goals. By examining values, interests, skills, life roles, personality types, personal self-management, decision-making and goal setting throughout the life span, students would apply critical thinking skills.

For now, STDV has been replaced with a freshman writing proficiency class, which serves as a support class. This year long course targets those freshmen who scored a 1 or a 2 on the CAASP ELA.

Anticipated Dual Enrollment Science Course for 2022-23—Honors Geology & Student Development

The Honors Geology course is an introduction to the basic concepts of geologic principles and theories concerning the evolution of the Earth, including the origin of the earth, continents, oceans, atmosphere, and life. There are 2.5 hours of lecture and 2.5 hours of lab work each week. At the end of this course, students should be familiar with the fundamentals of geology, including the atmosphere, hydrosphere, and geosphere as well as interactions between those systems

The anticipated Student Development course will be targeted for seniors only as of now.

Edgenuity

Here at CCHS, Edgenuity is implemented in a course we call Credit Recovery. Students enrolled in this course are mostly seniors and fall into two categories: students who need units to graduate, and students who are on the A-G track and failed a past course. Credit Recovery remains an area of growth, as we are continuously trying to minimize the number of students enrolled in the course. Enrolment in Credit Recovery varies from month to month and the average numbers usually hover around 30 students.

ELD Department

In 2018-19, CCHS, in accordance with DJUHSD, changed the sequencing and model in which students go through ELD courses. The purpose of this change was driven by the heavy emphasis and incorporation of CTE pathways into student schedules. Currently there are now three total periods of ELD being offered by a single teacher at CCHS. All three periods have a mixture of Level 1 and Level 2 students enrolled. Period 4 is Emerging CVS. Period 5 is a hybrid class that includes the courses Emerging Grammar/Writing and Expanding Reading. Period 6 is also a hybrid class that includes the courses Emerging Reading and Expanding Grammar/Writing. The Core classes no longer exist within the ELD track itself. Instead, ELD students are enrolled in standard English CP courses. This translates into ELD students receiving 2-3 hours of ELD, versus up to 4 hours in the previous district model; and there are no more than 30 total students enrolled in these courses.

	Courses
Period 4	Emerging Conversation/Vocabulary/Spelling
Period 5	Emerging Grammar Writing & Expanding Reading
Period 6	Emerging Reading & Expanding Grammar and Writing

Incoming Freshmen Orientation Night

In the late summer, Incoming Freshmen Orientation Night provides incoming students with a head start in preparing for high school. While being given their course schedule, parents and students visit the CCHS campus and are given important information regarding school programs. They are given the opportunity to sign up for clubs, visit with Academic Decathlon or FBLA, and even inquire about other school wide interventions and efforts.

[The Migrant Education Program](#)

[DJUHSD Migrant Education Dept. & Svcs.](#)

The objective of the Migrant Education Program (MEP) is to “*ensure that students are able to meet the challenge of academic standards and graduate with a high school diploma (or complete a GED); that they prepare to be responsible citizens, pursue post-secondary education, and ready themselves to work in a high-wage/ high-demand (HW-HD) 21st-century career.*” Migrant teachers and instructional aides give assistance to those identified as migrant children at CCHS and help them for short periods of time in a small group instructional setting or individually in subject areas such as English, reading and math to reinforce the regular classroom lessons. The Migrant teacher helps the classroom program by offering small group instruction which is primarily in the areas of reading, oral language, writing and math. This instruction may be provided in the regular classroom or in the Migrant room. Further assistance may be provided by a Migrant Instructional Aide who, under the direction of the teacher, also instructs children in the basic skill areas.

Since MEP is a district wide effort, all services are available to CCHS migrant students. Certain programs even have a direct presence on campus. This is more of a district effort, and the Director of Migrant Services at the district office is always available upon request.

The following is a [list of migrant education programs and resources](#) that DJUHSD offers CCHS migrant

students, migrant families, and select migrant community members.

- Site Based MEP Resource Counselors
- Saturday Migrant Academy: Reading and Writing Intervention
- Saturday Migrant Academy: Math Intervention
- Saturday Migrant Credit Recovery
- Speech and Debate
- College Readiness Programs and Camps (STEM, etc.)
- Student Leadership Conferences
- Student Engagement Opportunities: Cultural Awareness-Pride
- Imbedded ELD instruction in all MEP Academic services
- Summer Migrant Career Academy Partnership
- Summer Migrant Reading and Writing Intervention
- Summer Migrant Algebra Readiness
- Summer Migrant Outreach Services
- Summer Migrant School Credit Recovery
- Summer Migrant College Readiness Programs
- Emergency Dental, Vision, and Medical Referrals
- Regional Health Fair

Parent Project

Parent-training program for parents raising difficult or out-of-control children. Parents explore strategies to promote development, encourage positive behavior, teach responsibility, and communicate effectively with children including talking about drugs, alcohol, and other tough issues in this six-session program. This ten-week bootcamp-like intense parenting program offers families new skills and approaches to parenting. For example, parents are shown how to respond in more positive ways and become more involved in their children's lives. For the first six weeks, parents attend three-hour sessions each week then two-hour sessions the last four weeks.

Safe School Ambassadors (SSA)

CCHS is currently in its fifth year with the program. SSA currently has 70 active Ambassadors, with 13 facilitators (teachers, counselors, and support staff) trained to mentor and support students throughout the year, including 2 certified trainers who led the initial training for the first time this year. As new students go through the interactive 2-day training each year, the program will continue to grow to a size of 160 students who will make the school and the Delano community a more positive place by stopping bullying in its tracks before it becomes a larger discipline issue.

Students collect data on SSA “Action Logs” where Ambassadors record incidents that they encounter, including details about what type of mistreatment occurred, when and where it happened, and their actions taken to counteract the incident.

In 2014-15, the year before the program started, there were 18 cases of caused, attempted, or threatened physical injury; in the past two years, 2015-17, the average number of incidents dropped to 6. Rates of disruption and defiance dropped from 231 in 2014-15 to an average of 111 cases from 2015-17. Other rates of property damage, drug use/sales, and other disciplinary areas have also decreased, although not

as dramatically. From 11/2/16-11/16/16, Ambassadors recorded 177 total interventions on campus. This means that they noticed and acted on mistreatment an average of 17.7 times per day (over 10 school days), which may be extrapolated to 3,186 interventions per school year (over 180 days). Students can stop bullying in its tracks before it becomes a larger discipline issue.

The most recent data, collected on 02/06/20, showed our ambassadors using a total of 69 strategies to intervene in campus mistreatment over a 3-week period since the beginning of spring semester. This equates to an average of 13 interventions per week, or 260 interventions per 20-week semester. Even small interventions such as supporting a person being excluded can have huge positive ripple effects that impact the person being targeted and make our campus a more welcoming environment.

SSA is listed in our [2019-20 LCAP and Annual Update Template - Local Control Funding Formula \(CA Dept of Education\)](#), under Goal 3: Provide all students with a high-quality educational environment where they can take pride in their facilities and look forward to coming to school every day, Action 1: Actual Actions/Services--Provided evidenced-based professional development activities that included Project Toward No Drug Use, Alternatives to Suspension workshop, Methods to Reduce Suspensions and Expulsions workshop, Safe Schools Ambassador's training, Motivating Disruptive Students workshop, Bullying Prevention workshops, discipline workshops, intervention training, and suicide prevention.

Saturday School Intervention (SSI)

Depending on the demand, SSI can be held in the cafeteria, library, or a teacher's classroom. SSI serves as a multipurpose intervention program here on campus:

- Serving as a kind of study hall, students can catch up on past or missing assignments.
- Students wishing to make up unexcused absences can excuse up to 6 absences per session.
- Students who continue to not comply with school rules and expectations can be assigned SSI as a punitive measure.

Special Education Program

The Special Education Department at CCHS is comprised of two programs. The Resource Specialist Program (RSP) serves the mild-moderate students and the Severely Handicapped (SH) serves the moderate-severe students. The RSP Program adopted the co-teaching model. Students work towards earning a diploma and may utilize the Resource Center. It provides a place for students to receive their testing accommodation and oftentimes RSP teachers may bring in small groups of students from the general education classes to reteach certain concepts.

Students in the SH program is in a self-contained special day classroom. These students are mainstreamed and are offered a Modified PE class where they are given the opportunity to be in the general education setting. Several other students can mainstream into other elective courses throughout the day with assistance from a healthcare aide as well. Instruction in the Moderate/Severe Department includes individualized instruction in academic areas and in the functional life skill domains of Domestic, Community, Vocational, Recreation and Leisure, and Functional Academics.

Summer School Intervention

The summer school courses offered at César E. Chávez High School focus on credit recovery, English, math, health, and a dual enrollment course—Comp Lit. (Comp. B5). For credit recovery, students have the option of taking customized courses on Edgenuity, a standards-aligned video-based curriculum for students. Edgenuity allows students to monitor their own progress while completing lessons, assessments, and other activities.

Career Readiness Course: The Career Readiness course offers dual enrollment college credits through Bakersfield College and is used as the foundation for various career pathways, and maybe even integrated into such academic courses as English and math. Although flexible, the standards provide a scope-and-sequence series of learning objectives that lead to a personalized plan for students' educational and career aspirations. These plans enable students to take ownership of their pathway towards college and career readiness.

MEP Services List

- Summer Reading and Writing Intervention (Teacher Created Materials, *Language Power*)
- Summer Algebra Readiness (Teacher Created Materials, *Active Algebra*)
- Summer School Migrant Credit Recovery (Cyber High PASS)
- Summer College Readiness and Leadership Programs
- Summer Migrant Outreach Services

Summer Migrant Education Career Academy Partnership

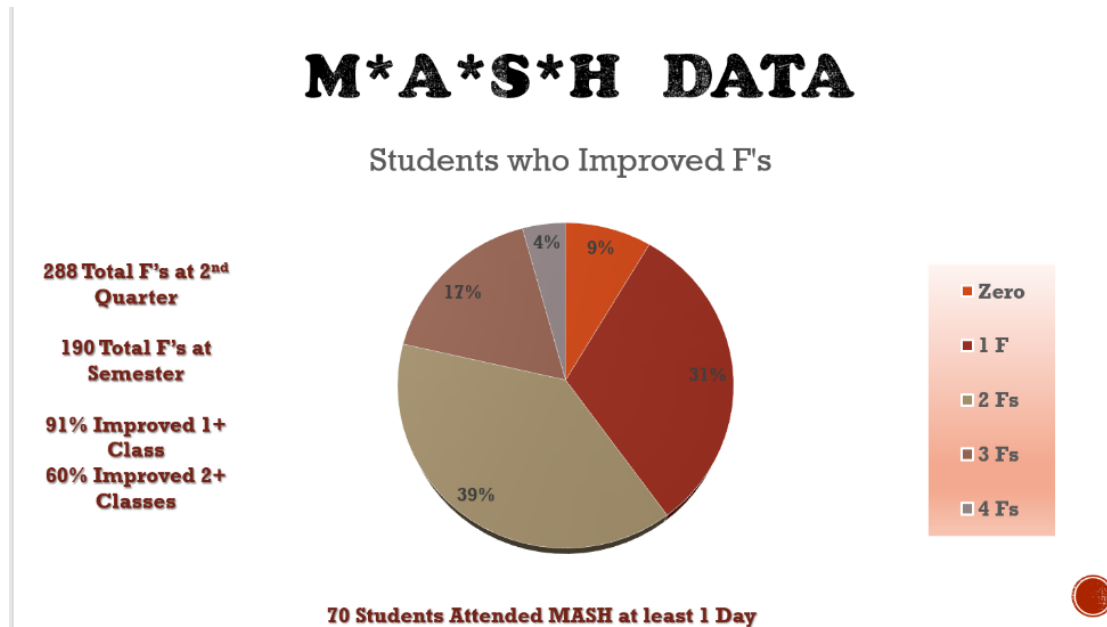
The Migrant Education Partnership Academy will provide 25 migrant students with an opportunity to learn valuable skills such as financial management and college and career planning that will integrate with life skills management, relationship building, and networking. A certificated teacher will work directly with students to provide guidance and support in college and career readiness. The teacher will recruit students, work with students on career assessments, develop college profiles with students, develop individual skills improvement plans, build resumes and cover letters, conduct mock interviews, and emphasize financial responsibility. In addition, the teacher will coordinate company excursions and tours to expose students to different professions, in which students will be transported. The Teacher will recruit, establish and maintain relationships with employers the region has collaborated with, maintain student time sheets, and conduct site visits and observations. The program service will be offered according to the district's summer school schedule, which is held 4 days per week, 5 hours per day, for 6 weeks.

VIP Afterschool Tutorial

In the early spring of 2019, the CCHS leadership team decided to implement an afterschool tutorial for 30 targeted students. These were students who earned four or more F's out of six of their classes. VIP Tutorial was focused on CAASPP preparation in the Spring semesters and targeted students for that. The tutorials were put into their schedules for Monday, Wednesday, and Friday after school, and are designed to provide students with additional time and help with their academics. At their teacher's discretion, students can attend targeted departmental tutorials during these afterschool hours.

Mandatory Academic Study Hall (MASH)

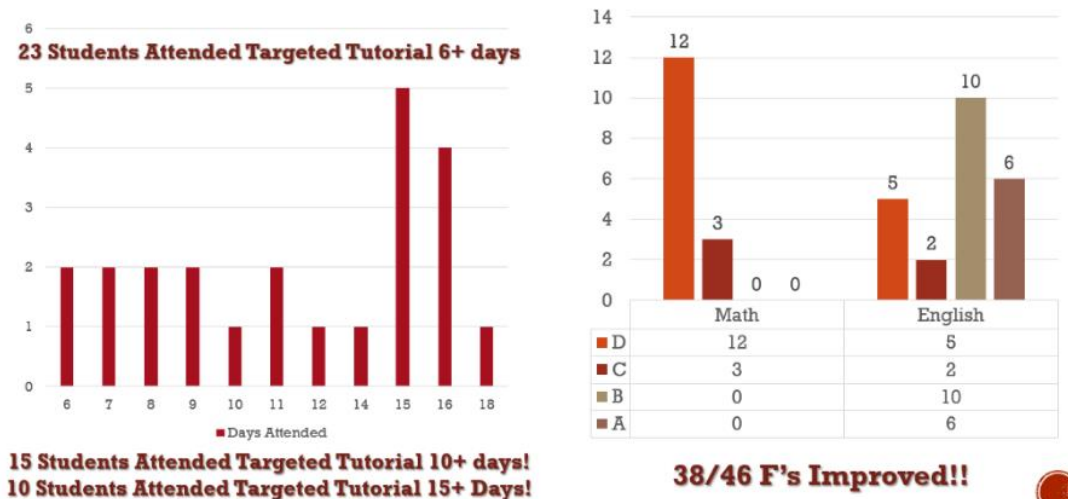
The MASH after school program is available for students who are at risk of or are falling behind in a course(s). Targeted specifically are students with 3 or more F's, who are pulled from their 6th period classes to attend. While it serves as an optional study hall, students can also be assigned by one or more of their teachers or administrators. If assigned, students are then mandated to attend and complete assigned work. For example, students can make up homework assignments. Students have the option to opt-out of MASH once they show they do not have any D's or F's. While targeted for student academic purposes, if a student is referred for disciplinary or attendance issues, they will also be accommodated. Sessions are held Monday - Thursday from 3:00 p.m. - 4:00 p.m.



Renaissance and Mathematics 7th Period Tutorials

Beginning in the fall of 2021, this tutorial targeted 28 juniors who earned F's in both their English and math course at the end of the first quarter. During the 2nd quarter of the fall semester, these students attended both an English (Mondays and Wednesdays) and math tutorial (Tuesdays and Thursdays). While the English tutorial focused on Renaissance and improving the reading levels of these targeted students, the math section served as a tutorial where students were retaught standards they performed poorly on and were then given opportunities to be reassessed.

RENAISSANCE 7TH PERIOD TUTORIAL



Work Experience Education (WEE): [CDE WEE](#) / [DJUHSD WEE](#)

According to the California Department of Education, the WEE program is an integrated educational process that: (1) helps students to choose a career path based on their interests and aptitudes; (2) prepares them for college and career success; and (3) affords students the opportunity to learn to work with others in ways that are successful and rewarding. The WEE program connects input from teachers, counselors, students, parents, and employers to achieve the following purposes:

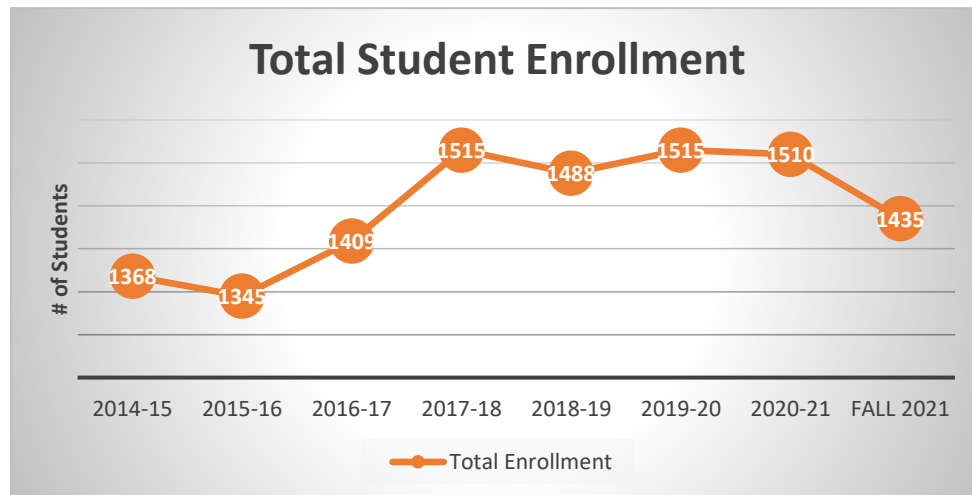
- Link the academic core curriculum with the world of work and promote students' school-to-career transitions.
- Help students develop skills, habits, and attitudes conducive to job success and personal growth.
- Assist students in career exploration and forging rewarding relationships with employers.
- Develop a positive work ethic and acquire or refine work related skills and job performance in actual work settings.

Here at CCHS, a maximum of 40 credits can be earned in WEE. WEE credit is applied toward graduation as an elective. WEE credit can be earned for both paid and volunteer work. A training agreement is required for both paid and volunteer work. Grades are pass/fail. Students are required to attend related classroom instruction classes held intermittently throughout the semester equivalent to one period per week. Students who miss 10 consecutive school days will be dropped from WEE and their work permit revoked. Students under 18 years of age must have a work permit.

Student Demographics

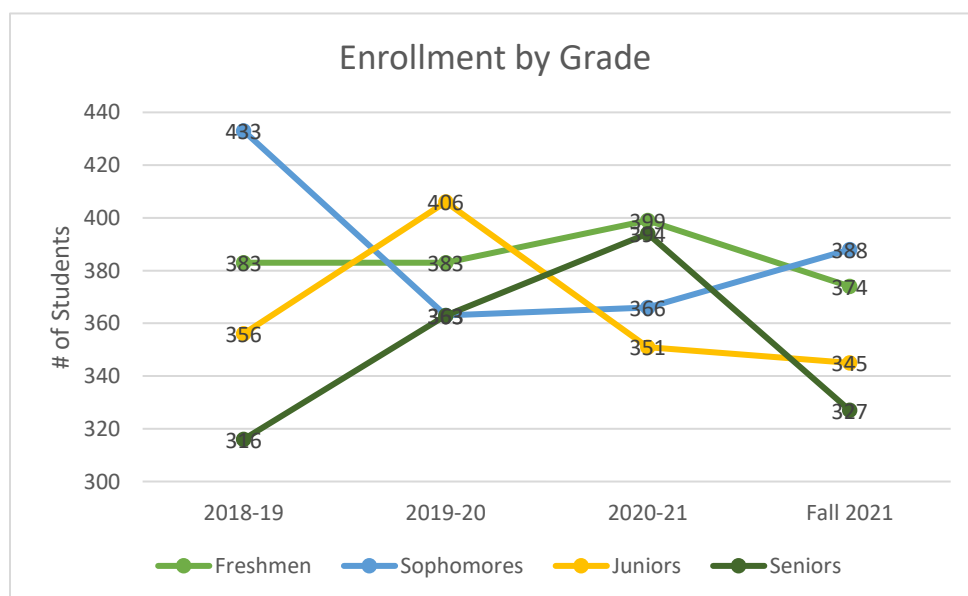
Student Enrollment

Total student enrolment has, on average, increased over the last seven years. Over the last four previous years, student enrolment has remained relatively stable. As the population of Delano continues to grow, we are expected to experience an increase in student enrolment.



Enrollment by Grade Level

While the overall student enrollment numbers have remained stable over the last three years, there has been a decrease in the average number of enrolled juniors and seniors. This decrease was a direct result of our transition to distance learning. For example, there was a decrease of 65 juniors in the 2020-21 school year, when compared to the previous years. Juniors and seniors in need of making up credits transferred to Valley High School, our continuation school, enrolled into Independent Studies, or left the district.

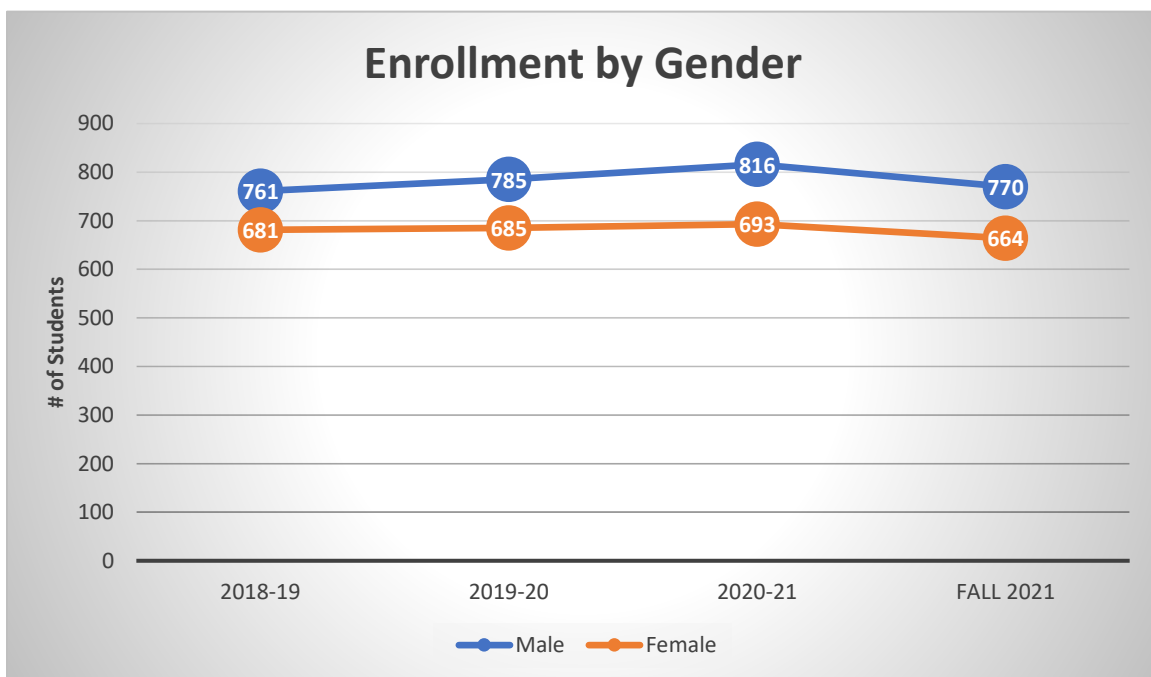


Average Class Size of Core Classes

	2017-18	2018-19	2019-20	2020-21	2021 (Fall Sem)
English	25	28	27	28	27
Mathematics	27	29	25	28	25
Science	28	29	27	30	26
Social Science	31	29	24	32	30

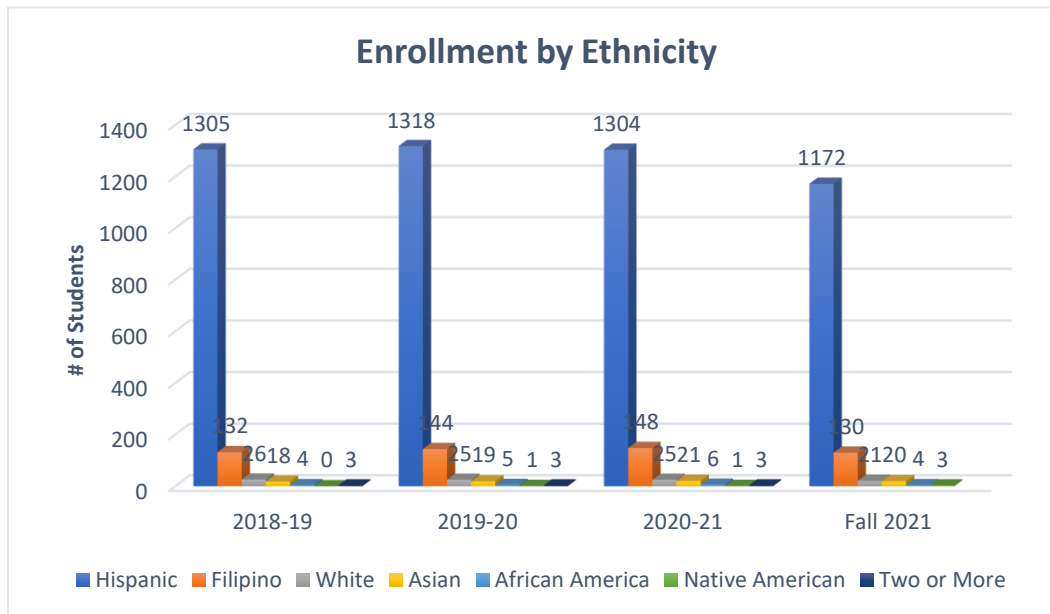
Enrollment by Gender

Here at CCHS, our culture recognizes that not all students feel that they personally fit into the traditional fixed view of binary genders. Nevertheless, the data exists for us to categorize our students as either male or female. For the last four years, there have been more males than females enrolled on campus. When the two values for male and female are summed up each year, the total value is slightly less than that of the actual total enrollment. This is due to gender data being gathered toward the end of the school year, after students have left campus.



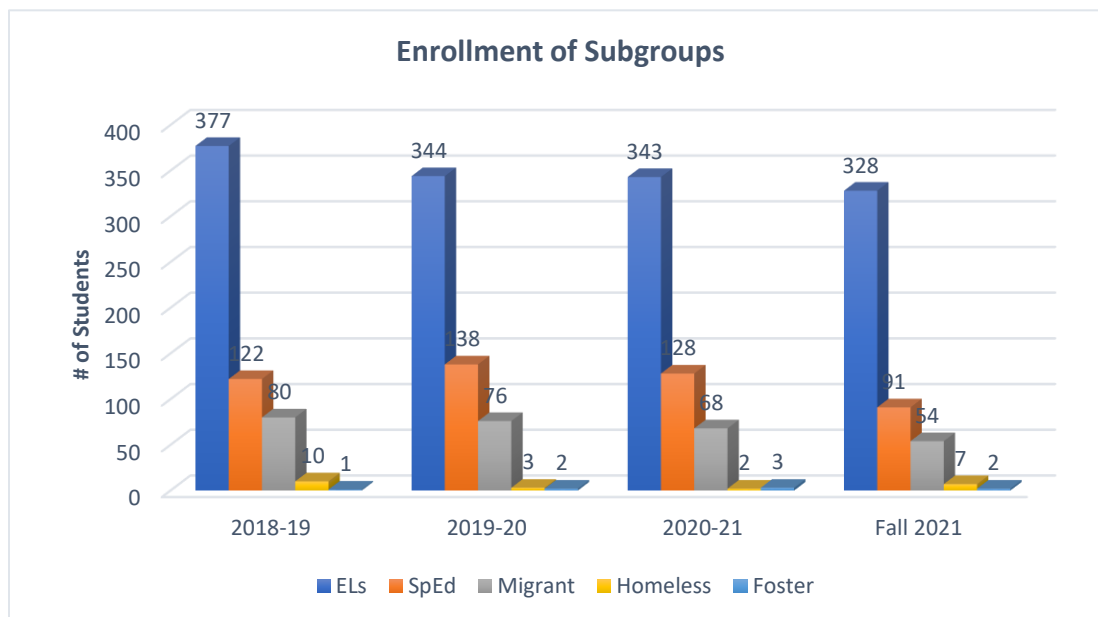
Enrollment by Ethnicity

César E. Chávez High School is an ethnically diverse campus. The student population is predominantly Hispanic, which is reflective of the central valley school districts. Over the last four years there have been no significant trends or changes in these statistics. One minor observance is a small but growing population of Yemeni students that speak Arabic, most of whom fall into the “White” demographic category.



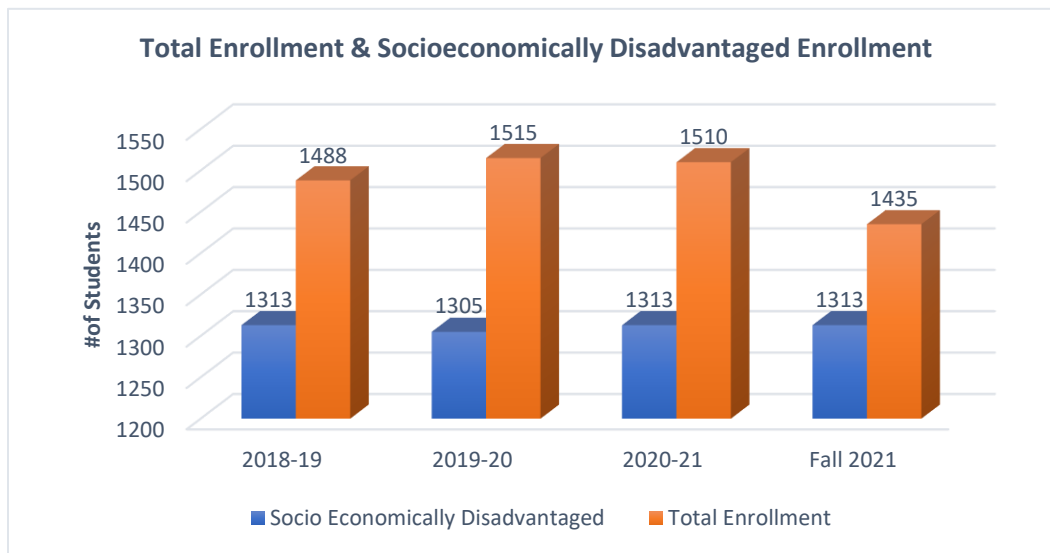
Enrollment by Subgroup

About 1/3 of our student population is a part of a subgroup—EL, SPED, Migrant, Homeless, or Foster. It is also common for students to fit into more than one subgroup.



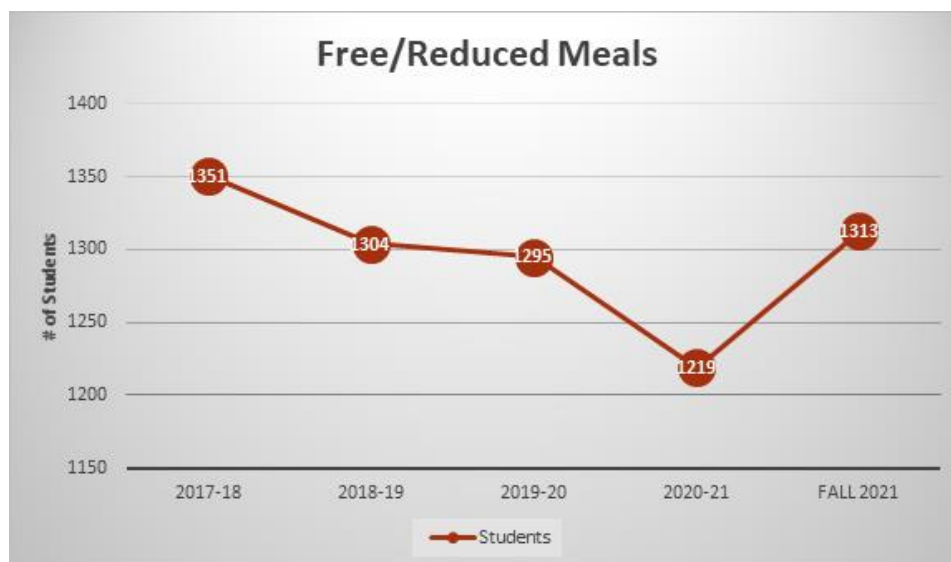
Socioeconomically Disadvantaged Enrollment

CCHS is designated as a Title I school. Every year, over 80% of all students enrolled are classified as socioeconomically disadvantaged. This year, we stand at 91.5% of our students falling into the socioeconomically disadvantaged demographic. These students also qualify for the district's Free and Reduced Meals Program.



Students who Qualify for Free and Reduced Meals

For the past four years, close to 90% of our student body here at CCHS has been enrolled in a free and reduced-price meal program. After the 2017-18 school year, there was a slight dip in the total number of students enrolled. This was attributed to a decrease in the total student body population, followed by our transition to a distance learning model. For the 2020-21 school year, the percentage of students enrolled in our free and reduced meals program dropped to 83%, due to fewer students, on average, applying to our meal programs.



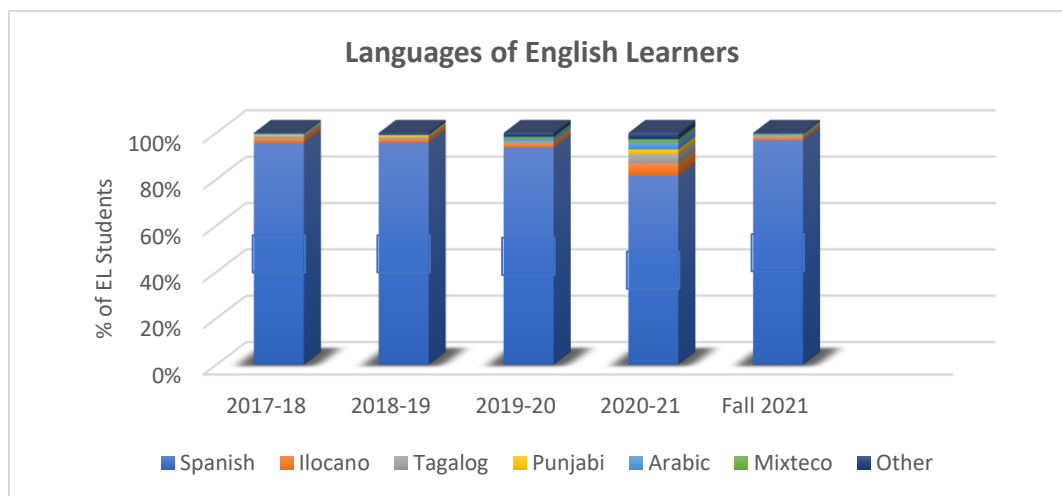
English Learner Migrant Education Students

Our students reside in Delano and in the surrounding rural communities. These rural areas can lack the resources necessary to maximize learning opportunities. According to a [2018 data from the US Census Bureau](#), 24.5% of the Delano city population live in poverty, compared to 20.5% of Kern County. While additionally, over 80% of our student population qualifies for the free and reduced lunch program. We also have a large Limited English Proficient (LEP) and migrant population.

In addition, the fact that Delano Joint Union High School District is not a unified district with the feeder schools allows each respective feeder school to establish and implement different curricular and instructional models. Our 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 residents 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 a small community in a small rural geographic area northeast of Delano.

English Learner Students by Language

Over the last four years, well over 90% of designated ELs have been Spanish speakers; while the second most common non-English world language spoken by César E. Chávez High School students has been Ilocano and Tagalog, both at less than 2% of the total student population.

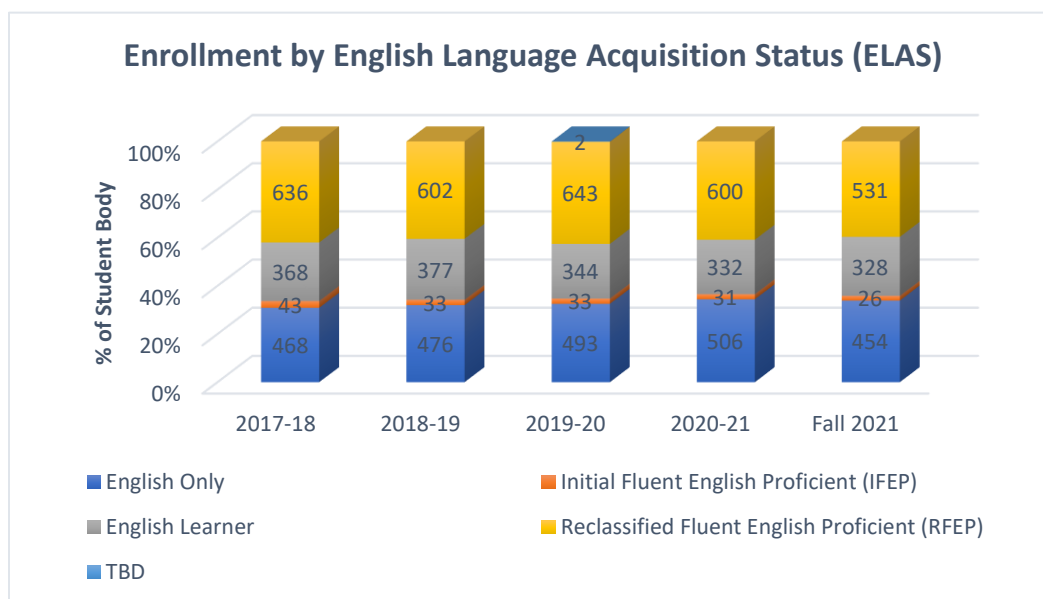


	Spanish	Ilocano	Tagalog	Punjabi	Arabic	Mixteco	Other
2017-18	352	7	4	2	2	0	1
2018-19	361	6	3	3	1	0	3
2019-20	322	6	4	0	3	3	6
2020-21	354	23	17	9	13	6	12
2021 (fall)	714	9	6	1	3	2	3

Enrollment by English Language Acquisition Status (ELAS)

On average, about one-quarter of César E. Chávez High School students are English Learners, and about one-third of students are English only. The two subgroups identified as Initial English Fluent Proficient and Reclassified Fluent English Proficient, added together, form the subgroup Fluent English Proficient Students. This group is also the largest English acquisition status subgroup, and consistently make a little over two-fifths of our student body. During 2018-19 and 2020-21 school year, there was a decrease in the number of reclassified students.

Student did not complete the ELPAC during the spring of 2020 due to Covid-19. Not all students were able to complete the test and met the criteria for reclassification. That's why the Reclassified numbers are lower during that school year.



Special Education (SPED)

CCHS annually serves about one-third of all SPED students in the entire DJUHSD district. The CCHS SPED department currently has 8 teachers with 3 instructional and 12 healthcare aids. The number of SPED aids may fluctuate slightly throughout the year, as it is common practice for the district to reallocate them throughout the three different school sites based on demand. Additionally, SPED aids seek to become full-time teachers themselves, transitioning into teaching positions off-site.

Special Education Data	2018-19	2019-20	2020-21	2021-22
School Enrollment	1,488	1,515	1510	1435
Total Special Education	122	138	128	146
Resource Specialist (RSP)	77	95	99	109
Special Day Class-Learning Handicap SDC-SH	43	39	23	24
Speech/Language/Other Impairment	2	4	7	13

Extra-Curricular Activities

The school staff acknowledges a positive connection between student performance in these extracurricular pursuits and academic performance. Students are involved in more than one activity. 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. [ASB Calendar for 2021-22](#)

*Associated Student Body (ASB)

Extra-Curricular Organizations		
Academic Decathlon	ELD Club	Press Club
Anime Club	Family, Career and Community Leaders of America (FCCLA)	Quarterback Club
AP Spanish Club	FOCUS Club	S-Club
Art Club	French Club	Sikh Honor Society
Associated Student Body Executive Council	Future Business Leaders of America (FBLA)	Special Alliance Club
Associated Student Body Senate	Grid Iron (Football Club)	Spirit Club
Class of 2022	HOSA Future Healthcare Professionals	Titan Band
Class of 2023	Key Club	Titan Choir
Class of 2024	Loud for Tomorrow	Titaneer Yearbook
Class of 2025	National Alliance on Mental Illness (NAMI/NCHS)	United Filipino Organization (UFO)
Drama Club	National Honor Society	Women in Stem
Ecolution	PAWS	World Language Club

NAMI On Campus

National Alliance on Mental Illness on Campus High School Club is a student-led club that raises mental health awareness and reduces stigma on campus through peer-led activities and education. The Club is open to all students – those with mental health conditions, those with family members with a condition, or students who are interested in the field or in advocacy. It is not a support/therapy group.

Staff Demographics

[CCHS Staff Directory](#)

César E. Chávez High School recruits and employs the most qualified credentialed teachers. According to our district, CCHS currently employs 4 administrators, along with 70 total certificated, and 41 total classified support staff. Of those certificated, 64 are teachers—53 with full credentials, 9 with a preliminary, and 1 with “other”. Up until this school year, 100% of the classes in core academic subjects were taught by State Certified Compliant teachers as per ESSA.

There are teachers that live locally, while others travel 30+ miles to the campus each day. Since there are a limited number of highly qualified teachers in the area, concern for turnover is compounded for the district. The district has adopted several incentives to attract and retain high-quality teachers. First, it provides a base salary competitive with other 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. For example, teachers, tenured and untenured, teach college preparatory and non-college preparatory classes.

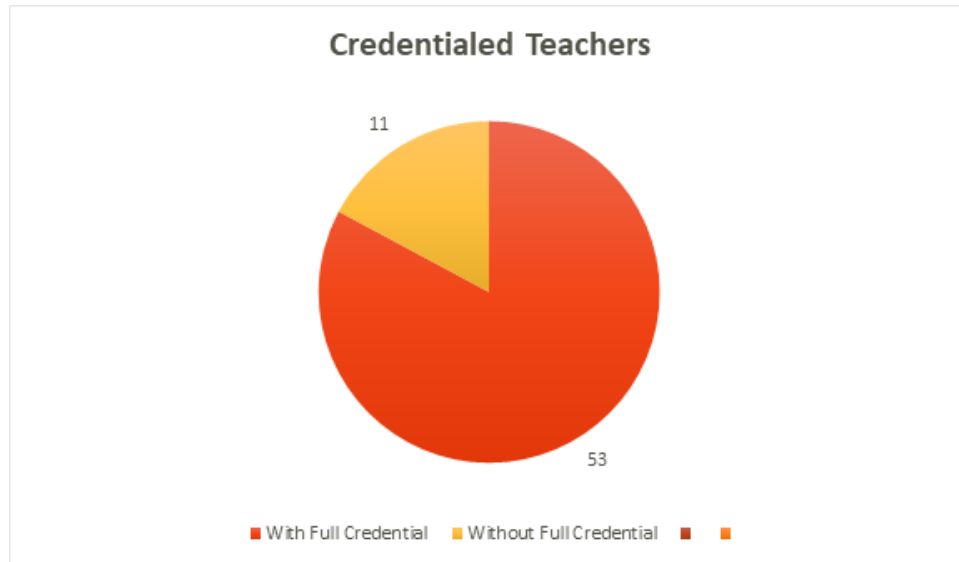
All teachers permanently hired at CCHS have met state credentialing requirements per the ESSA to teach in each of the academic areas. Teachers continue to develop professionally via education classes toward advanced degrees, clear credential classes, the Teacher Induction Program (TIPs), formerly BTSA. Teachers who are in the TIPs program participate in professional development that is specifically geared to new teacher needs and concerns. There is also an inner district certificated staff mentoring program and Peer Coaching designed to support new teachers. Teacher mentors have been designated to work with new teachers to build pedagogical capacity.

Classroom observations are separated into two types, formal and informal. Formal observations are part of the evaluation process and occur as per the Collective Bargaining Agreement in a two-year cycle for permanent teachers and every year for probationary teachers. 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 CCSS, use of teaching methods, adherence to the official curriculum, and managing the learning environment. Informal observations are targeted per department with the purpose of collaborating in identifying best practices and providing positive feedback and quantitative data on progress toward meeting instructional goals. Informal observations are done periodically, and data is collected on a variety of strategies, instructional practices and/or methodologies, or through peer observation. The overall goal is to build instructional capacity through coaching and collaborating, whether from administrators or peer mentor teachers. The intention is to visit every classroom and provide every teacher with evidence based, feedback and coaching.

Teachers with 10+ years in the district can request to be evaluated once every five years, or the administration themselves can initiate a five-year evaluation schedule.

2021-22 Credentialed Teachers

For the school year 2020-21, the number of teachers without full credentials doubled from 7 to 14. This was in large part attributed to our school transitioning, and potentially committing at the time, to a distance learning model for the entire school year. The number of credentialed teachers at CCHS has remained steady from the low to the mid 50's.



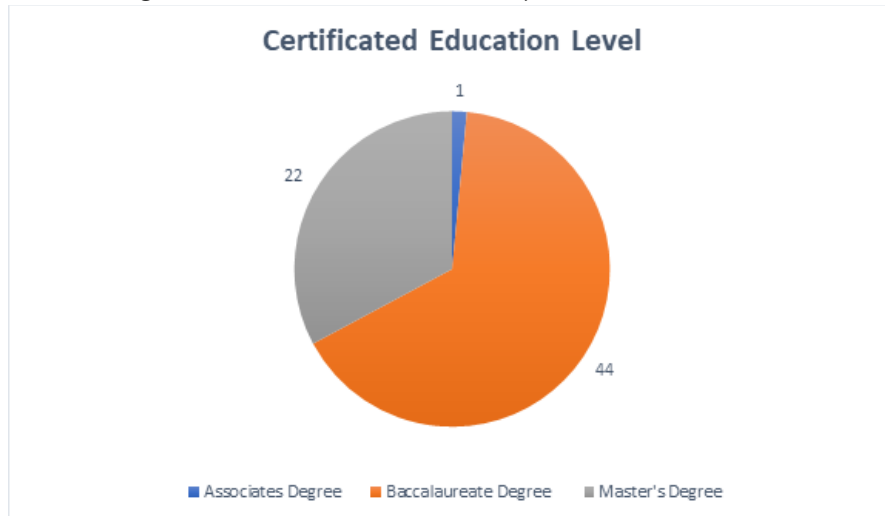
2020-21 [Certificated Staff Gender](#)

Over the last four years at César E. Chávez High School, the ratio of those who identify as male or female certificated staff has remained at about half and half. These values include the Counseling Department.



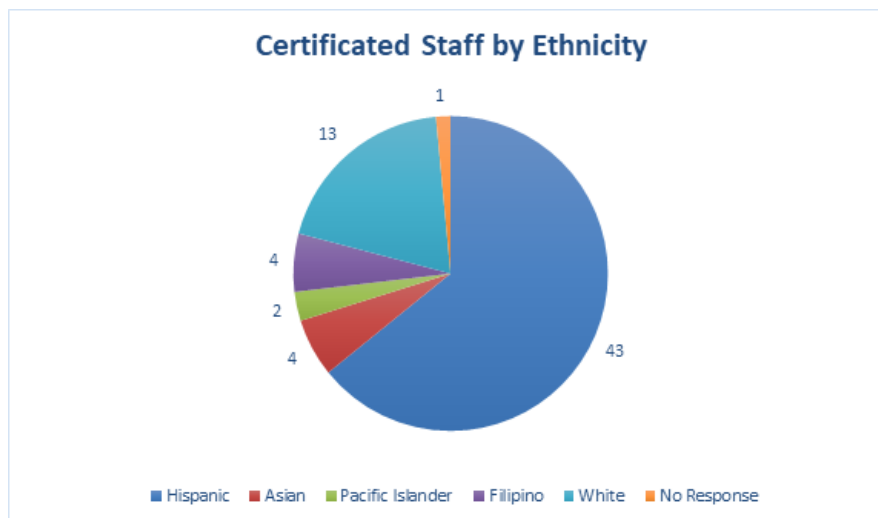
2020-21 Certificated Staff Education Level

About 2/3 of our certificated staff have earned a bachelor's degree. While about 1/3 have earned a master's degree. The average years of service in the district for all certificated staff is more than 10 years, while their average total time in education is 11 years.



2020-21 Certificated Staff by Ethnicity

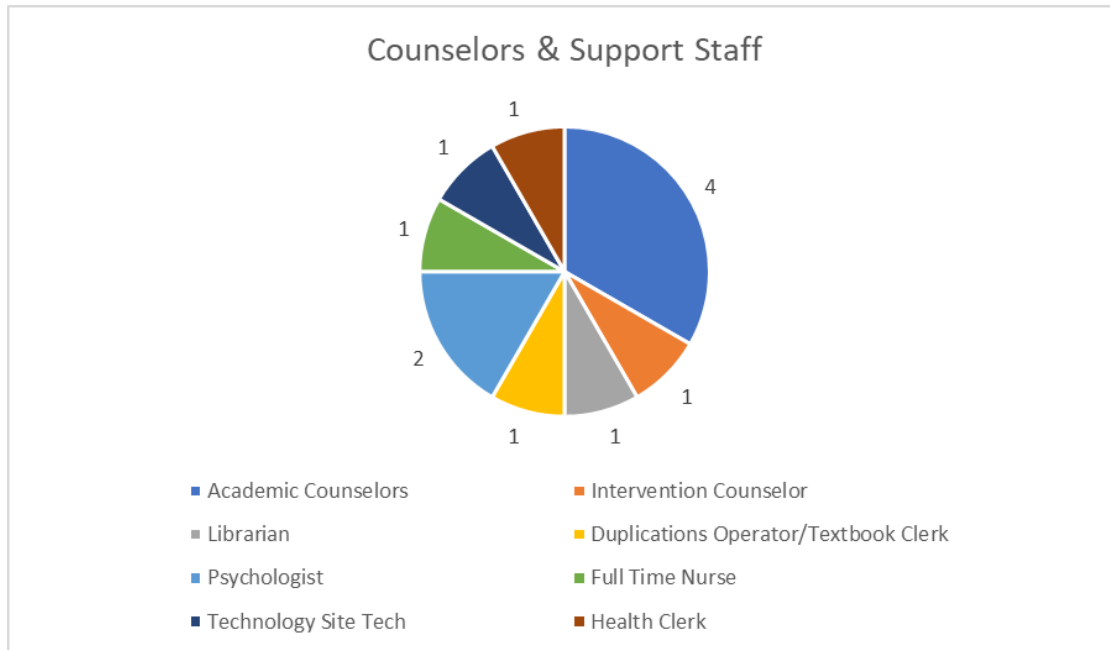
More than half of the certificated staff members at César E. Chávez High School are Hispanic, while White comes in a distant second. This is reflective of the community demographics at large. In fact, the Delano high schools have a history of hiring and retaining teachers who are graduates of the Delano Joint Union High School District itself.



Although, the numbers in the above table may indicate a larger number of teachers, these teachers appear on the master schedule because the school is required to keep track of students who are taking classes off-site.

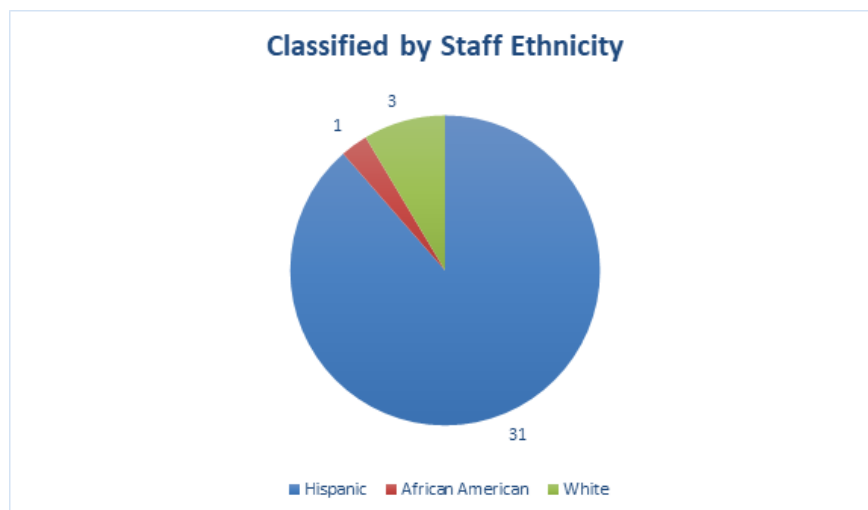
2021-22 Counselors & Support Staff

There are several support staff available on campus to assist students and other staff members. One of our psychologists is considered “floating” due to her being available throughout the entire district. As of November 1, 2021, we were fortunate to have a Health Service Aid/Health Clerk join our site. Acting as a nurse assistant, our clerk assists with implementing the district health program.



2020-21 [Classified Staff by Ethnicity](#)

About 90% of the classified staff here at César E. Chávez High School are Hispanic. White comes in a distant second. Again, this is reflective of the community demographics at large. Delano high schools have a history of hiring and retaining staff members who are graduates of the Delano Joint Union High School District itself.







California School Dashboard Performance Overview (Glimpse) and Other Local Measures

We continue to show success in several areas, as well as acknowledge our areas of growth. It is worth noting that for every indicator shown below, with the single exception of the 2019 ELA, César E. Chávez High School either matches or outperforms the state in progress made or kept.

2018-21 Graduation & Dropout Rates

César E. Chávez High School's graduation rates, on average, have been consistently above 90% for the last four years. This is also reflected in the district's graduation rates for the last four years.

Graduation & Dropout Rates			
2018	2019	2020	2021
<p>All Students</p>  <p>Yellow</p> <p>93.9% graduated.</p> <p>Declined 1.6%</p> <p>Number of Students: 345</p>	<p>All Students</p>  <p>Blue</p> <p>97.1% graduated.</p> <p>Increased 3.2%</p> <p>Number of Students: 313</p>	<p>All Students</p>  <p>Green</p> <p>95.6% graduated.</p> <p>Decreased 1.5%</p> <p>Number of Students: 365</p>	<p>All Students</p>  <p>Green</p> <p>94.3% graduated.</p> <p>Decreased 1.3%</p> <p>Number of Students: 361</p>

Our dropout rate has fluctuated over the last four years between about 2% and 4%, which has been on par with the rest of our district.

Rate	CCHS 2017-18	CCHS 2018-19	CCH 2019-20	CCHS 2020-21
Dropout	3.8%	1.9%	3.0%	3.1%





Our school, along with the district, has consistently had a 5-6% lower dropout rate than both the county and the state over the past four years.

Rate	District 2017-18	District 2018-19	District 2019-20	District 2020-21
Graduation	95.1%	95.6%	95.8%	96.0%
Dropout	3.3%	2.3%	2.5%	2.7%
Rate	County 2017-18	County 2018-19	County 2019-20	County 2020-21
Graduation	95.1%	95.6%	95.8%	
Dropout	8.2%	8.0%	7.9%	
Rate	State 2017-18	State 2018-19	State 2019-20	State 2020-21
Graduation	83.0%	84.5%	84.3%	83.0%
Dropout	9.6%	9.0%	8.9%	23.49%

2018-21 Suspension Rates

César E. Chávez High School's does not experience high incidents of crime on campus or during school-related functions. The crime rate in surrounding areas is minimal. There are no major safety hazards on campus or nearby currently.

[2019-2020 School Site Safety Plan](#)

Suspension Rates			
2018	2019	2020	2021
<p>All Students</p>  <p>Green</p> <p>1.2% suspended at least once.</p> <p>Maintained -0.1%</p> <p>Number of Students: 1,588</p>	<p>All Students</p>  <p>Orange</p> <p>4.8% suspended at least once.</p> <p>Increased 3.6%</p> <p>Number of Students: 1,568</p>	<p>All Students</p>  <p>Blue</p> <p>1.1% suspended at least once.</p> <p>Declined -3.7%</p> <p>Number of Students: 1,515</p>	<p>All Students</p>  <p>Blue</p> <p>0.0% suspended at least once.</p> <p>Declined -1.1%</p> <p>Number of Students: 1,469</p>

Except for the 2018-19 school year, César E. Chávez High School's suspensions rate has been consistently lower than the district's suspensions rate for the past four straight years. This is also true when compared to Kern County, as well as the state. During the 2018-19 school year, there was a noticeable increase in suspension rates due to a rise in vaping throughout the community, which eventually diffused onto campus. This trend was noticeable throughout Kern County high schools.

Rate	CCHS 2017-18	CCHS 2018-19	CCHS 2019-20	CCHS 2020-21
Suspension	1.2%	4.8%	2.1%	0.0%
Expulsions	0.1%	0.06%	0.13%	0.0%

The expulsion rates for CCHS have also been consistently lower than that of the district's expulsion rates. Our expulsion rate has been on par with the state of California for the past four years. Expulsions are due to students violating zero tolerance policies. No expulsions occurred during the year of distance learning.

Rate	District 2017-18	District 2018-19	District 2019-20	District 2020-21
Suspensions	1.9%	4.4%	1.3%	0.0%
Expulsions	0.6%	0.2%	0.3%	0.05%
Rate	County 2017-18	County 2018-19	County 2019-20	County 2020-21
Suspensions	4.4%	4.6%	3.6%	
Expulsions	0.1%	0.1%	0.04%	
Rate	State 2017-18	State 2018-19	State 2019-20	State 2020-21
Suspensions	3.7%	3.6%	2.6%	0.2%
Expulsions	0.1%	0.1%	0.1%	0.0%

At CCHS, we have observed that our lower suspension rates are directly related to our philosophical approach in addressing policy violations, which requires staff to consider alternative forms of discipline—conferences with the appropriate parties, counseling, meetings with the school psychologist, period intervention, lunch/after school detention, Saturday school, work detail, home visits, a personal school contract, grade checks, parent escorts to class, packets, and more.

A process is in place to determine expulsions that begin with administrative action. The case is then sent to an Expulsion Committee that must hear the case and then forward a recommendation to the school board who will then make the final determination. Expelled students will end up at our district continuation—Valley High School.

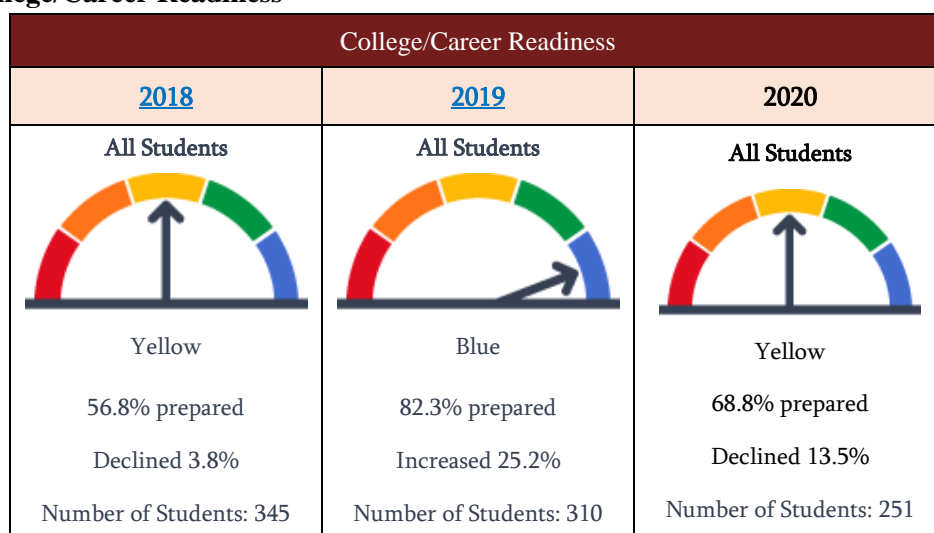
Attendance & Absentee Rates

For the last four years, CCHS has been on par with the other district's high schools by maintaining an annual attendance rate above 95%. Additionally, our chronic absentee rates have been lower than the district average.

CCHS has also identified the need to improve pupil attendance; reduce chronic absenteeism for all students and the English Learner and Students with Disabilities subgroup; and improve the graduation rate of students with disabilities and English learners.

District Attendance Rates				District Chronic Absentee Rates			
	2018	2019	2020	2018	2019	2020	2021
CCHS	96.55%	96.2%	96.4%	9.2%	9.6%		10.10%
DHS	94.98%	95.9%	94.9%	14.8%	10.3%		
RFK	96.52%	95.8%	96.4%	10.8%	10.8%		
VHS				73.6%	66.2%		
District			95.9%	13.7%	11.5%		11.5%

2018-21 College/Career Readiness



Our purpose here at César E. Chávez High School is to “Promote academic, athletic, and artistic achievement, provide superior technical and vocational opportunities, and prepare tomorrow’s leaders to be college and career ready.”

For 2018-19, CCHS went from less than 60% of students graduating being college and career ready, to over 80%.

Preparing students to be college and career ready is the first of our Student Learner Outcomes (ESLRs).

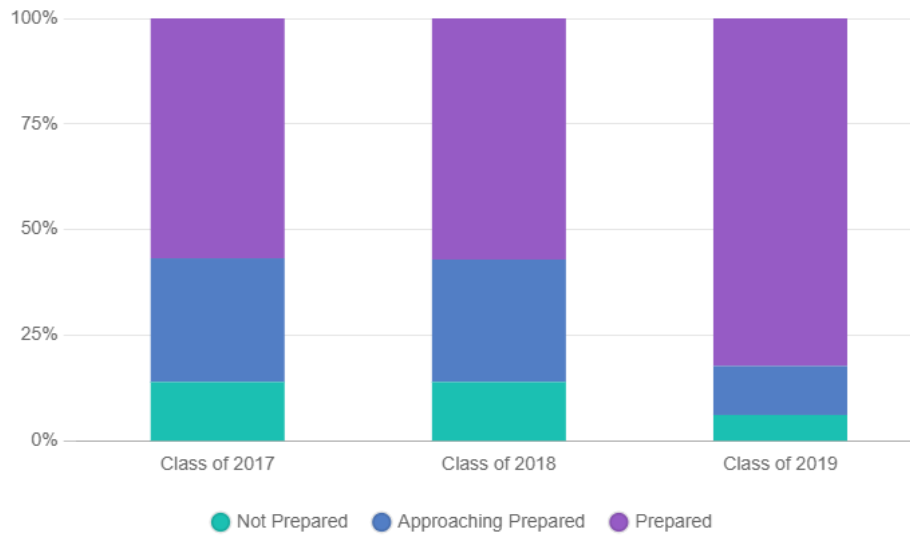
CCHS will provide every student a world class education with a goal of graduating them:	Details
College & Career Ready with skills in	<p><i>CCHS students will be:</i></p> <p><i>Problem-solvers</i></p> <p><i>Generators of solutions</i></p> <p><i>Competent in basic skills and able to meet curriculum standards in all areas</i></p> <p><i>Coherent writers able to think across the curriculum in a variety of formats.</i></p>

CCHS has identified the need for pupils to have access to a broad course of study at all comprehensive high schools and close the gap between CTE completers and UC a-g completers among English Learners and students with disabilities.

Not only are there a host of traditional courses that students can take that fulfill A-G requirements, but there are also career education courses that fulfill A-G university entrance requirements. A variety of career exploration resources and interest surveys are available in the career center as well as a component of coursework in College and Career Readiness. Over the last four years, CCHS has consistently seen more than 97% of the student body enrolled in courses required for UC/CSU admission.

Courses for UC/CSU Admission					
	Percent				
Year	2018	2019	2020	2021	2021 (Fall)
Students Enrolled in Courses Required for UC/CSU Admission	97.8%	97.9%	98.2%	98.4%	98.3%
Graduates Who Completed All Courses Required for UC/CSU Admission	59.5%	61.3%	42.16%	57.1%	

In 2019-20, there was about a 20% drop in graduates who completed all courses required for UC/CSU admission. This drop in completion was due to our transition to distance learning midway through the second semester.



Career Technical Education Participation					
	CTE program Participation				
Year	2018	2019	2020	2021	2021 (fall)
Number of Pupils Participating in CTE	518	518	762	696	693
% of pupils completing a CTE program and earning a high school diploma	26%	26%	58%	36%	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%	100%	100%	100%	100%

2018-21 English Language Arts

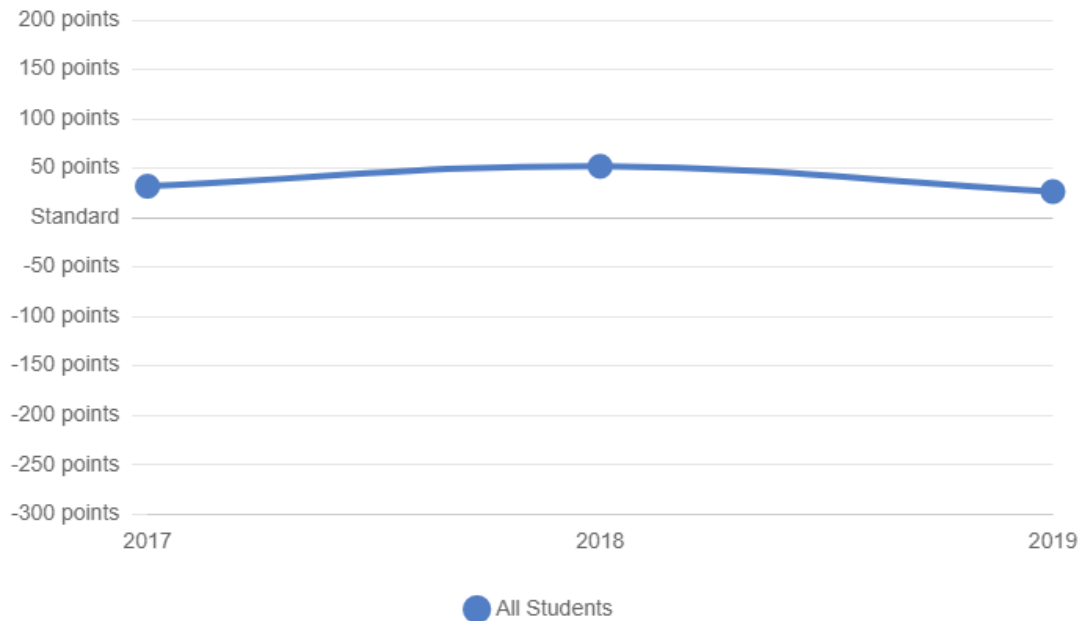
English Language Arts		
Indicators	2018	2019
	<p>All Students</p> <p>Blue</p> <p>51.9 points above standard</p> <p>Increased 20.2 Points.</p> <p>Number of Students: 293</p>	<p>All Students</p> <p>Yellow</p> <p>26.3 points above standard</p> <p>Declined 25.6 Points.</p> <p>Number of Students: 333</p>

English Language Arts Data Comparison: English Learners		
Current English Learners	30 points below standard Increased 20 Points. Number of Students: 55	89.7 points below standard Declined 59.7 Points. Number of Students: 53
English Only	80.8 points above standard Increased 16.4 Points. Number of Students: 84	37.6 points above standard Declined 43.3 Points. Number of Students: 88
Reclassified English Learners	9.9 points below standard Increased 6.5 Points. Number of Students: 37	19.3 points below standard Declined 16.3 Points. Number of Students: 54

From Spring of 2018 to spring of 2019, there was a 5.5% increase in the percentage of students who did not meet standard; combined with an overall 9% drop in the percentage of students who met or exceeded standard. Our school saw a 25-point drop for those students meeting standard on ELA scores. This was attributed to the loss of our English Department Chair that year, as well as two additional veteran English teachers going on leave to attend family matters for much of the school year. All three teachers happened to teach English 11. While there was a decrease of 25.6 points from 2018 to 2019 in ELA scores, we remained 26.3 points above standard.



While there was a decrease of 25.6 points from 2018 to 2019 in ELA scores, we remained 26.3 points above standard.

The listening domain continues to be an area of improvement with a significant percentage of students at or near standard. In order to address this area of need, in the spring of 2020, César E. Chávez High School purchased the online platform [Listenwise](#). While incorporated mainly within English curricula, the platform is offered to all CCHS teachers. Listenwise utilizes the power of listening to promote literacy and learning. The platform offers a wide variety of podcasts, public radio stories, and more, to tie in learning with real world events in order to improve students listening skills. In support of Listenwise, CCHS has offered training webinars, instructions on how to integrate it with Flipgrid, NewsELA, CommonLit, and Canvas, and created a Google Drive resource folder for teachers.

Distance from Standard (ELA)**2018-21 English Learner Progress**

English Learner Progress	
2018	2019
English Learner Progress English Language Proficiency Assessments for California Results Level 4 - Well Developed 26.2% Level 3 - Moderately Developed 36.7% Level 2 - Somewhat Developed 24.6% Level 1 - Beginning Stage 12.5%	English Learner Progress 52.7% making progress towards English language proficiency. Number of EL Students: 264 Progress Levels Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55% Low = 35% to less than 45% Very Low = Less than 35%

2018-21 Mathematics

Mathematics		
Indicators	2018	2019
	<p>All Students</p>  <p>Green</p> <p>22.2 points below standard</p> <p>Increased 24.1 Points.</p> <p>Number of Students: 292</p>	<p>All Students</p>  <p>Yellow</p> <p>55.1 points below standard</p> <p>Declined 32.7 Points.</p> <p>Number of Students: 334</p>
Mathematics Data Comparisons: English Learners		
Current English Learners	<p>110.1 points below standard</p> <p>Increased 20.8 Points.</p> <p>Number of Students: 55</p>	<p>163.4 points below standard</p> <p>Declined 53.4 Points.</p> <p>Number of Students: 53</p>
English Only	<p>8.3 points below standard</p> <p>Maintained 0.3 Points.</p> <p>Number of Students: 83</p>	<p>31.7 points below standard</p> <p>Declined 23.4 Points.</p> <p>Number of Students: 89</p>
Reclassified English Learners	<p>60.6 points below standard</p> <p>Increased 53.8 Points.</p> <p>Number of Students: 37</p>	<p>110.1 points below standard</p> <p>Declined 52.6 Points.</p> <p>Number of Students: 54</p>

In 2019, Mathematics scores declined by 32 points for those juniors who met standard on the SBAC. There was a 13% increase in the percentage of students who did not meet standard; combined with an overall 11% drop in the percentage of students who met or exceeded standard

That same year, CCHS students did do well in the area of concepts and procedures with more than 23% of students exceeding standards. Higher than any other math domain. Problem solving and modeling/data analysis continue to be an area of growth.

Student Achievement Data

College & Career Readiness

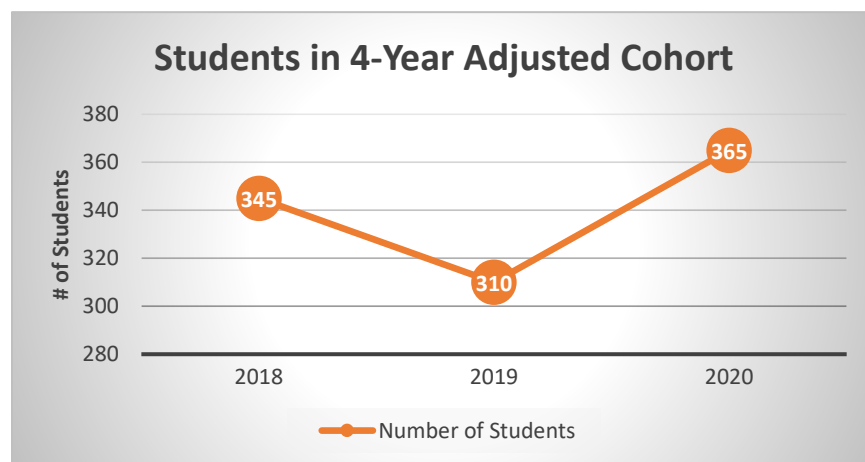
A-G Requirements

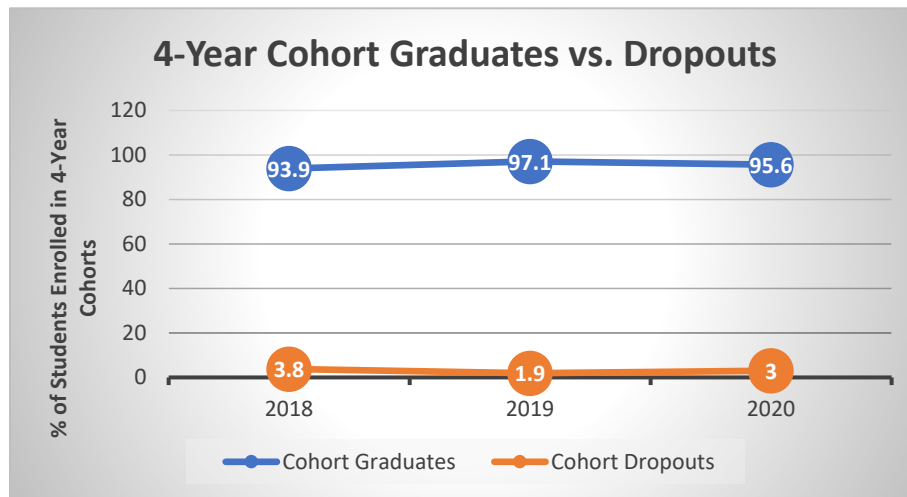
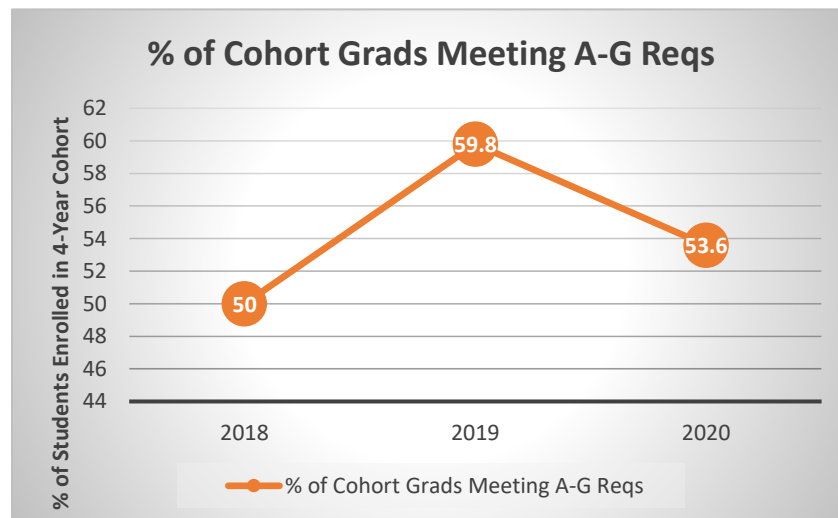
César E. Chávez High School not only offers a host of traditional courses that students can take that fulfill A-G requirements, there are also career education courses that fulfill A-G university entrance requirements. A variety of career exploration resources and interest surveys are available in the career center as well as a component of coursework in College and Career Readiness. Over the last three years, CCHS has consistently seen about 94-96% of the student body enrolled in courses required for UC/CSU admission.

In 2020, there was about a 20% drop in graduates who completed all courses required for UC/CSU admission. This drop in completion was due to our transition to distance learning midway through the second semester.

Courses for UC/CSU Admission					
	Percent				
Year	2018	2019	2020	2021	2021 (Fall)
Students Enrolled in Courses Required for UC/CSU Admission	97.8%	97.9%	98.2%	94.56%	98.3%
Graduates Who Completed All Courses Required for UC/CSU Admission	59.5%	61.3%	51.23%	57.14%	

Students in 4-Year Adjusted Cohort

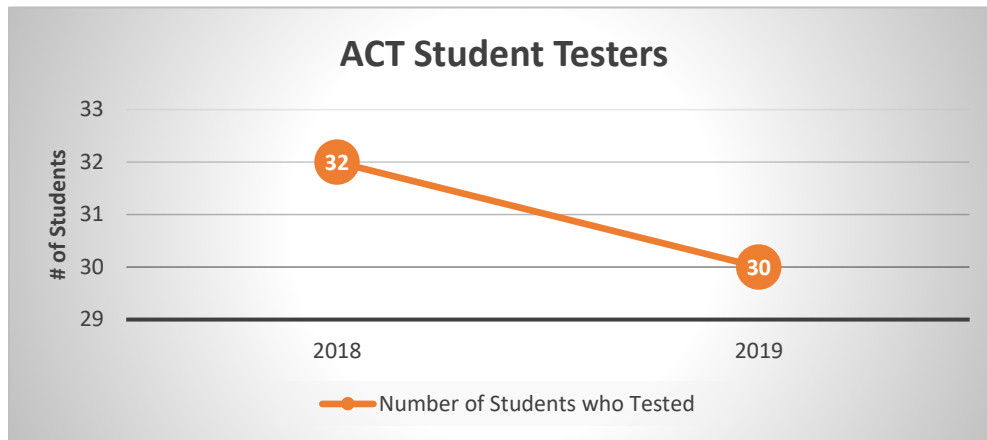


Cohort Graduates/DropoutsCohort Graduates Meeting UC/CSU Course Requirements**ACT and SAT**

Our counseling department is in constant communication with students and staff. Well before distance learning, counselors have always notified students and staff of the changes made regarding UC/CSU admissions. Beginning in the spring of 2020, with the start of the pandemic, one of those changes was the omission of the UC/CSU requirement for ACT and SAT score submissions. This omission was permanently established for the UC system in the spring of 2021. Since then, students have had test options. This means that they have the option to take either exam. Once they know their scores, they again have the option to submit those scores to their preferred colleges. If students score well, our counselors always encourage scores to be sent. If scores are not up to par, students can refrain from sending their scores. According to the UCs and CSUs, whether students submit their scores should be independent of their acceptance.

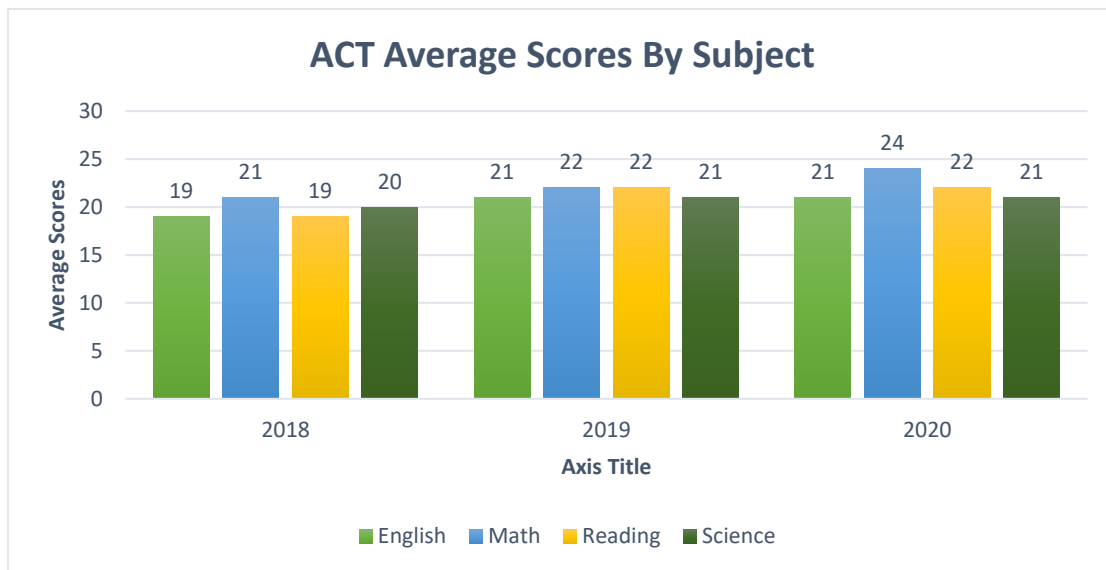
ACT Test Taking

Only 12th graders test for the ACTs. The data below shows student performance going back to 2017.



ACT Average Scores by Subject

Only 12th graders test for the ACTs. The data below shows student performance going back to 2017.



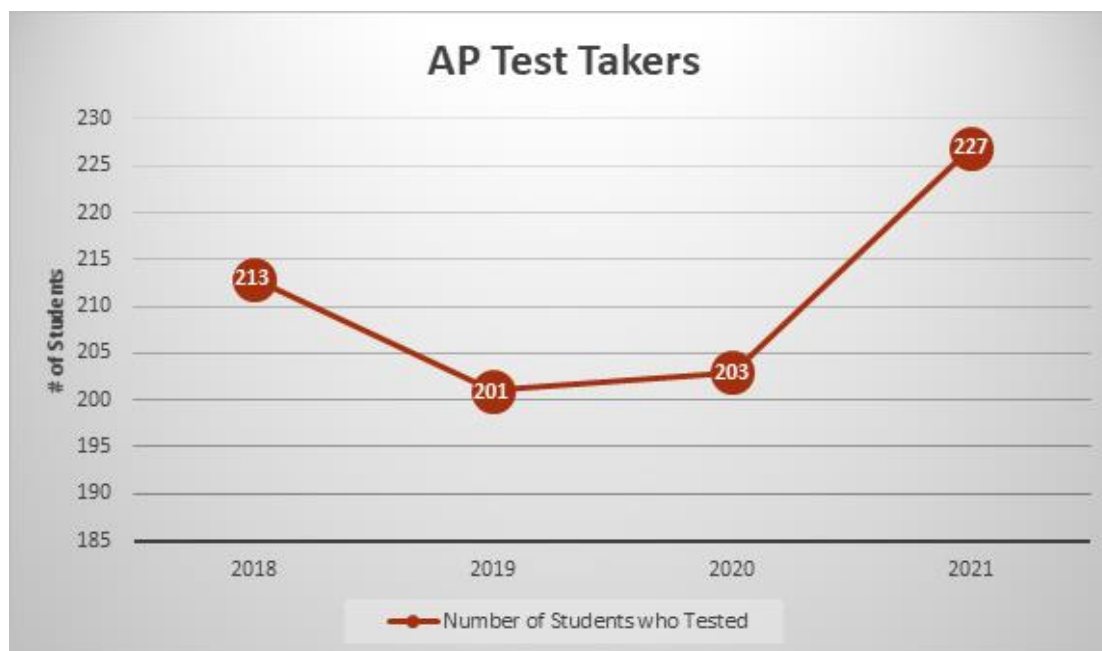
SAT Test Taking

Both 11th and 12th graders take the SATs. The data below shows student performance going back to 2017.

CCHS SAT Reports						
	2017-18		2018-19		2019-20	
Grade	11	12	11	12	11	12
Enrollment	NA	347	356	316	406	363
# Tested	NA	160	99	128	18	123
# and % meeting ERW Benchmark	NA	96 (60.00%)	74 (74.75%)	75 (58.59%)	14 (77.78%)	58 (47.15%)
# and % meeting Math Benchmark	NA	68 (42.50%)	48 (42.11%)	56 (43.75%)	11 (61.11%)	42 (34.15%)
# and % meeting Both Benchmarks	NA	NA	53 (53.54%)	52 (40.63%)	11 (61.11%)	34 (27.64%)

Advanced Placement (AP) Test Taking

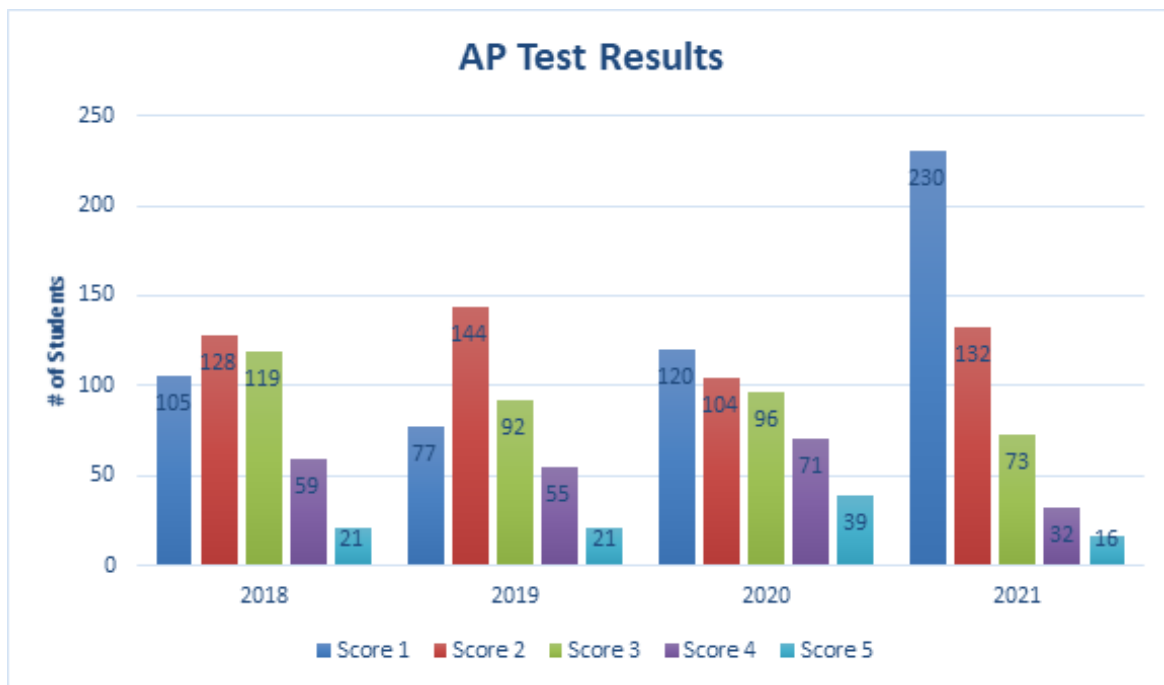
The 2020 AP exams were administered strictly online due to the COVID-19 pandemic. It was common for P exams to make modifications to their formatting. For example, the AP Physics exams always consist of a multiple-choice portion, as well as a free response portion; each representing half of the exam. For the physics exams held during the spring of 2020, the multiple-choice segments were dropped, and the entire assessment was free response based.



Advanced Placement (AP) Test Results

During the spring of 2020, when we initially transitioned into distance learning, the number of exams passed with a score of 3 or higher remained within the mean. We did see an uptick in the number of exams with scores of 5 that year. This could have been due to students having extra study time, taking the exam from the comforts of their own homes, or even the test modifications that were made to specific AP exams.

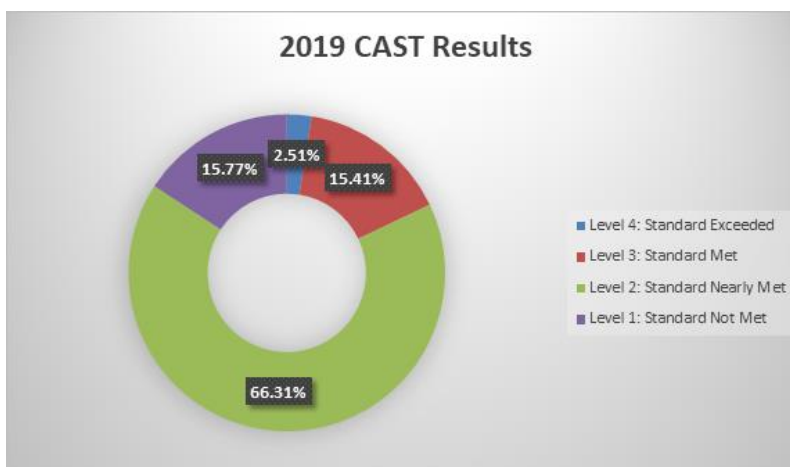
The students who tested in 2021 completed all their AP courses completely virtual that entire school year. The passing scores for 2021 reflect an overall lower average percentage across the board. This was primarily due to the challenges distance learning presented to students and teachers.



CAASPP Assessment Results

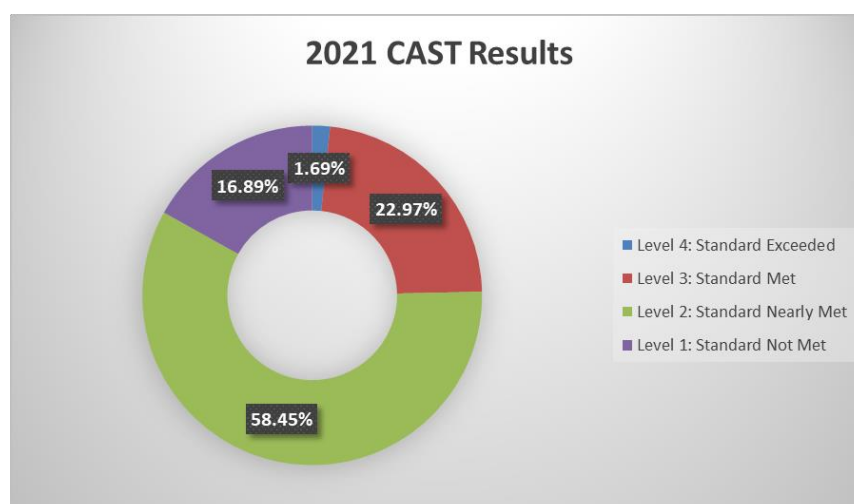
California Science Test (CAST)

In the spring 2019, our school administered its first operational version of the CAST or the [CAA-Science field test](#) to all students grades 11 and 12 who did not participate in the 2018 CAST Field Test or CAA Science Year Two Pilot. A CAST Field Test and Pilot Test were administered the two prior years. Nevertheless, these tests were not official and are absent from this report. For 2019, 17.92% Met or Exceeded Standard for Science. As a school, we were 6.74% below the state for students meeting standard. Additionally, 0% of our ELs and SWD students met the standard for this year.



Overall, seniors outperformed juniors. About 15% of juniors who tested met or exceeded Standard, while about 27% of seniors who tested met or exceeded Standard. Additionally, fewer seniors, percentage wise, scored below Standard than juniors. These differences in scores can be attributed to the number of science courses taken during high school. Students do not take the CAST until they are enrolled in their last science course. This means that juniors, in their second year of science, have had one less year of science when compared to seniors who are enrolled in a third year of science. Those seniors who were enrolled in a science class (Physical Science, Physics CP, or AP Physics) scored noticeably better than their junior peers.

The 2020 CAST was placed on hold due to the COVID-19 pandemic.



For 2021, compared to the previous year of testing, over 6% more students Met or Exceeded Standard. This was the result of a more than a 7% increase in students meeting Standard. Simultaneously, there was a decrease in the percentage of students who Nearly Met or Not Met Standard. While there was a decrease of 196 juniors that took the CAST in 2021, there was an increase of 178 seniors that took the CAST in 2021. Given that it was a distance learning year, we focused on Seniors, and Juniors enrolled in a physics course. For 2021, there was a 7% jump in the total percentage of students who Met Standard, and a 6% increase in the total percentage of students who Met or Exceeded Standard.

	2018-19 CCHS CAST Overall Achievement			2020-21 CCHS CAST Overall Achievement		
Achievement Level	Grade 11	Grade 12	All Grades	Grade 11	Grade 12	All grades
# of Students Enrolled	205	74	279	9	252	261
# of Students Tested	205	74	279	9	252	261
# of Students w/ Scores	205	74	279	9	252	261
Mean Scale Score	593.1	602.5		625.22	597.52	
Met or Exceeded Standard	14.64%	27.03%	17.92%	77.78%	23.81%	24.66%
Standard Exceeded	0.49%	8.11%	2.51%	0.0%	1.59%	1.69%
Standard Met	14.15%	18.92%	15.41%	77.78%	22.22%	22.97%
Standard Nearly Met	69.27%	58.11%	66.31%	22.22%	61.51%	58.45%
Standard Not Met	16.10%	14.86%	15.77%	0.0%	14.68%	16.89%

California Alternate Assessment (CAA) for Science

In order to protect student privacy, data is suppressed because 10 or fewer students tested.

California Spanish Assessment

No CCHS students have been tested for this assessment.

SBAC ELA & Mathematics Kern County Accolade

In the spring of 2021, all three schools in the district were recognized as a [Kern County Innovative and Impactful School \(I²S\)](#). César E. Chávez High School ranked in the top 10% for English Language Arts and Mathematics on the CAASPP for the last three years within Kern County. The study looked at a three-year span from 2016-2019 and averaged the three-year “distance from standard” as reported by the California Department of Education, Data Quest, and the California School Dashboard. Additionally, the study included interviews with school site leaders from each qualifying school.

[SBAC English Language Arts Standards \(ELA\)](#)

Juniors are the only students who are tested for the SBAC ELA. From Spring of 2018 to spring of 2019, there was a 5.5% increase in the percentage of students who did not meet standard; combined with an overall 9% drop in the percentage of students who met or exceeded standard. Our school saw a 25-point drop for those students meeting standard on ELA scores. This was attributed to the loss of our English Department Chair that year, as well as two additional veteran English teachers going on leave to attend family matters for much of the school year. All three teachers happened to teach English 11. While there was a decrease of 25.6 points from 2018 to 2019 in ELA scores, we remained 26.3 points above standard.

Over the last three years of testing, the percentage if students who Met or Exceeded Standard remained within the 60s% range. In 2021, the percentage of students did not meet Standard more than doubled. This was attributed to being tested during a full year of distance learning

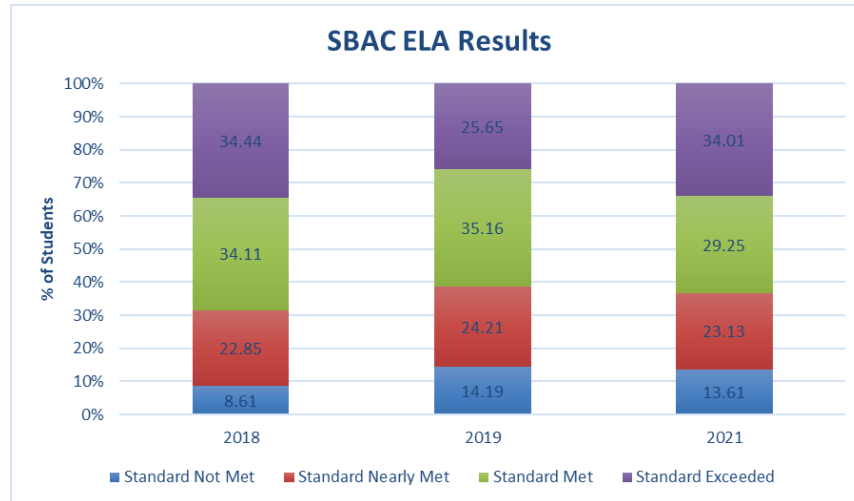
The 2020 SBAC ELA assessment was placed on hold due to the COVID-19 pandemic.

CAASPP DATA 2020-2021

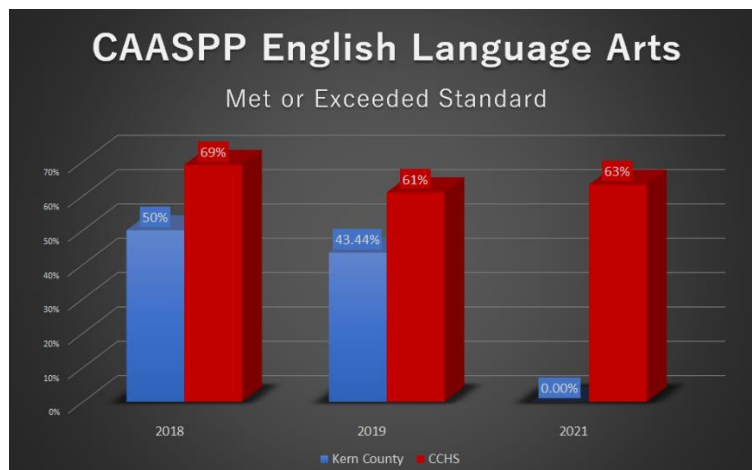
CAASPP English		Tested	CAASPP Mathematics	
Cesar E. Chavez	63.26	89.20%	Cesar E. Chavez	38.52
School	62.95	86.90%	School	27.6
School	60.28	89.70%	School	27.1
School	56.4	74.70%	School	25.35
School	56.33	90.50%	School	22.48
School	56.21	95.00%	School	20
School	52.42	77.00%	School	19.43
School	52.26	88.60%	School	17.81
School	51.36	82.90%	School	17.8
School	47.52	78.60%	School	17.41
School	41.68	96.80%	School	16.09
School	38.67	98.70%	School	16.07

Local and Tulare County schools

When compared to other high schools in Northern Kern County, and Tulare County high schools, César E. Chávez High School ranked number 1 in both English and Math CAASPP scores. The above data lacks specific school names in part because the data was unembargoed a week prior to submitting this report.



SBAC ELA Overall Achievement	2017-18	2018-19	2020-21
Grade Level Tested	Grade 11	Grade 11	Grade 11
# of Students Enrolled	303	349	332
# of Students Tested	302	347	297
# of Students w/ Scores	302	347	297
Mean Scale Score	2632.6	2607.3	2620.6
Met or Exceeded Standard	68.55%	60.81%	63.26%
Standard Exceeded	34.44%	25.65%	34.01%
Standard Met	34.11%	35.16%	29.25%
Standard Nearly Met	22.85%	24.21%	23.13%
Standard Not Met	8.61%	14.99%	13.61%



2019

ELA Grade 11 ACADEMIC Indicator DFS Performance Level	Declined Significantly from Prior Year (by more than 15 Points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined or increased by 2.9 points or less)	Increased from Prior Year (by 3 to less than 14.9 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +75 points or higher in Current Year					
High +30 to +74.9 points in Current Year					
Medium 0 to +29.9 points in Current Year	CCHS +26.3	District +26.7			
Low -0.1 to -45 points in Current Year					
Very Low -45.1 points or lower in Current Year	District SWD - 94.1 CCHS EL -54.2 CCHS SWD - 109.8	District EL -53.1			

CAASPP English - All Pupils					
	2017	2018	2019	2019 Met Standard	2021
CCHS	31.7	51.9	26.3	60.81%	62.63%
DHS	47.1	42.2	32.8	65.58%	
RFK	47.2	26.5	39.7	65.64%	
VHS	-86.8	-134.9	-100.4		
DJUHSD	40.9	30	26.7		
State				57.27%	

CAASPP English - ELs				
	2018	2019	2019 Met Standard	2021
CCHS	-21.9	-54.2	5.25%	6 students
DHS	-26.7	-47.9	8.75%	
RFK	-65.5	-44.2	12.96%	
VHS	-158.3	-112.5		
DJUHSD	-47.7	-53.1		
State			7.83%	

SBAC ELA EL Achievement	2017-18	2018-19	2020-21
Grade Level Tested	Grade 11	Grade 11	Grade 11
# of Students Enrolled	55	58	59
# of Students Tested	54	57	44
# of Students w/ Scores	54	57	44
Mean Scale Score	2533.0	2494.9	2497.6
Met or Exceeded Standard	20.37%	5.26%	20.45%
Standard Exceeded	0.00%	0.00%	2.27%
Standard Met	20.37%	5.26%	18.18%
Standard Nearly Met	53.70%	49.12%	36.36%
Standard Not Met	25.93%	46.61%	43.18%

SWD = students with disabilities

CAASPP English - SWD				
	2018	2019	2019 Met Standard	2021
CCHS	-95.3	-109.8	6.25%	3 students
DHS	-98.9	-99	18.19%	
RFK	-86.9	-71.6	22.73%	
VHS				
DJUHSD	-97.2	-94.1		
State			15.86%	

SBAC ELA SWD Achievement	2017-18	2018-19	2020-21
Grade Level Tested	Grade 11	Grade 11	Grade 11
# of Students Enrolled	14	16	17
# of Students Tested	13	16	16
# of Students w/ Scores	13	16	16
Mean Scale Score	2487.7	2458.7	2458.7
Met or Exceeded Standard	15.38%	6.25%	6.25%
Standard Exceeded	7.69%	0.00%	0.00%
Standard Met	7.69%	6.25%	6.25%
Standard Nearly Met	23.08%	31.25%	31.25%
Standard Not Met	61.54%	62.50%	62.50%

California Alternate Assessment (CAA) for ELA

In order to protect student privacy, data is suppressed because 10 or fewer students are tested.

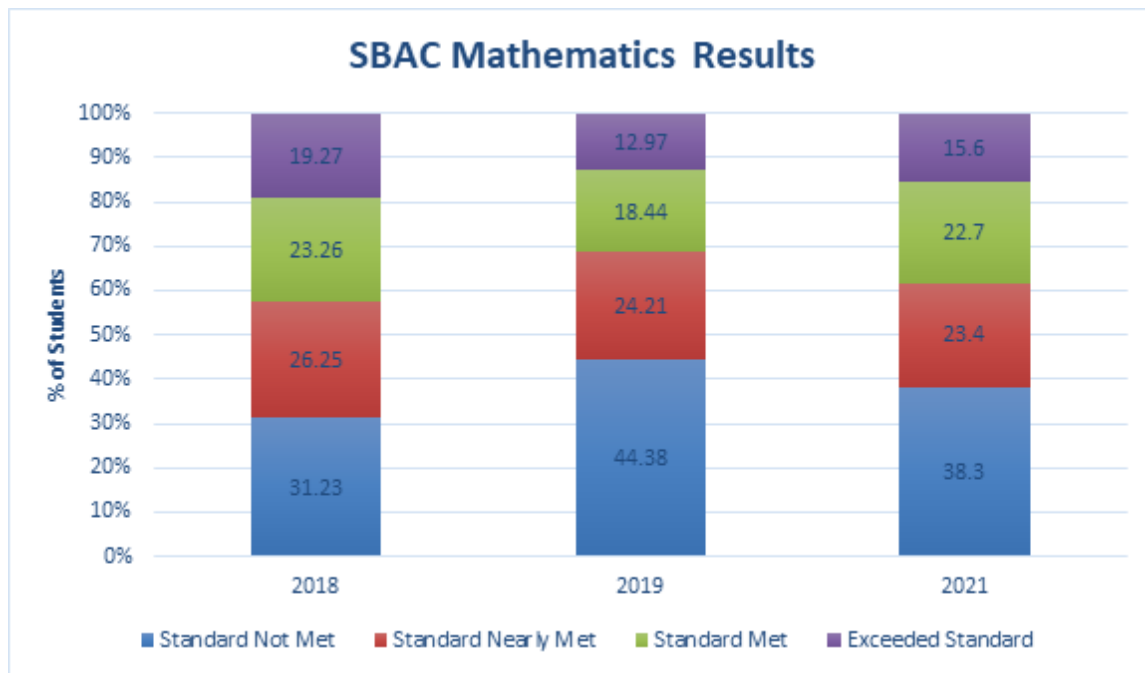
SBAC Mathematics Standards

In 2019, Mathematics scores declined by 32 points for those juniors who met standard on the SBAC. There was a 13% increase in the percentage of students who did not meet standard; combined with an overall 11% drop in the percentage of students who met or exceeded standard.

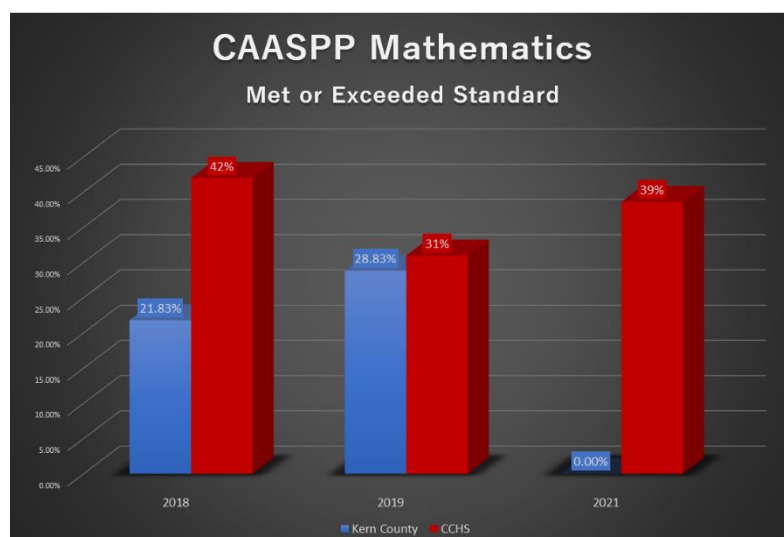
That same year, CCHS students did do well in the area of concepts and procedures with more than 23% of students exceeding standards. Higher than any other math domain. Problem solving and modeling/data analysis continue to be an area of growth.

In 2021, there was a 7% increase in the percentage of students who Met or Exceeded Standard, while simultaneously, there was 6% decrease in the percentage of students did not meet Standard

The 2020 SBAC Mathematics assessment was placed on hold due to the COVID-19 pandemic.



Mathematics Overall Achievement	2017-18	2018-19	2020-21
Grade Level Tested	Grade 11	Grade 11	Grade 11
# of Students Enrolled	303	349	332
# of Students Tested	301	347	282
# of Students w/ Scores	301	347	282
Mean Scale Score	2601.3	2569.7	2585.38
Met or Exceeded Standard	42.53%	31.41%	38.3%
Standard Exceeded	19.27%	12.97%	15.6%
Standard Met	23.26%	18.44%	22.7%
Standard Nearly Met	26.25%	24.21%	23.4%
Standard Not Met	31.23%	44.38%	38.3%



2019

Mathematics Grade 11 Academic Indicator DFS Performance Level	Declined Significantly from Prior Year (by more than 15 Points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined or increased by 2.9 points or less)	Increased from Prior Year (by 3 to less than 14.9 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +25 points or higher in Current Year					
High 0 to 24.9 points in Current Year					
Medium -0.1 to -60.0 points in Current Year	CCHS -55.1	District -58.9			
Low -60.1 to -115 points in Current Year					
Very Low -115.1 points or lower in Current Year	CCHS EL -136.5	District EL -135 District SWD -183	CCHS SWD -173.6		

CAASPP Mathematics - All Pupils					
	2017	2018	2019	2019 Met Standard	2021
CCHS	-46.4	-22.2	-55.1	31.41%	38.3%
DHS	-55.6	-39.4	-50.8	34.42%	
RFK	-47.1	-60.2	-50.2	36.3%	
VHS	-200.4	-2180.4	-207.3		
DJUHSD	-50.62	-50.4	-58.9		
State				32.24%	

CAASPP Mathematics - ELs				
	2018	2019	2019 Met Standard	2021
CCHS	-90.2	-136.5	3.51%	1 student
DHS	112.2	-121.9	2.50%	
RFK	-147	-132.3	1.85%	
VHS	-245.1	-219.7		
DJUHSD	-127.3	-135		
State			5.01%	

SBAC Mathematics EL Achievement	2017-18	2018-19	2020-21
Grade Level Tested	Grade 11	Grade 11	Grade 11
# of Students Enrolled	55	58	59
# of Students Tested	54	57	41
# of Students w/ Scores	54	57	41
Mean Scale Score	2497.0	2461.7	2462.2
Met or Exceeded Standard	11.11%	3.51%	9.76%
Standard Exceeded	1.85%	0.00%	0.00%
Standard Met	9.26%	3.51%	9.76%
Standard Nearly Met	22.22%	10.53%	14.63%
Standard Not Met	66.67%	85.96%	75.61%

SWD = students with disabilities

CAASPP Mathematics- SWD					
	2018	2019	2020	2019 Met Standard	2021
CCHS	-195.9	-173.6		0%	0%
DHS	-211.3	-209.9		0%	
RFK	-179.4	-156		0%	
VHS					
DJUHSD	-195	-183			
State				5.09%	

SBAC Mathematics SWD Achievement	2017-18	2018-19	2020-21
Grade Level Tested	Grade 11	Grade 11	Grade 11
# of Students Enrolled	14	58	17
# of Students Tested	13	57	16
# of Students w/ Scores	13	57	16
Mean Scale Score	2432.1	2438.9	2432.5
Met or Exceeded Standard	7.69%	0.00%	6.25%
Standard Exceeded	0.00%	0.00%	0.00%
Standard Met	7.69%	0.00%	6.25%
Standard Nearly Met	0.00%	6.25%	6.25%
Standard Not Met	92.31%	93.75%	87.50%

California Alternate Assessment for Mathematics

In order to protect student privacy, data is suppressed because 10 or fewer students tested.

Early Assessment Program (EAP) for ELA and Mathematics

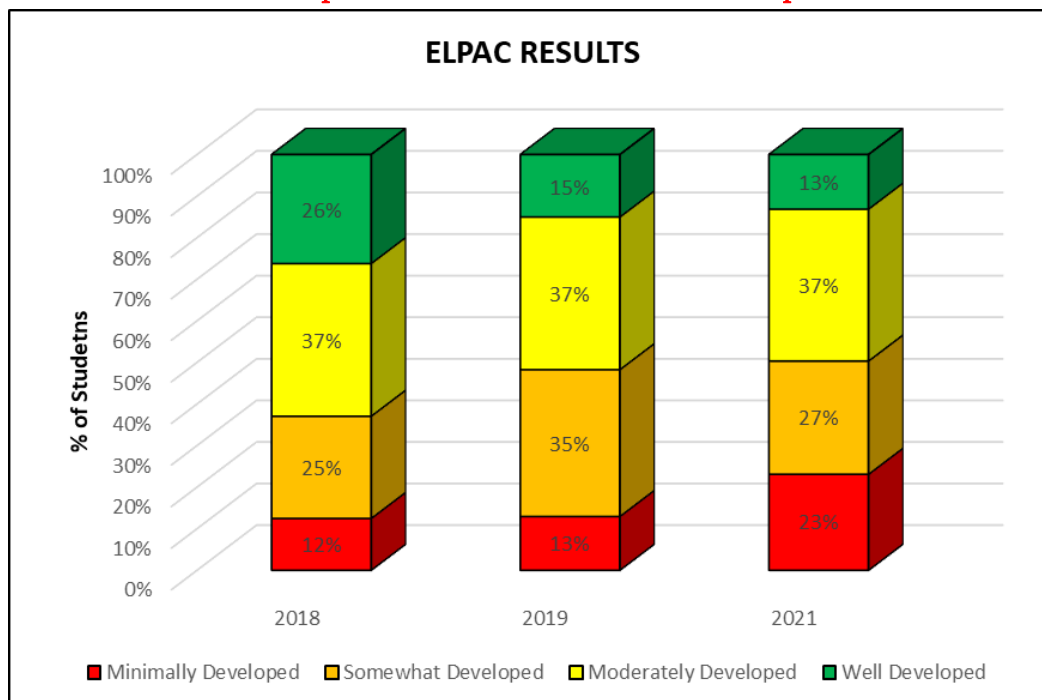
Since 2020, the EAP was placed on hold due to the COVID-19 pandemic.

	2017-2018				2018-2019			
	English		Math		English		Math	
	Cond. Ready	Ready	Cond. Ready	Ready	Cond. Ready	Ready	Cond. Ready	Ready
CCHS	34.4%	34.1%	19.3%	23.3%	35.2%	25.7%	18.4%	13%
DHS	28.9%	40.6%	14.2%	26.5%	28.8%	36.8%	22.6%	12%
RFK	24%	39%	10.6%	21.2%	34.8%	30.9%	24%	12.4%
DJUHSD	27.5%	36.2%	13.9%	22.5%	34.7%	27.1%	20.5%	11.9
State	25.7%	30.4%	12.9%	18.5%	26%	30.4%	12.9%	18.5%

English language Proficiency Assessment for California (ELPAC)

From 2018 to 2019, there was an 11% increase in the percent of students scoring *Somewhat Developed*, while there was an 11% decrease in the percentage of students scoring *Well Developed*.

The 2020 ELPAC assessment was placed on hold due to the COVID-19 pandemic.



ELPAC	2017-18	2018-19	2020-21
Overall Achievement			
Grade Levels Tested	9-12	9-12	9-12
# of Students Enrolled	NA	289	318
# of Students Tested	305	286	314
# of Students w/ Scores	305	286	312
Mean Scale Score Overall	1553.8	1545.9	
Mod to Well Developed	62.95%	51.74%	49.68%
Well Developed	26.23%	15.03%	13.14%
Moderately Developed	36.72%	36.71%	36.54%
Somewhat Developed	24.59%	35.31%	27.24%
Minimally Developed	12.46%	12.49%	23.08%

CAASPP Remediation for Teachers & Staff

According to our LCAP, in order to increase, or even maintain, our scores for the CAASPP, there are nine primary actions that CCHS and the district are taking. Within each action, there are several aspects to achieving our goal for CAASPP.

LCAP Goal 1: Provide a high-quality education to improve academic performance and college and career readiness as measured by state indicators for all learners, including English learners and foster youth, in all core academic areas.	
Action 1	Ensure that all students are provided with high quality instruction. This is accomplished through PLC time, extra duty pay, and salary increases.
Action 2	Continue to provide support for teachers and high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals that is principally directed on improving the academic achievement of English learners, foster youth, student with special needs, and students of low- socioeconomic status.
Action 3	Continue to purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies to improve instruction and learning for English learners, foster youth and pupils of low socio-economic status.
Action 4	Maintain the increased UC a-g and AP sections as well as the additional foreign language teacher to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements.

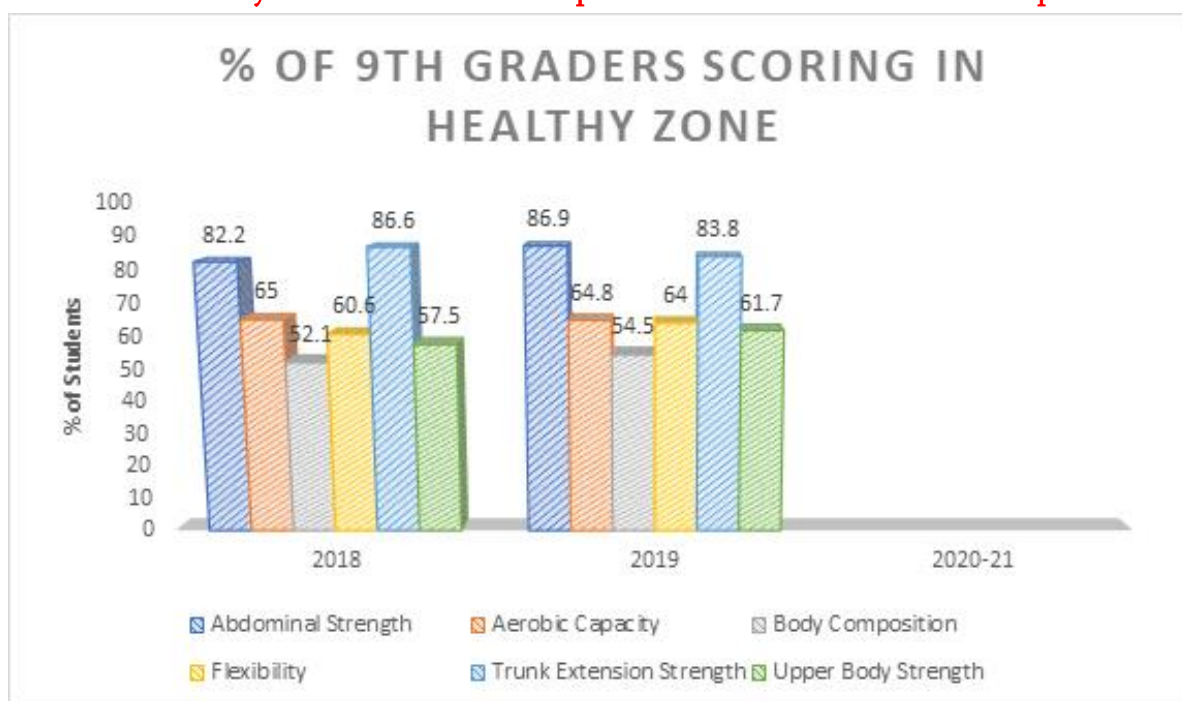
Action 5	Provide support staff to improve student outcomes.
Action 6	DJUHSD will provide supplemental instruction and intervention.
Action 7	DJUHSD will seek out and obtain UC and AP passing supplemental services to continue to provide opportunities to improve college readiness.
Action 8	Continue to purchase updated technology and data management (Illuminate/Aeries Analytics) system annual license to enhance and improve student performance in attaining goals.
Action 9	Continue to provide student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for attaining or passing state indicators.

Physical Fitness Tests (PFT)

[Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 9](#)

The graph below displays the percent of 9th-grade students who scored in the Healthy Fitness Zone on the California Physical Fitness Test. Students are expected to meet Physical Fitness standards in six areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extensor Strength, Upper Body Strength, and Flexibility.

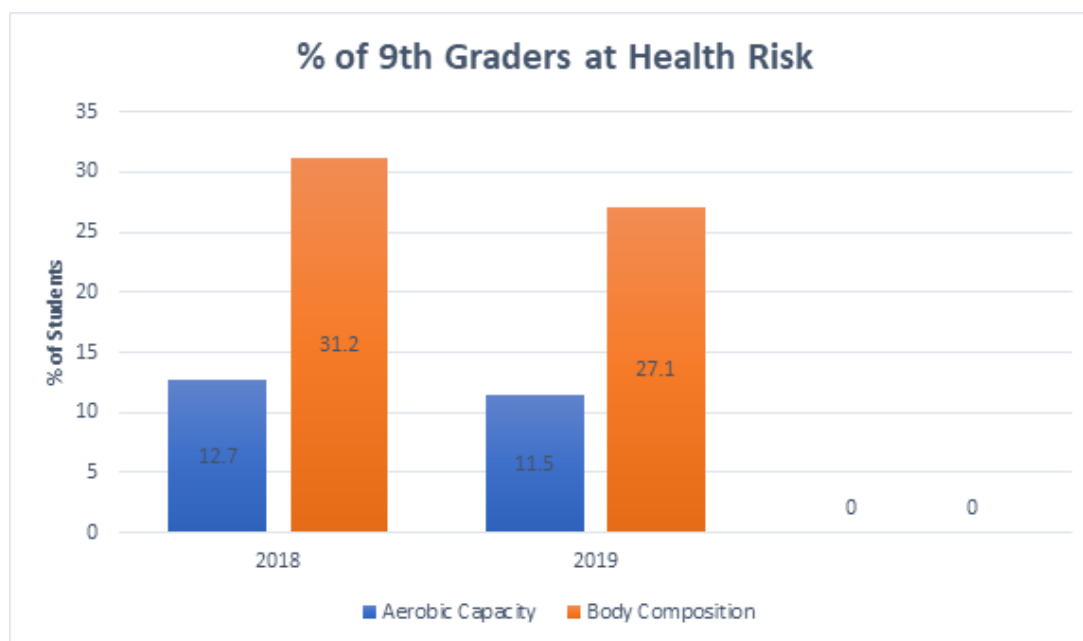
The 2020 and 2021 Physical Fitness Exams were placed on hold due to the COVID-19 pandemic.



Percent of Students at Health Risk on the Physical Fitness Exam for Grade 9

The graph below displays the percent of 9th-grade students who were classified as “Needs Improvement–Health Risk” on the California Physical Fitness Test. This classification indicates increased health risks due to the student’s level of fitness.

The 2020 and 2021 Physical Fitness Exams were placed on hold due to the COVID-19 pandemic.



World language State Seal of Biliteracy

For seniors to graduate with a biliteracy seal, students are either required to pass four years of the same foreign language course sequence or pass a foreign language AP exam.

	2018	2019	2020	2021
CCHS	11.1%	11.3%	8%	9.34%
DHS	14.9%	16.4%	14.8%	
RFK	17.9%	21.1%	21.2%	
DJUHSD		15.6%	13.6%	
State		12.1%	12.8%	

Preliminary Major Student Learner Needs

From the mid-term report, that was submitted in the spring 2018, data analysis indicated that the following areas of concern were to be addressed in an ongoing fashion to provide academic achievement for all students at César E. Chávez High School

- **Special Population Learner Needs**

Continue to develop additional ways to improve the Special Population's (EL, SPED, foster youth, etc.) performance through examination of the assessment data of the English Language Learner and Special Ed. subgroups on the CAASPP, ELPAC, and promote support mechanisms.

Normally, there is an achievement gap for the English learners and students with disabilities subgroups when compared to the performance of all students. The English learner and students with disabilities subgroups have been in lower performance levels compared to a higher performance level for other student populations. Since the pandemic began, an achievement gap has grown among all lower and higher achieving students, and not just the at-risk subgroups.

- **Assessment Measure Proficiency**

Continually develop, refine, and analyze data and assessments to enable college readiness and high achievement levels of proficiency for all students on the standards as measured by the CAASPP and ELPAC.

In the past, we have noticed that English learners, homeless, and students with disabilities have been in the lower performing levels compared to other students. Like ELA, since the pandemic began, an achievement gap has grown among all lower and higher achieving students, and not just the at-risk subgroups.

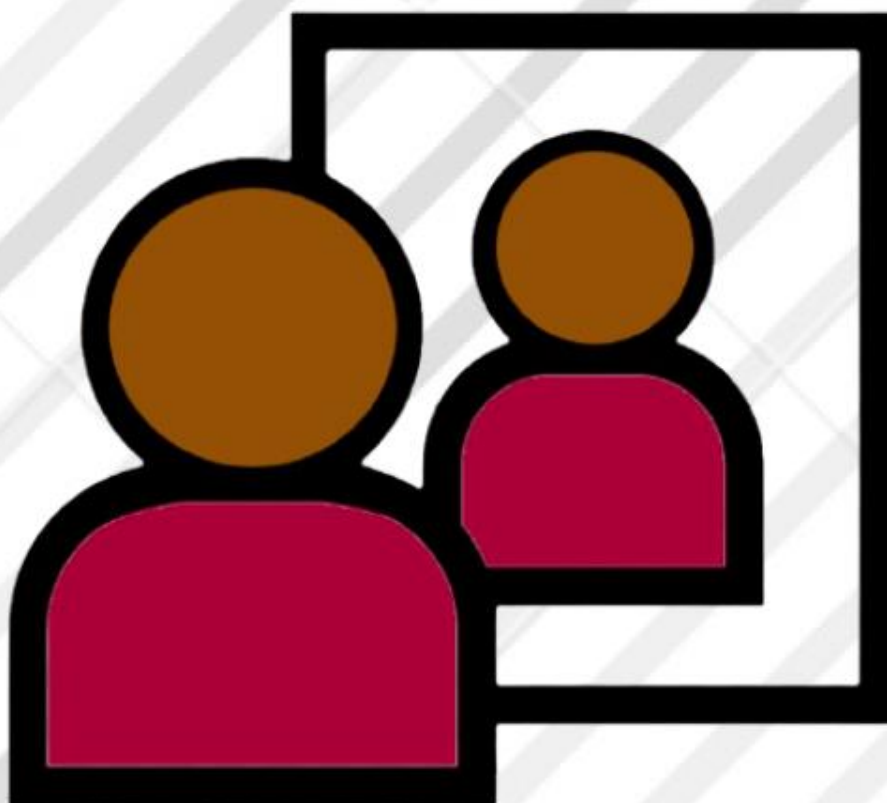
- **Career Readiness**

Continue to increase college and career readiness among English Learners and Special Education students on campus. Continue to develop, encourage, and place all students in courses that actively engage in preparing them for their future by being Career ready. Expand ongoing support mechanisms, such as CTE pathways and Dual Enrollment courses, that will allow students increased access to 21st century technology, skills, and the development of technological literacy.

Important Questions Discussed in the Focus Groups

1. As we continue to identify learner needs, are we, as an institution, implementing strategies and programs that can show improved measurable outcomes among our subgroups?
2. How have established curricula been modified, and new curricula (I.e., dual enrollment and pathways) been implemented, to reflect the needs of students?
3. What are some specific and effective instructional strategies that teachers have adopted that address the learner needs of our subgroups?
4. How effectively have the departments and cohorts been utilizing PLC time to collect, disaggregate, and analyze assessment data, so that it can be used as a tool for continual curriculum development and instructional strategies?
5. As CCHS's culture remains fluid in nature, ever changing, what are some specific and measurable ways we have responded...particularly in the era of COVID-19?

Chapter III



Self-Study Findings

Graphic by senior Karanbir Sunner

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready and aligned with district goals for students.

Findings	Supporting Evidence
<p><u>Mission, Vision, and Purpose</u></p> <p>As a Professional Learning Community, César E. Chávez High School is a school where learning and academic achievement are fostered, recognized, and celebrated. This mission has been discerned as CCHS has continued to achieve award-winning academic success. CCHS has a concise and well-defined mission, vision and purpose which reflects the school and community's commitment to success for all students. The mission statement is reviewed annually by the School Site Council and can be changed as the school's needs also change. It is the goals set forth in our mission statement that guide and direct all decisions for the students within the César E. Chávez High School community.</p> <p>The mission of CCHS is to "Provide a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth."</p> <p>The purpose of CCHS is to "Promote academic, athletic, and artistic achievement, provide superior technical and vocational opportunities, and prepare tomorrow's leaders to be college and career ready."</p> <p>The school motto of CCHS is "A learning community where academic achievement is fostered, recognized, and celebrated."</p> <p>The vision of Delano Joint Union High School District (DJUHSD) and CCHS is for students to experience daily academic success through superior standards-based instruction. All teachers and staff are personally committed to creating a positive atmosphere of collaboration that promotes teaching and</p>	<ul style="list-style-type: none"> • School Motto • School Website • SPSA • Student Learner Outcomes • District Website • Staff Meetings • PLC Meetings/Minutes • Leadership Meetings • Department Agendas

<p>learning, a safe school environment, and comparable resources for all students.</p> <p>During the school year of 2013-2014, César E. Chávez High School faculty members agreed to the following:</p> <p>Expected School Wide Learning Results (ESLRs):</p> <ul style="list-style-type: none"> • C—College and Career Ready <i>with skills in</i> • C—Communication and Technology <i>able to demonstrate</i> • H—Higher Order Thinking Skills <i>and that embrace</i> • S—Social Responsibility and Service Learning <p>CCHS continues to use these learner outcomes because they continue to fit, shape, and drive the school's culture of promoting academic, athletic, artistic, technical and vocational opportunities, in order to prepare students to be college and career ready. The ESLRs have fit well into the school's mission, vision, and culture. They continue to guide students and staff towards academic excellence and serve as tools that every student and teacher can utilize for higher achievement.</p>	
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A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The development and refinement of the vision, mission, and school wide learner outcomes is one that involves all stakeholders. Administration is open to suggestions from all stakeholders about refinement.</p> <p>Such opportunities for refinement come from a variety of meetings that include:</p> <ul style="list-style-type: none"> • School Site Council (SSC) Meetings • Department Chair Meetings • Leadership Meetings • PLC Staff Meetings 	<ul style="list-style-type: none"> • SSC Meeting Minutes • Department Chair Meeting Minutes • PLC Meeting Agendas • Teacher Surveys

<p>The mission statement is reviewed annually by the School Site Council and can be changed as the school's needs also change. It is the goals set forth in our mission statement that guide and direct all decisions for the students within the César E. Chávez High School community.</p> <p>At the beginning of the school year, the school's vision, mission, and ESLRs are also reviewed by the staff at a PLC meeting. Here, the administration is given feedback by staff members on what changes, if any, are needed for the school.</p> <p>In the early spring semester of 2020, the CCHS Leadership Team, consisting of department chairs, veteran teachers, and administrators, gathered and decided to keep the same learner outcomes. The decision to use the same Student Learner Outcomes going back to 2014, was because they continue to fit in, shape and drive the school's culture of promoting academic, athletic, artistic, technical and vocational opportunities, in order to prepare students to be college and career ready.</p>	<ul style="list-style-type: none"> • SPSA • Student Learner Outcomes
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A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
<p>Students, parents, and other members of the school and business community have a variety of ways in which they can demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.</p> <p>The following are opportunities that the above-mentioned stakeholders can demonstrate understanding and commitment:</p> <ul style="list-style-type: none"> • <u>School Site Council Meetings</u>- Are site level meetings which involve parents, school administration, teachers, classified staff, and students. One of the main purposes is to make recommendations to the District Governing Board regarding the SPSA. • <u>LCAP Meetings</u>- Every school year, several LCAP meetings take place to facilitate the annual update of the district action plan and school SPSA. The district consults with parents and parent advisories, school and district administrators, teachers, students, and other staff members to improve student academic achievement. These meetings are intended to provide all stakeholders with a level of involvement in the LCAP updating process. They inform stakeholders about the district's key goals for students, as well as the specific actions and expenditures the district will take to achieve the goals used to measure 	<ul style="list-style-type: none"> • School Site Council Meetings • LCAP • LCAP Meetings • Title 1 Meetings • Parent, Student, and Teacher Surveys • Booster Club • Scholarships • Parent University Meetings • Migrant

<p>progress.</p> <ul style="list-style-type: none"> • <u>Title I Meetings</u>- Every year CCHS holds annual Title I meetings for parents. The purpose of these meetings is to inform the public of Title I programs and services, and to explain the Title I requirements and the rights of parents. Additionally, District LCAP goals and selected SPSA actions described in the LCAP are shared to the public. • <u>Booster Clubs</u>- Such as (Quarterback Club & TT Club) provide parents the opportunity to support athletic sports or organizations financially by raising money for them. • Scholarships from businesses in the community • Parent University • Migrant Program • <u>Back to School Night</u>- BTSN is an evening that allows for CCHS to showcase to parents and families what our school has to offer their child. After the staff is provided with a nice dinner here on campus, the evening starts with a short assembly in the auditorium. Here, teachers and departments are given brief introductions. Then, all staff are allowed a short time to quickly prepare their classrooms for visits. <p>Additionally, there are other ways in which feedback is gathered from parents, students, teachers, and community members. Surveys are one of the ways in which feedback can be collected from these stakeholders. A parent survey was last administered on September 17, 2019, to parents who attended the annual Back to School Night. 100% of parents felt that the school had sufficient instructional standards aligned materials, the school implements appropriate academic content standards, and feel teachers are assigned appropriately in their subject area.</p> <p>Parent, student, and teacher surveys are conducted regularly (April 2020, July 2020, October 2020) to gauge instruction, student needs and academic achievement. Surveys were administered via personal phone calls, Blackboard Connect text message, and Microsoft Teams forms.</p> <p>Parent and teacher surveys were administered in July to gauge learning needs for distance learning instruction. Parent and student surveys were conducted again in October 2020 as an indicator to measure effective services and support to address learning during COVID-19 school closures.</p> <p>Parent, teacher, and student survey results were used to gauge instructional platform preference; student technology needs for participation in the educational program; and the effectiveness of current instructional practices</p>	<p>Program Meetings</p> <ul style="list-style-type: none"> • Back to School Night • Staff Meeting Agendas • PLC Meeting Agendas
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<p>on student learning. As a result of the July 2020 survey results, the DJUHSD purchased sufficient devices and hotspots to ensure all pupils could participate in the education program and complete assigned work.</p> <p>89% percent of the parent and student surveys conducted in October 2020 indicate that César E. Chávez High School provides effective services and supports to address learning during the pandemic.</p>	
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

Findings	Supporting Evidence
<p>The Governing Board of DJUHSD is composed of five elected members, and the Superintendent, who meet on the Tuesday of every month at Robert F. Kennedy High school throughout the school year. Board members represent the residents of Delano and its surrounding communities. The Board functions as a goal making, policy creating, evaluating body for the entire school district. Community members, as well as other stakeholders are invited to attend and participate during board meetings. The agenda for scheduled meetings is typically posted the Friday prior to a Tuesday meeting.</p> <p><u>Role of Governing Board and District Administration</u></p> <p>The Governing Board believes that careful planning is essential to the effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations. As appropriate, comprehensive plans may describe, and not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.</p> <p>The Governing Board shall make every effort to maintain a safe, positive school environment and student services that promote student welfare and academic achievement. The Board expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct, and respect for others. The Board is fully committed to providing equal educational opportunities and keeping schools free from discriminatory practices.</p> <p>The Governing Board policies and bylaws directly support the achievement of the ESLRs and academic standards. These policies and bylaws are aligned with our school's purpose and serve as the groundwork for our school to fulfil its goals. The Superintendent develops comprehensive plans for implementation of the district's vision and goals on specific policy topics and</p>	<ul style="list-style-type: none"> • District Mission Statement • District Policies • District Website • School Site Council Agendas • Board Meeting Agendas • Title I Meetings • LCAP Meetings • Migrant Program

<p>on other areas required by law. The School Board initiates and adopts policies each year based on school performance and delegates to the Superintendent, to the principal, to the Learning Director, to the Department Chairs, to the Resource Teachers, and finally to the cohorts. Professional Learning Communities (PLCs) are vital for the dissemination of this information. Once all stakeholders have reviewed and approved the strategy or plan, the site and central administration seek approval from the DJUHSD Board, and the program or plan becomes school policy. As the policy is carried out, all professional staff are encouraged to provide feedback on changes needed or on the effectiveness of the plan.</p> <p>The governing board also receives recommendations from the different school and district level committees such as Title I, LCAP, and Migrant Program to name a few. They ensure the involvement of all stakeholders in order to implement or create policy or goals for the district.</p>	
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A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
<p>The CCHS professional staff understands that the DJUHSD Governing Board sets policy and that policy is enforced and monitored by the Superintendent, her staff, and school site administrators. It is understood that decisions made at the school site must be consistent and in-line with the Governing Board's policies and priorities.</p> <p>Comprehensive plans may be subject to review and approval by the Governing Board and Superintendent. DJUHSD Governing Board and CCHS administration are involved in the annual review and refinement of the school's Single Plan for Student Achievement (SPSA). Containing the Local Education Agency (LEA) plan, the SPSA is a plan of actions to raise the academic performance of all students. Every fall, the District Governing Board reviews CCHS's SPSA. This additionally identifies goals for the upcoming school year and strategies for meeting those goals.</p> <p>The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan. In addition, school-level plans may be developed to meet the unique circumstances of individual school sites if they are consistent with the law, district vision, Board policies, administrative regulations, and districtwide plans.</p> <p>The district website is also a place where all stakeholders have access to information about different school or district level committees. It also includes</p>	<ul style="list-style-type: none"> • PLCs • School Site Council • PLC Agendas • Department Meeting Agendas • Cohort Agendas • District Website • Board Meeting Agendas

<p>links to all the district high schools where information such as individual SPSA's can be found, along with all other relevant information about the school.</p> <p>The district governing board also sends members to attend school events throughout the school year such as our annual breakfast orientation, winter holiday breakfast, salute to scholars, back to school night, and graduation ceremonies to name a few.</p>	
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A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
<p>At the beginning of each school year, leadership ensures that all parties are trained and informed about the Uniform Complaint Procedures that have been adopted by the district. All teachers and supporting staff undergo several training courses to make staff aware and reinforce Uniform Complaint Procedures. Students and parents are also informed about such policies through enrollment, student/parent packages that are sent home each school year and must be returned signed, as well these policies being posted in all classrooms and major buildings throughout the school.</p> <p>The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.</p> <p>The district's Uniform Complaint Policy (UCP) will be used to investigate and resolve complaints such as;</p> <p>Any complaint alleging the occurrence of unlawful discrimination (Such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities...</p> <p>The following is an example of complaints that shall not be subject to the district's (UCP) but will rather be referred to the appropriate specified agency.</p> <p>Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.</p> <p>A full list of UCP and Non-UCP can be found on the district website.</p>	<ul style="list-style-type: none"> • District website • School Open Door Policy • Contract • Training • Student/Parent Packets • UCPs posted in all classrooms and school buildings

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Findings	Supporting Evidence
<p>All major decisions at CCHS involve collaboration with District administration, site leadership teams, School Site Council, department chairs, resource teachers, and cohorts. Major decisions are not made by any single individual but are transparent and incorporative. Ideas and policy about improving student achievement and ESLRs are discussed on a regular basis in our PLC Wednesdays. This provides an opportunity for the bulk of the staff to share and plan activities that focus on student achievement. We then will break off into our designated departments and proceed to customize those proposed activities for our students' needs. If applicable, cohorts will then begin implementing these activities. When necessary, department leadership teams will also meet with the administration to further review targeted student goals. In addition to staff included in this decision-making process is the School Site Council and ELAC.</p> <p>All the following meetings are used to assess data, collaborate, and monitor results and impact on student success.</p> <ul style="list-style-type: none"> • <u>PLC Wednesdays</u>-administration uses this time to present school data, share strategies and PD opportunities, as well as receive feedback from staff. • <u>Staff Meetings</u>- Used to share data and receive feedback from staff. • <u>Dept. Meetings</u>- Department chairs use this time to establish department goals, assess data, implement strategies as a department, monitor results, and receive feedback from teachers in the department. • <u>Cohort Meetings</u>- Are used to establish goals by subject area, determine essential standards, assess assessment data, and collaborate on instructional strategies. • <u>PDs</u>- May be offered district, site, or department wide depending on the need. Both the district and site offer opportunities for professional opportunity to all staff throughout the school year. Staff are also encouraged 	<ul style="list-style-type: none"> • District Website • School Website • LCAP • PLC Agendas • ELAC Meetings • School Site Council Meetings • Professional Development • Leadership Meetings • Staff Meetings • Cohort Meetings • Department Chair Meetings

<p>to find other professional development opportunities that staff can also attend.</p> <p>•<u>Dept. Chair Meetings</u>-Site administration hold these meetings in order to share goals, data, and strategies with department chairs. They also receive feedback which can be shared with other stakeholders at the district level or the community. Department chairs then take the information taken from these meetings and share it during PLC Department Meetings.</p> <p>•<u>Leadership Meetings</u>- Are held between district administration and site administration. These meetings are held in order to establish goals, assess and share data, as well as receive feedback which is then delegated back to the school sites.</p>	
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A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

Findings	Supporting Evidence
<p>The Schoolwide Action Plan—a product directly aligned with our Single Plan for Student Achievement—is a shared product of the staff, administration, students, and parents of César E. Chávez High School. The correlation of LCAP, ESLRs, WASC goals, and Single School Plan goals are an important component of our ongoing efforts. The Single School Plan is reviewed and revised annually to ensure that the school 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 the WASC Leadership Team, the School Site Council, the School Administration, and the Board of Trustees.</p> <p>There are several outreach methods that CCHS utilizes for engaging all stakeholders:</p> <p><u>Title I Annual Meetings</u>- Every year CCHS holds an annual Title I meetings, at a time convenient for parents, to inform the public of Title I programs and services, and to explain the Title I requirements and the rights of parents. Additionally, State priorities, District LCAP goals, and the various Single Plan for Student Achievement actions as described in the LCAP are shared, and how monies under LCAP would be allocated to attain stated goals. Parents and those in attendance offer suggestions.</p> <p><u>School Site Council (SSC) Meetings</u>- Twice a school year, CCHS holds bi-annual SSC meetings on campus with the goal of creating a collaborative plan for school improvement. This group consists of administration, teachers, parents, classified staff, and students. The council collaborates with the principal, to create, review, and evaluate school improvement programs,</p>	<ul style="list-style-type: none"> • SPSA • LCAP • WASC Report • District Website • School Website • School Site Council • District Board

<p>budgets, and the Single Plan for School Achievement (SPSA). Many of these members have been hand-picked, as well as elected, to hold a position. Additional duties include decisions about parent engagement, school safety, and discipline strategies.</p> <p><u>District Board of Trustee's Meetings-</u> The Delano Joint Union High School District's Board of Trustees' regular meetings are generally held at 5:00 p.m. on the second Tuesday of each month. At these meetings, the public may address the Board on any matter pertaining to the school district that is not on the agenda. For example, if a member of the public wishes to voice specific topics or concerns, they may either discuss it openly or request that the Board hear such topics or concerns in a closed session. During the spring of each year, CCHS reports on annual progress. Public input and comments are welcomed during this public hearing to improve student learning.</p> <p><u>César E. Chávez High School Website-</u> https://www.djuhsd.org/Domain/9 The CCHS website is available to anyone with internet access and is widely promoted to all stakeholders as a way of easily accessing information about the school. Some of the information that the public can access includes information about the administration, athletics, counseling, departments, discipline and safety, extra-curricular activities, health services, library resources, migrant resources, the school calendar, state assessments, tutorials, teachers, additional staff, etc.</p> <p><u>Local Control and Accountability Plan (LCAP) -Stakeholder Meetings</u> Throughout the school year, several LCAP meetings take place to facilitate the annual update of the district and school action plans. These meetings are intended to provide all stakeholders, a spectrum of students, parents, teachers, support staff, and the community, involvement in the LCAP update process. These meetings include stakeholders by informing them of the school district's key goals for students as well as the specific actions and expenditures the district will take to achieve the goals used to measure progress.</p>	
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A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Findings	Supporting Evidence
<p>Decision-making, responsibility, and self-reflection is a shared effort between school leadership and staff. CCHS administration sets time aside for all teachers to be apprised of the analysis of different data results as broken down by subject, grade level, ethnic group, language ability, etc. This process allows us to determine the effectiveness of programs and strategies used during the previous school year and how to improve the results for the current school year. We also meet within our departments in PLCs and analyze why certain</p>	<ul style="list-style-type: none"> • District Website • School Website • LCAP

<p>students did better or worse than others and how we can better serve them.</p> <p>Each department at CCHS is constantly self-evaluating procedures and policies to ensure alignment with student needs. FACCS and Benchmarks have all been reviewed with the implementation of Common Core. The scope and sequence, now the Faces of Common Core, will also be reviewed and evaluated yearly. Consistency in grading, departmental benchmarks, essential standards, and pace, are all addressed on a yearly basis to ensure all students receive a quality and consistent education in all classes. We have not only increased intra-departmental communication but, also, inter-departmental conversations and cross-curriculum strategies for student success.</p>	<ul style="list-style-type: none"> • PLC Agendas • Department Chair Meetings • Leadership Meetings
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A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
<p>The school has adopted the district-wide Uniform Complaint Policy (UCP) in order to resolve any issues that might arise. School leadership ensures that all parties are trained and informed about the Uniform Complaint Procedures that have been adopted by the district. All teachers and supporting staff undergo several training courses to make staff aware and reinforce Uniform Complaint Procedures. Students and parents are also informed about such policies through enrollment, student/parent packages that are sent home each school year and must be returned signed, as well these policies being posted in all classrooms and major buildings throughout the school.</p> <p>School administration has an open-door policy, staff are encouraged to report any complaints with the confidence that they will be resolved promptly and responsibly. The district also has a working relationship with the Teachers Association (TA) so that any conflicts that might arise will be resolved in a professional manner that properly represents all parties. The UCP's are also posted inside all classrooms and buildings throughout the school.</p>	<ul style="list-style-type: none"> • District Website • School Website • PLC Agendas • School open door policy • TA Site Representatives • Contract • Beginning of the year training • UCP

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>César E. Chávez High School has a thorough interview process in order to ensure that all new hires are highly qualified. When an opening occurs, CCHS utilizes a collaborative interview process. Administrators complete reference checks, and the candidate is then forwarded to HR for a background check and final approval. New teachers are supported through Kern County's Teacher Induction Program (TIP) also formerly known as (BTSA), and the administration. Department chairs participate in decisions on master schedules so that the course and teacher are effectively aligned.</p> <p>New teachers who have not yet received a preliminary credential are also supported by veteran teachers through the Mentor Program at their school site. There are also two days before the beginning of the school year which are designed for professional development for all incoming new teachers. There is also an effort made to ensure that no new hires are placed out of assignment.</p> <p>CCHS administration meets with all new teachers at the beginning of the year and periodically during the first two years to provide input and support. The administration sets appointed times, as well as unscheduled walk-throughs, to evaluate new and veteran teachers. New teachers are regularly monitored, and veteran teachers are evaluated every other school year.</p>	<ul style="list-style-type: none"> • Mentor Logs • District Personnel Records • TIP Logs • Master Schedule • Evaluation Records • District Website • School Website • PLC Agendas

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Professional development opportunities are given throughout the school year. A primary opportunity for teachers and staff is PLC Wednesdays. This encourages curriculum development, collaboration, and inner-departmental communication for any topic in each department. CCHS believes in on-going staff collaboration based on student and teacher needs. PLC hours are provided</p>	<ul style="list-style-type: none"> • PLC Agendas • TIP Logs • Mentor Logs

<p>on a continuous basis every other Wednesday morning for two hours, are on site, and are department or cohort focused.</p> <p>Professional development opportunities are given throughout the school year from both the district and the individual school site. An example of a professional development opportunity that has been offered at our school site for a few years now is Thinking Maps. Since the beginning of the Pandemic, professional development opportunities have also been offered through Microsoft Teams or Zoom in order to comply with mandates. This has also allowed for the recording of such sessions that can then be shared with all staff that were not able to attend the date of and can be watched at their convenience.</p> <p>AP By the Sea is a one-week seminar opportunity for those teachers who teach an AP course and require additional training. This district preferred seminar provides teachers with the chance to meet and collaborate with other AP teachers of the same subject, as well as learn about content and how to effectively teach that content in order to maximize success on the AP exam.</p> <p>The Teacher Induction Program (TIP) also formerly known as (BTSA) is required for all teachers new to the profession. This program is designed to provide new teachers with the support they need to not only survive their first two years teaching but thrive as well. The program also provides several required professional development opportunities that new teachers must complete within the two years they are enrolled in the program. New teachers, designated as Participating Teachers (PTs), are overseen by assigned Support Providers (SPs), who have the responsibility to meet, guide, support, and evaluate their new teacher.</p>	<ul style="list-style-type: none"> • Staff Meeting Logs • District Email • Leadership Meetings • District New Teacher Orientation
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A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
<p>Professional development is centered on student learning needs. Our Bi-weekly PLC meetings serve as one of the best ways to assess and measure the effectiveness of professional development on student learning. Whole staff meetings also serve as an opportunity for leadership to share data and relevant information as it pertains to the effectiveness of professional development on student achievement. These meetings also serve the purpose of sharing effective strategies among teachers of different content areas that can have a positive impact on student learning. One such example is our ongoing professional development as a staff regarding Thinking Maps and how to implement them across all subject matters in order to facilitate learning for our students.</p>	<ul style="list-style-type: none"> • PLC Agendas • Leadership Meetings • Staff Meeting Sign in Sheets • Formal Evaluations • Informal Evaluations

Leadership meetings provide an opportunity for leadership to assess the effectiveness of professional development and share with department chair who then share with the rest of the staff during PLC meetings. Formal and informal classroom evaluations also provide an opportunity for admin to observe practices that have been introduced during professional learning opportunities.	
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A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<p>The Teacher Induction Program (TIP) also formerly known as (BTSA) is required for all teachers new to the profession. This program is designed to provide new teachers with the support they need to not only survive their first two years teaching but thrive as well. The program also provides several required professional development opportunities that new teachers must complete within the two years they are enrolled in the program. New teachers, designated as Participating Teachers (PTs), are overseen by assigned Support Providers (SPs), who have the responsibility to meet, guide, support, and evaluate their new teacher.</p> <p>Any new teachers who do not meet the minimum requirement (preliminary credential) to enroll in the Kern County Teacher Induction Program (TIP) are assigned a mentor within their department that supports them throughout the school year.</p> <p>All fully credentialed teachers are also formally evaluated at least once every other year. Informal walk troughs happen throughout the school year and give the opportunity for administration to give teachers some feedback and provide support with anything that teacher might need support with. Teachers without full credentials are formally evaluated every year.</p>	<ul style="list-style-type: none"> • Mentor Logs • Formal Evaluations • Informal Walk Troughs • TIP logs • Post-Evaluation Meetings

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
<p>At the beginning of each school year, every staff member is given a copy of the job description for all positions they hold at the school. Staff members will sign and are also given a copy of the handbook which has relevant information as it pertains to their role. Trainings for sexual harassment, mandated reporting, safety trainings etc. are required of all staff. In addition to this, new teachers must also attend the district's new teacher training.</p> <p>During the first two days of staff meetings, the district mandates sexual harassment training, mandatory reporting training, and suicide prevention</p>	<ul style="list-style-type: none"> • Job Description • Contract • Teacher Handbook • School

<p>training. These have previously been offered virtually, as well as in person.</p> <p>Various communication techniques are used to ensure all staff members are well informed of anything that may pertain to their position. These include, but are not limited to, weekly emails regarding scheduling and testing, memos, weekly PLCs, conferences, Department meetings, cohort meetings, Leadership meetings, afternoon announcements, and the website.</p>	<p>Website</p> <ul style="list-style-type: none">• District website• PLC Agendas• Training Certificates
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>All distribution of resources and expenditures are carefully monitored by CCHS administration and DJUHSD Board so that student achievement is maximized.</p> <p>All funds for programs are made effective by the staff that implements them. A part of our staff may slightly shift every year, but we believe it is also improving every year. Many of our school's programs like VIP Tutorial, After School Tutorials, MASH, PALM, and others are run by teachers and staff staying after hours for the sake of the students. All Special Ed. classes are provided with one or more teacher aides in order to assist with daily instruction. 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.</p> <p>César E. Chávez High School is committed to preparing all our students to be productive, prepared, and 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 and resources for students at all levels in order to meet the goals of our vision and mission statements. For example, our four on-site school counselors are vital to the ongoing support services for all students. They are always accessible to the student body and possess a large body of knowledge regarding academic pathways, resources, and requirements.</p>	<ul style="list-style-type: none"> • School website • Tutorial Logs • SPSA • LCAP • District Website

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
<p>The district is responsible for developing an LCAP plan every year that specifically explains how the district will spend its monies. Any monies within the LCAP must be used, based on data and outcomes of the data either improving or worsening. From the LCAP, the high school then is given its LCAP outline for the specific site and the principal is responsible for developing a SPSA (Single Plan for Student Achievement) which requires working with outside and inside stakeholders to develop the specifics of that</p>	<ul style="list-style-type: none"> • LCAP • SPSA • School Website • District

<p>plan (School Site Council). SSC includes parents, teachers, students, and community members.</p> <p>The categories of funding within the SPSA are as follows; general Funds (Less Regulations), Title I Funds (above and beyond resources for marginalized groups), Title II Funds (supplemental activities that strengthen quality and effectiveness of teachers/school leaders), Title III Funds (designed to improve education of E.L. students), Title IV Funds (Digital literacy), CSI Funds (Comprehensive Support and Improvement), Expanded Learning Opportunity Grant is for opportunity to provide supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks (COVID Funds), Cares Act Fund (COVID Monies), ESSER Elementary & Secondary School Emergency Relief Funds (Learning Loss).</p> <p>We are audited yearly on the spending of these monies, and they are extremely specific on the ways that we can use them to support student growth, achievement, and learning loss.</p>	<p>Website</p> <ul style="list-style-type: none"> • School Site Council (SSC)
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A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

Findings	Supporting Evidence
<p>The architecture and layout of CCHS is designed to maximize student accessibility to facilities, staff monitoring, and comfort. The campus has an adequate number of classrooms to meet the needs of the student population. The perimeter of the campus provides adequate special grounds for the variety of athletic programs available to students. The library provides access to laptops, a multitude of books, and quiet workstations. Most teachers also have laptop carts assigned to them so they can be used by students in their classrooms. In addition, there are a total of three dedicated computer labs on campus, though depending on the period, there are up to six available, and iPad mobile labs. 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 stadium, which is often used by sports teams from other high schools. Facilities are also continually maintained by on-site custodial staff, as well as district maintenance personnel.</p> <p>During the shutdown (distance learning) there were several improvements made to the school. A few of the major ones were a significant upgrade to our Wi-Fi network at school. The acquisition of laptops for students as well as hot spots for use at home during distance learning. Projectors in classrooms that needed an upgrade were made as well as improvement with lighting in</p>	<ul style="list-style-type: none"> • Physical Facilities • Laptop Carts • SPSA • LCAP • School Website • Maintenance and Custodial Schedule • SARC

<p>science buildings.</p> <p>There is a continued need for the replacement of broken desks and chairs. There is also a need for improvement on the ACs (Chillers) as well as improvement of electrical outlets.</p> <p>The School Facility Good Repair Status table illustrated in the SARC identifies the state-required inspection areas and discloses the operational status in each of those areas.</p>	
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A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
<p>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. DJUHSD ensures all students have access to textbooks as required by the California Williams' Act. The district provides textbooks for new courses that the school offers. CCHS also uses site funds to obtain supplemental readings, novels, and other secondary reading materials. Department budgets for instructional materials and supplies are controlled through the district office, and requests are fulfilled based on need and how essential it is to student achievement. Throughout the school year departments are allowed to put in purchase orders (POs) in order to request access to those funds in order to obtain what is necessary for instruction. The school has a variety of technological resources to enhance the student experience and foster engagement and learning. All core classrooms are outfitted with a combination of PA systems, telephone, internet, LCD projectors, Smart Boards, ELMOs, teacher workstations, lab equipment (if applicable), laptop carts for most classes, campus Wi-Fi capability, calculators (if applicable), accessible computer labs, modern physical education equipment, and much more. There are several computer labs that can be easily reserved for class sessions, as well as computers in the library. Programs such as Aeries allow teachers to record and monitor student progress with precision, thus allowing for adaptable instruction.</p> <p>In addition, last school year (2020-2021) while students were on distance learning, funds were utilized to purchase laptops for all students and Hot-Spots to serve our students with limited (or no) internet access at home. There was also an upgrade to our Wi-Fi network at school to support increased usage when students came back to in person instruction. Funds have been utilized since our last WASC visit to purchase textbooks that align with the new Common Core standards in departments. The district also adopted the use of Canvas, which is a course management system that</p>	<ul style="list-style-type: none"> • SPSA • LCAP • Department P.O.s • Department Budgets • District Website • School Website • Physical textbooks • Physical Hardware • Inventory List

supports online learning and teaching while our students were on distance learning. The district also renewed the license to continue the use of Canvas for the current 2021-2022 school year. Surface Pros have also been purchased for all teachers in order to support the use of Canvas and online instruction.	
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A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of well-qualified personnel for all programs.

Findings	Supporting Evidence
<p>César E. Chávez High School has a thorough interview process in order to ensure that all new hires are highly qualified. When an opening occurs, CCHS utilizes a collaborative interview process. Administrators complete reference checks, and the candidate is then forwarded to HR for a background check and final approval. New teachers are supported through Kern County's Teacher Induction Program (TIP) also formerly known as (BTSA), and the administration. Department chairs participate in decisions on master schedules so that the course and teacher are effectively aligned.</p> <p>New teachers who have not yet received a preliminary credential are also supported by veteran teachers through the Mentor Program at their school site. There are also two days before the beginning of the school year which are designed for professional development for all incoming new teachers. There is also an effort made to ensure that no new hires are placed out of assignment.</p> <p>Throughout the school year there are multiple opportunities made available from the district for all teachers to participate in professional development. In addition to this, teachers are encouraged to seek professional development opportunities specific to their subject. These professional development opportunities can be paid using school or department budgets.</p> <p>CCHS administration meets with all new teachers at the beginning of the year and periodically during the first two years to provide input and support. The administration sets appointed times, as well as unscheduled walk-throughs, to evaluate new and veteran teachers. New teachers are regularly monitored, and veteran teachers are evaluated every other school year.</p>	<ul style="list-style-type: none"> • Mentor Logs • District Personnel Records • TIP Logs • Master Schedule • Evaluation Records • District Website • School Website • PLC Agendas • Department Budget • SPSA • LCAP

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength

1. CCHS stakeholders have consistently remained united in our mission, vision and purpose.
2. CCHS PLCs have promoted transparency, and have allowed our academic goals to remain clear, well defined, and aligned to the ESLRs and state standards.
3. DJUHSD Governing Board supports and communicates clearly with CCHS administration.
4. CCHS continues to respond and implement Common Core Standards with a staff of highly qualified teachers.
5. There continues to be an increase in the utilization and innovation of online learning tools to make academic material more accessible to all students.
6. CCHS stakeholders continue to have an active role in the decision-making process, affecting the way available resources are distributed within the school.

Areas of Growth

1. Reestablish parent and community involvement in our students' growth in education, in a time of limited physical contact.
 2. There is a critical need to review and incorporate new and up-to-date textbooks, that are CCSS and NGSS aligned, into select core departments.
 3. As CCHS continues to expand its use of online tools and computers, there is a major need to upgrade and maintain the school Wi-Fi network; not only to accommodate the current levels of online usage, but also the expected transition to a one-to-one school.
 4. Classroom AC/Chillers require technology updates, or total replacement, to a more efficient system in response to the hottest months.
 5. Continue to develop supervision strategies, preventable measures, and responses to restroom damage caused by students.
- **Preliminary major student learner needs**
 - Special Population Learner Needs
 - Assessment Measure Proficiency
 - Career Readiness
 - **Additional identified student learner needs that resulted from the Focus Group analyses.**
 - Reestablishing parent involvement to pre-COVID levels.
 - The efficacy of supports for social-emotional health of students.
 - Technology expansion and upgrades.
 - **Areas within the schoolwide action plan/SPSA need to be addressed**
 - Use of state and local assessments to modify instruction and improve student achievement
 - Services provided by the regular program that enable underperforming students to meet standards
 - Resources available from family, school, district, and community to assist under-achieving students

- **Important next steps within the schoolwide action plan/SPSA.**
 - Continue to develop and align course level/common assessments with state level assessments
 - Align all core department textbooks to state standards
 - Continue to integrate research proven differentiated instruction strategies into the classroom
 - Continue to develop and promote parent engagement opportunities and incorporate parent input into the decision-making processes on campus.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports academic standards.

Findings	Supporting Evidence
<p>Based on the needs and personal goals of students, César E. Chávez offers a vast variety of courses that use effective, rigorous and relevant curriculum. These courses are constantly being assessed, revised, and modified to meet state and federal academic common standards. Each department meets every other Wednesday in cohort meetings within their subject to collaborate, align, and develop effective, relevant, rigorous curriculum for each class taught at CCHS.</p> <p>Counseling Department</p> <p>The master schedule is set up to offer AP courses, BC dual enrollment courses, CP courses, Cerro Coso Dual enrollment courses, and CSUB Dual enrollment courses. These courses meet the A-G requirements for admissions to CSU/UC/Private Universities. CCHS currently offers ten AP courses, throughout nineteen sections, in the areas of English, Mathematics, Science, Social Science, and World Languages. These college level curricula are rigorous in nature and demand Saturday school review sessions in the spring semester to review from the regular year curriculum.</p> <p>Business Department</p> <p>Business Department teaches Computer Literacy, Business Management I, Business Management II, Multimedia I and Multimedia II. We use the latest software and up-to-date textbooks to maintain a vigorous curriculum. Our department uses the California State Standards to teach our students the relevant lessons to obtain the mastery of the applications we are teaching.</p> <p>CTE Health Science and Medical Terminology Department</p> <p>Our CTE Health Science and Medical Technology courses are all part of a Patient Care Pathway that is offered through our district. This is a three-year pathway that begins sophomore year with Introduction to Health Careers. This course introduces 17 different careers within the health care field, and provides hands-on activities related to each specific career. This class uses</p>	<ul style="list-style-type: none"> • Master Schedule • Syllabi • Scope and Sequences <ul style="list-style-type: none"> • CCHS Courses offered • Counseling Enrollment Records • Course Syllabi • Pathways

the Paxton Patterson learning system, which requires training for teachers to be able to help students throughout their assigned modules. Their junior year students take intermediate courses. These courses are taught through Cerro Coso Community College where students can receive college credit. These courses are Communication in Healthcare, Medical Law and Ethics, Medical Terminology, and Electronic Health Records. For their senior year, the students have three options to choose from for their capstone course. They can take the Medical Assistant course which is also through Cerro Coso Community College, giving students college credits. Students are taught the different skills necessary to become a Certified Medical Assistant and are prepared for the state certification.

Also, they have the option to take the Certified Nursing Assistant course. This course prepares students for state certification through lecture and skills practice.

Lastly, students can also take our Sports Medicine course which gives students the opportunity to receive college credits through California State University, Bakersfield (CSUB). This class is composed of two college courses, the first one being first aid/CPR, and the second being an introduction to sports injuries. The CPR course is taught using the American Heart Association manuals. The second course is taught using the Principals of Athletic Training 15th Edition by Daniel D. Arnheim and William E. Prentice. Students are taught skills needed within the sports medicine field. They are prepared to take the Physical Therapy Technician Aid Certification Exam at the end of the school year. This is a nationally recognized certification through the American Medical Certification Association (AMCA).

Additionally, all students can join the HOSA - Future Health Professionals, which is the CTSO associated with this pathway, where students learn leadership skills and are prepared to compete at the regional and state levels. Every class within the pathway prepares students to be college and career ready by providing a rigorous curriculum and college level courses, as well as teaching students skills they need to be effective in their chosen field of work. By the time students graduate from high school they have the skills to succeed in college, and the skills necessary to enter the workforce along with the certifications needed.

The Medical Assistant (MA) I program is also a pathway. Of its four courses, Medical Terminology credit is provided through BC, while the other three are through Cerro Coso.

<p>Math Department</p> <p>Math continuously looks at the common core standards and determines if adjustments to the curriculum need to be made. We structure the order of the classes so that the students have time to develop their math skills. We also have college level courses that students can take as early as freshman year. We offer Algebra 1 cp, Algebra 2 CP and Honors. Algebra 2 CPM, Geometry CP, Honors. Trig CP as well as statistics and calculus, which are AP courses.</p> <p>English Department</p> <p>Regardless of which class students are taking, they engage with grade-level texts and writing assignments designed to help students achieve proficiency on grade-level standards.</p> <p>Every course in the English department is aligned with the CA Common Core State Standards and designed to help prepare students for college or career after high school. Both on-demand writing and longer-term writing assignments help students develop their written communication skills in a variety of genres including persuasive and argumentative essays, personal essays, letters, and resumes. We focus on reading comprehension, analysis, and critical thinking and questioning strategies as students engage with a variety of text types and genres, including information texts students will encounter outside of the educational experience.</p> <p>For English 9, English 10, and English 11, we use PearsonRealize curriculum. This curriculum is aligned with the CA Common Core State Standards. We scaffold the materials, so all students have access, including by frontloading vocabulary and literary concepts; supplementing with additional resources such as IXL, NewsELA, and Listenwise; and using Thinking Maps, color coding, and other teaching strategies to allow students access to the adopted curriculum.</p> <p>For our 12th grade English classes, we use the ERWC curriculum, scaffolded as necessary.</p> <p>Both our AP Language and AP Literature classes are taught with an approved AP syllabus. The instructors use several novels. Shorter works are supplied from the College Board site of suggested readings and released materials.</p> <p>ELD Department</p> <p>The ELD and English Departments maintain and update rigorous pacing guides. This pacing guide is aligned with our California Common Core Standards. In the ELD Department, we offer writing, reading, vocabulary, and language development classes for emerging, expanding, and bridging students. The curriculum used in English and ELD integrate both ELA and ELD standards. Our teachers incorporate EL strategies, SDAIE lessons, use</p>	<ul style="list-style-type: none"> • Math Curricula • English Curricula • ELD Pacing guides
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multiple modalities, and are culturally responsive to better develop their lessons to follow the California ELD Roadmap. The department mission is to support students in attaining high levels of English proficiency, grade level mastery, and their development in multiple languages.

Teachers attend multiple ELD trainings to stay current in any new strategies and best practices for EL students. Due to the 2020 pandemic, teachers use Zoom, Microsoft Teams, Pear deck, Flocabulary, and Nearpod to deliver our lessons. With this technology, students can go back and re-watch any pre-recorded lessons. Our teachers have also been trained to use thinking maps in their lessons to scaffold for our EL students. For struggling students, online tutorial is available as a form of intervention, these students also can meet with their teachers for one-on-one instruction on Teams or Zoom. Our department also uses the Edge program in our curriculum.

Home Economics Department

Teachers have attended numerous virtual workshops regarding online curriculum related to the Food Service and Hospitality industry. Teachers have attended workshops through Escoffier School of Culinary Arts, the Culinary Institute of America, The Edible Schoolyard Project, and the American Culinary Federation. Online curriculum provided through the Culinary Institute of America has been implemented during this time of distance learning.

Physical Education Department

The courses offered in Physical Education are COED PE9, COED PE 10-12 and Football Weight Training. The curriculum in COED PE 9 has an emphasis on fitness. ALL 9th grade students are required to take the California Physical Fitness test in early Spring. Our curriculum is designed to build up fitness levels and peak during that testing window. In COED PE10-12, the students still cover a variety of fitness areas which are geared toward lifelong fitness instead of specific fitness areas covered in COED PE 9. Each class also covers a wide variety of units like basketball, ultimate frisbee, tennis, pickle ball, volleyball, soccer, softball/baseball, ping-pong, badminton, and football.

Science Department

For PLC Wednesdays, the department meets every other week to collaborate within itself, as well as within cohorts. These meetings serve as an opportunity to disaggregate and analyze student performance data from common assessments such as benchmarks and FACs. Teachers can then respond by adapting relevant instructional strategies, consider reteaching methods, and adjust the curriculum as needed. These meetings also provide a chance for teachers and administrators to communicate the additional

- Home Ec. Curriculum

- Science PLC Agendas

<p>needs of students and share information regarding campus culture.</p> <p>Throughout the years, CCHS has offered multiple professional development opportunities to the science department that are aimed at improving curriculum design. Over the last four years there have been curriculum targeted trainings that include Bill Burd Science Instructional Strategies workshop, a California Science Test (CAST) workshop in Fresno, a DJUHSD Science Professional Development, Northridge (CSUN), PLC training, California NGSS Statewide Rollout: Environmental Literacy, California Science Education Conference, Canvas training, Depth of Knowledge (DOK) training, and much more.</p> <p>Social Science Department</p> <ul style="list-style-type: none"> • The Social Science Department meets on a monthly basis to review best practice for rigorous and relevant curriculum. The 2020-21 academic school year has allowed teachers to have monthly curriculum meetings online via the Teams platform. • For the 2020-21 academic school year, among the World history and U.S. History instructors, a shell was created for standard base units on Canvas. • For the 2020-21 academic school year, social science teachers visited the classrooms of other social science teachers to collaborate and share ideas for curriculum in rigorous instruction. <p>Special Ed Department</p> <p>The Unique Learning Systems curriculum is differentiated to meet the needs of all students with varying learning profiles, cognitive abilities, and adaptive needs. The curriculum's learning activities are available in three levels with multiple opportunities for extension activities that meet higher learning needs.</p> <p>Special Ed Teachers keep acquainted with the current educational research as it relates to instructing these students to best support them in making progress toward learning objectives and IEP goals. Experienced Teachers serve as mentors of new teachers and attend multiple trainings through the county that cover new resources, technologies, and studies that show the effectiveness of a variety of instructional strategies, curriculums, and other resources. The curricula that the district provides, Unique Learning Systems and Attainment, are both researched-based and highly effective for instruction of students with moderate to severe disabilities. One curriculum is cloud-based and contains multiple features: such as online learning activities, differentiated lessons, comprehensive assessments, and data collection tools. The other is a hands-on program that incorporates workbooks and manipulatives that students can best utilize in learning centers. The combination of both curriculums is an excellent way to ensure</p>	<ul style="list-style-type: none"> • Social Science Canvas • SPED Curricula • French Scope and Sequence • Syllabi
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<p>we are meeting the individual needs of each student.</p> <p>World Languages Department</p> <p>The French program has a scope-and-sequences completed for all courses and syllabi for each French class. All French classes are taught in French and provide an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards.</p> <p>The World language department takes advantage of the PLCs every other Wednesday to collaborate with our cohorts and discuss improvements that can be made to increase students' understanding of the material that is taught. Teachers have attended workshops in Bakersfield related to curriculum that have helped improve teachers improve in their instruction.</p>	<ul style="list-style-type: none"> • Quarter • Assessments
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B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
<p>Dual/Concurrent Enrollment Programs and Courses</p> <p>Although paused until the fall of 2022, by taking Freshmen Career Writing and Student Development B3, which was a career exploration course, all incoming freshmen would receive six college credits by the end of their first year here at CCHS. STDV B3 was designed to help our students develop a College and Career plan, as well as offer an Introduction to Microsoft Office course to target 21st century skills.</p> <p>This course guided students through a decision-making process that will help them envision and plan for a successful future. The culmination of this process is the development of a career and educational plan that would create a pathway for students to reach their career and academic goals. By examining values, interests, skills, life roles, personality types, personal self-management, decision-making and goal setting throughout the life span, students will apply critical thinking skills. This satisfied the 0.5 units educational planning requirement for graduation from Bakersfield College.</p> <p>For now, STDV has been replaced with a freshman writing proficiency class. This year long course targets those freshmen who scored a 1 or a 2 on the CAASP ELA.</p> <p>Business Department</p> <p>All classes are aligned with the State Standards. The Computer Lit class is dual enrollment with Bakersfield college and students can gain 3 units of</p>	<ul style="list-style-type: none"> • Dual Enrollment Courses

college credit. Our Business Management I class is dual enrolled with Cal State Bakersfield. Students can earn up to 4 units of university credit. We use the same standards in all our classes to prepare our students for the next educational level.

Counseling Department

The DJUHSD is proud to feature a Career and Technical Education (CTE) program specifically designed to enhance the quality of education and increase the postsecondary career choices and opportunities of our students.

Our CTE programs' mission is to provide students with skills necessary for a successful transition to postsecondary education or work and a desire for life-long learning in a global society. Our CTE programs are planned course sequences of high-quality academic core content and technical skills which focus on a specific career path and prepare students to successfully transition toward their career goal. We believe that a strong and vibrant career and technical education is an essential component of the high school curriculum. It represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of our CTE program.

ELD Department

Within ELD classes, students are challenged by increasing the level of rigor within daily lessons. Teachers follow the school's expected school wide learning plan which helps prepare students to graduate college and career ready. Teachers also prepare students by incorporating argumentative essay writing in lessons, reading strategies, helping students create 10-year plans, including vocabulary strategies in lessons and using teaching college level formatting in their writing. ELD teachers use the ELA/ELD framework and follow the ELD roadmap as tools to develop a curriculum that assists students in being college and career ready, being broadly literate, and acquiring the skills for living and learning in present day. Department goals for all students are, by the time they graduate, that they demonstrate independence, strong content knowledge, are technology and digitally media capable, have effective communication and comprehension skills and can understand other perspectives and cultures, to be college-career ready and live a civic life. EL students also have access to dual enrollment and career pathway classes. Teachers use multiple EL strategies, such as color-coding, thinking maps, programs to support listening skills, such as, listen wise and ted talks. Teachers also model reading, writing, and speaking skills. They provide students with thinking time, sentence frames, work examples and non-examples, utilizing props, visual cues, using academic vocabulary, small

- Business Courses Standards

- ELD Curricula

<p>group collaboration, teaching grammar explicitly, and using the DOK levels as a guide to think critically in the classroom.</p> <p>English Department</p> <p>Along with Common Core State Standards, English teachers also use the ELD standards and strategies to engage, scaffold, and support our EL students as they learn both language and content. These strategies are good support for all students and are essential for language learners. Examples of EL strategies used include vocabulary squares (based on the Freyer Model) and sentence deconstruction. We also incorporate Thinking Maps and color coding frequently as scaffolds for language, reading, speaking, and writing development.</p> <p>Regardless of which class students are taking, they engage with grade-level texts and writing assignments designed to help students achieve proficiency on grade-level standards.</p> <p>One major aspect of college and career readiness is effective communication. All English classes use the CA Common Core Standards as a guideline for the skills students need in the world outside of high school. All Students practice listening and speaking skills as well as reading and writing skills. We have emphasized rhetorical structures and devices that help students organize and effectively communicate to their audience.</p> <p>Home Economics Department</p> <p>Course outlines and curriculum taught are aligned to the current CTE Pathway and Anchor Standards. During the first semester of Foods and Nutrition II, students complete the Basic Food Safety training and certification exam to receive their Food Handler Card. Foods and Nutrition I class meets A-G requirements.</p> <p>Math Department</p> <p>At CCHS, students can receive college credit for taking AP Statistics and AP Calculus.</p> <p>Science Department</p> <p>All science courses offered at CCHS are CCSS and NGSS aligned. Since the last WASC visit in 2014, we have made a concerted effort to aggressively embed CCSS and NGSS and into all science course curricula offered here at CCHS. During our PLCs, it is common practice for cohorts to make sure the standards are directly integrated into curriculum, and effectively being taught. Our science department understands that this is an ongoing process and that it is important to stay up to date with the latest research-based training. Furthermore, AP Physics is offered to all students in order to better</p>	<ul style="list-style-type: none"> English Thinking Maps Home Ec. Certificates Science PDs
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<p>prepare them for the rigor of college.</p> <p>To prepare students for STEM careers, the administration has been very supportive in proactively pursuing and encouraging its science teachers to attend high quality trainings, workshops, seminars, and other professional development opportunities. The entire science department has attended CCSS and NGSS workshops including NGSS-Palooza at California State University, NGSS Launch workshop at Kern County Superintendent of Schools in Bakersfield, National Science Teachers Association (NSTA) workshops at the Los Angeles Convention Center, 3 Course Model training, and more.</p> <p>Special Education Department</p> <p>Courses offered in the Moderate-Severe Special Education Program are focused on IEP goals, Functional Living Skills, and Vocational Skills while other courses are aligned to Common Core State Standards through the Unique Learning Systems curriculum.</p> <p>Special Ed. Department's curriculum maintains alignment with California State Standards through instructional targets. These targets are the bridge between the general content standards adopted by the state of California and relevant curriculum content for students with significant disabilities. The instructional targets have been aligned with the California Common Core State Standards in English Language Arts and Mathematics. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. Lesson plans and materials within the curriculum ensure the most rigorous alignment possible. Each instructional target is addressed in one or more of each monthly unit's lessons. Students who are not on a diploma track can receive a Certificate of Completion at the end of their four years at CCHS. They will then have the option to continue to a 4-year transition program at another high school within our district.</p> <p>World Languages Department</p> <p>All French Courses are aligned to the national standards and World Languages State Standards. The Common Core State Standards are aligned with the World Readiness Standards for Learning Languages. The Communication Standards cover Reading, Writing, Speaking and Listening which also captures the goal of the standards for learning Languages. The courses offered in our department ensure that all students are college, career, and world ready. A range of courses are offered by our department that gives students not only the opportunity to meet the A-G requirements and receive college credit. Students are offered AP courses that will allow them to receive credit for college. Dual-Enrollment classes are also offered to give</p>	<ul style="list-style-type: none"> • SPED Curricula • World Language Standards
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non-native students an opportunity to receive college credit as well.	
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B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>Business Department</p> <p>The Business Department teaches dual enrolled classes to prepare our students for college and the application we teach lends itself to communication through technology. We teach our students to create business letters and our Excel program gives students the higher-level thinking skills that will be needed to succeed in the business world or any university. Our Multimedia and Business Management classes deal a lot with the soft skills necessary to be a successful employee or entrepreneur.</p> <p>CTE Health Science and Medical Terminology Department</p> <p>The capstone courses (Medical Assistant, Nursing Assistant, and Sports Medicine) all teach students skills needed to be successful in college and in their careers. There is an emphasis in hands-on practice and job-shadowing to ensure students know the career and the skills. Communication and Technology: Students are taught communication in the workplace and in the healthcare field. These lessons include verbal and non-verbal communication, and written communication. This includes ensuring that students are utilizing the proper terminology when communicating with a healthcare professional. Additionally, students use and learn about technology available in the different healthcare fields. High Order Critical Thinking: Our Pathway's rigorous curriculum through the offering of college courses for our students, requires students to use high order critical thinking skills to solve problems presented in the medical field, as well as completing assignments and writing prompts. There are assignments that require students to complete internet research to be able to complete. For example, research papers, essays, and career research. Also, students are given scenarios in which they must think critically to properly act in a situation. For instance, a CPR scenario is given, and students must give the steps they would take in such situations. Social Responsibility and Service Learning: Students get the opportunity to work with industry professionals in their fields of study. They get the opportunity to learn from these professionals thanks to our community partnerships.</p> <p>ELD Department</p> <p>The ELD College and Career Readiness Anchor Standards are essential in helping us meet our goals for our emerging, expanding, and bridging students. Along with the California Common Core Standards, teachers use</p>	<ul style="list-style-type: none"> • ESLR's Posters • Common Core State Standards (CCSS) • Next Generation Science Standards (NGSS) • Pacing guides • Scope and sequence • Lesson plans • FACCS • Learning center • Student work • Canvas • Microsoft Teams • Email • Thinking maps • Professional development

the anchor standards and the ELD framework as a toolkit to prepare our students for college and career readiness. Our curriculum is designed to aid our students in attaining communication and technology skills, engage them in high order thinking, being socially responsible and college-career ready. College and Career anchor standards are the main structure that places students on a pathway to pursue their postsecondary education goals. These standards are not just beneficial for ELA/ELD, on the contrary, they assist students in other subjects such as History, Science, and technical subjects because of the focus on Universal skills that can be used in multiple disciplines.

English Department

The English Department's main instructional foci are on critical thinking and communicating effectively. The ESLR's dovetail into those foci because students must be good readers, writers, listeners, speakers, and thinkers to be college and career ready as well as being able to take on social responsibility.

Close reading, summarizing, supporting inferences through textual evidence, and synthesizing ideas from several sources are a handful of the reading skills we teach and practice with our students.

Writing effectively to communicate ideas, support a thesis, offer evidence and commentary in a structured, organized way is the goal of our writing exercises and assignments.

Teachers also use listening practice, usually through Listenwise, for listening comprehension and to connect concepts they read about in English class to current events.

Guiding students to think critically and think for themselves, value learning, and embrace life-long learning for themselves, is our goal.

English has always had a strong focus on communication, which is our second ESLR. We also have used technology in our classes, even before the year of distance learning, by incorporating NewsELA, Listenwise, IXL, NoRedInk, Illuminate, and other computer programs or apps in our classrooms. Our third ELSE is about students demonstrating high order critical thinking skills. We teach our students how to access information from a variety of resources and to think critically for themselves to determine its validity and usefulness. Having students who can think independently and question the status quo is a byproduct of students gaining proficiency or mastery of the skills in the CA Common Core Standards for English/Language Arts.

Home Economics Department

The concepts and skills taught are consistent with the Pathway Standards for Food Service and Hospitality. The anchor standards are implemented in the curriculum and build on career readiness skills. The 11 anchor standards include: academics, communications, career planning and management, technology, problem solving and critical thinking, health and safety, responsibility and flexibility, ethics and legal responsibilities, leadership and teamwork, technical knowledge and skills, demonstration, and application. - Leadership and Teamwork skills through Family, Career and Community Leaders of America (FCCLA) are implemented in the curriculum taught.

Math Department

The ESLR's mean that students must be college and career ready, must be able to communicate and use technology, must have higher order critical thinking skills and have social responsibility. Teachers in the math department provide students with the ability to be college ready because we offer standards based and rigorous college ready courses. Imbedded in the courses are common core aligned lessons that help the student excel at higher order thinking skills. And finally, the math department has been using technology to engage students: Kuta software, khan academy, delta math, Desmos graphing calculator, IXL and go formative.

Physical Education Department

Personal Responsibility is a part of everyone's daily routine here on campus. Students must bring proper PE clothing and change into PE each day. The department also promotes Lifelong Learning through a push for lifelong fitness.

Science Department

To prepare students for being "college and career ready," physics students are repeatedly provided with real world problems and then challenged to come with real world solutions. It is expected that students become competent in basic problem-solving skills that satisfy the standards being met. For example, Sense Making Tasks for Introductory Physics (TIPERs) serve as a conceptual approach to physics-based questions. Here, students are asked to complete ranking tasks, comparing scenarios, mathematical workups, and improving their reasoning skills. Additionally, in chemistry, students are asked to think like scientists using inquiry-based labs in which the students are asked to complete more of the up-front thinking prior to performing the experiment as compared to traditional labs.

Students also learn skills in “communication and technology” while completing their courses. Over the last six years, the district has responded to the needs of the science department's integration of technology into their curriculum. For example, at the beginning of the 2016 school year, the district purchased \$27,500 worth of Vernier software and technology for the science department. These items included: heart rate monitors, pH sensors, gas sensors, Geiger counters, calorimeters, LabQuest computers, and much more. Then in 2017, the department received its first laptop cart of 40 computers; and again in 2018, the department received its second laptop cart of an additional 40 computers. Science teachers continue to actively coordinate with each other to share and accommodate lessons plans that incorporate the use of these computers. In Chemistry, for example, the students use laptops to work in groups writing lab reports and creating PowerPoint presentations to learn how to communicate what they have learned from experiments and from research. Students also learn how to use Excel to graph their data to analyze their results and to work with simulations for virtual labs to help them visualize the Chemistry concepts that they are learning about.

In terms of “higher order - critical thinking,” the science courses frequently integrate hands on projects into their curricula. In physics, during the momentum and impulse unit, students participate in an Egg-Drop project. Students are given a set of guidelines and then create a protective casing for an egg that they drop from several meters. Depending on the outcome of the drop, students are then awarded points. If time allows, physics students complete a 3-Course Model project in where students are assigned to investigate and characterize a land or sea-floor feature with a virtual globe, map, and geographical information program. During this investigation, students integrate Newton's Laws of Motion into their explanations of how forces have shaped or influenced land and sea features. They then present their geo-morphic findings to the class in the form of a "guided-tour". Each group creates a narrated animated tour in which they provide voiceovers, and descriptive pop-up balloons, as they “fly” their audience around the globe in a video-like experience. In Chemistry, students are asked to think critically when provided with phenomena that we must try to explain by creating a hypothesis and then testing it. For example, in the beginning of the school year when we first start talking about matter, the students watch a demonstration in which a soda can that is heated with about 10 mL of water in it is then quickly turned upside-down into ice water and the can immediately crushes in on itself dramatically. After a quick safety talk, the students are then asked to create their own hypothesis and design how they will test it. Then, they experiment in groups themselves by changing several variables, analyzing their results, and sharing their conclusions with the class via a whiteboarding activity.

Students are also asked to consider “social responsibility and service learning” in various situations. For instance, in Chemistry and Physical Science part of our curriculum with the NGSS includes climate change. Throughout this unit, students are asked to consider what their impact and responsibilities are regarding the environment around us that we must protect for future generations.

Special Education Department

Our school’s ESLR’s is integrated in our department’s curriculum through multiple means. Students can access the Unique Learning Systems online curriculum through the school’s laptops or class computers. Whole instructions also provide opportunities for interactive instructions on the Smartboard. Our Basic Skills classes provide ongoing opportunities for students to participate in social and communications lessons, career exploration. Daily clean up in the cafeteria gives students a chance to receive vocational skills as part of the Workability program. Service learning is integrated through campus clean-up activities.

Art Department

Fashion Design:

Students have projects that incorporate communication in a verbal format as well as a written format. This allows them to learn how to communicate on various levels. Students are also challenged with different assignments that further their growth in knowledge and skill.

World Languages Department

The French program has been using paperless classroom for the past six years and teaches all students how to use technology in the classroom for all assessments and assignments. Students of French are taught high order thinking skills and communicate effectively in the classroom and outside the classroom in a global environment.

In the World Language Department all students are expected to gain the knowledge and skills to be college and career ready. Students are provided with real-life situations (scenarios) that help them use problem-solving skills. Technology is also another major source used in our department to get students to record videos, recordings, or practice with their essays. Critical thinking skills are used by having students analyze novels, poems and get involved in discussions. An annual Day of the Dead festival is held in which students display their artwork and projects to the school and community. Students volunteer to help with the festival and participate in presenting their projects to the community.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
<p>Business Department</p> <p>The Business department collaborates indirectly by teaching students how to create Word documents and teach them how to create PowerPoint presentations that can be used in their classes for certain lessons.</p> <p>Counseling Department</p> <p>The counseling Department helps schedule students in Dual Enrollment courses for Spanish B1, Computer lit, World History, US History, Medical Term, and Business. Teachers go in to present CTE, A-G, career/ college presentations in English and History classes.</p> <p>CTE Health Science and Medical Terminology Department</p> <p>The CTE department collaborates with other CTE pathways to learn from each other different teaching techniques employed to better serve our students as they prepare for the workplace. Additionally, teachers collaborate with the Special Education department to give students the accommodation they need to be successful in the classroom.</p> <p>CTE departments collaborate monthly on what each of our departments are doing as well as giving ideas that each department can use in their own curriculum.</p> <p>ELD Department</p> <p>The Eld Department collaborates with other departments. Learning support is provided to students by focusing on universal skills that can be used in all their subjects. Teachers support students with reading, writing, speaking, and listening. Students are exposed to a multitude of literacy diversity that interconnects with History/Social Sciences, English, Science, and other technical subjects. Our CCR anchor standards are designed to be cross-disciplinary in nature. The CCHS Site Administration continues to focus on academic success for ALL students as one of their top priorities. As a professional learning community collaboration time has been consistently built into the school calendar across the district. Prior to the pandemic, “late starts” were scheduled every two weeks to provide educators with planned collaboration time. Due to the sudden school closures in Spring 2020, the district moved to a late start schedule, embedding two hours of daily teacher collaboration/parent engagement time.</p> <p>The ELD teachers collaborate as a department working closely with the core departments in analyzing data, build, and define student achievement goals,</p>	<ul style="list-style-type: none"> • Common Core State Standards (CCSS) • Next Generation Science Standards (NGSS) • Pacing guides • Scope and sequence • Lesson plans • FACCS • Learning center • Student work • Canvas • Microsoft Teams • Office 365 • Aeries • ACEE • DBQ questions • Email • Thinking maps • Professional development • Canvas Training

<p>improve curriculum, examine best practices, and improve instruction towards one common goal – maximum student achievement for all students.</p> <p>A goal of the department is to reach out to all departments and share helpful EL strategies that they can use to assist EL students in their classes. Teachers also emphasize universal skills, such as speaking and listening, teachers can focus on helping our emerging, expanding, and bridging students in their respective fields. Valuable information is provided to our newcomers to our teachers to better serve them in their classrooms. The ELD department works closely with our Learning Director and EL Coordinator by analyzing data, discussing our weaknesses and strengths to better place the students and prepare them for the English Language Proficiency Assessments for California.</p> <p>English Department</p> <p>The English department collaborates with other departments in a limited capacity currently. Teachers work closely with the ELD department in helping support and prepare our English Language Learners for redesignation. Additionally, teachers help support reading and writing in other departments by sharing strategies and tools, such as Thinking Maps, ACE (an acronym to help students respond fully to reading response questions), and vocabulary strategies. English works with the other departments to offer non-fiction reading practice and writing opportunities for our students.</p> <p>English collaborates most frequently with the Special Education department. We have several classes where Special Education teachers are co-teachers with us. We also have times when we collaborate with other departments about effective strategies, such as Thinking Maps.</p> <p>Math Department</p> <p>The mathematics department collaborates with the science department, in which teachers incorporate physics and chemistry into their math lessons.</p> <p>Physical Education Department</p> <p>The Physical Education Department collaborates with the State Requirements Department—Health Department.</p> <p>Science Department</p> <p>In terms of collaboration with other departments, our students can see the same tools as they do in other department's courses. For example, all departments school-wide were trained in the literacy tool, Thinking Maps. As such, we use these literacy tools with our students in our courses, and our students see these same tools in their other courses as well, creating</p>	<ul style="list-style-type: none"> • PLC Meetings every other Wednesday • Department Cohort Meetings
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continuity for them between departments. Several other strategies that are used across departments include: SDAI strategies and DOK level strategies. We also collaborate with other departments periodically during school-wide PLC meetings. Furthermore, at CCHS we use a mentor program through the district. A mentor teacher is paired up with a new teacher to provide support and the mentor and mentee are in different departments, so this allows for collaboration and communication between the science department and others as well.

Social Sciences Department

French program is in the process of working with Social Sciences to develop cross-curricular lessons to cover French and American history.

Special Education Department

The Special Education Department does collaborate with other departments via phone, email, IEP meetings, and other meetings during the twice monthly PLC time. Special Ed Teachers are in the classes of core teachers and work with the teachers to make sure special ed students succeed in core classes.

In the Moderate/Severe Special Education program, students can participate in elective courses for one or more class periods per day. The elective courses our students opt to attend are Foods and Nutrition, Computer Literacy, or Art. In each of these classes, students in our program are exposed to the various course materials that may assist them in their vocational exploration and assessment. When back in their Special Day Class, students can expand on those skills with the added support of their Special Education Teacher or Paraprofessional to assist them in concreting in the skills they have learned in the elective class through a variety of extension activities.

World Languages Department

Our French teacher works directly with the ELD and English Departments to incorporate cross-curricular lessons in all French Classes. The French program is in the process of working with Social Sciences to develop cross-curricular lessons to cover French and American history. The French teacher and Home Economics Teacher are working together and developing cross-curricular lessons in culinary arts and cooking skills.

The World Language Department collaborates with the English Language Department (ELD) to assist students to take an AP course. The goal is to have ELD students receive credit for an elective class and help them meet their A-G requirements. Students also get the opportunity to take a college credited course. The department is currently working on developing lessons that will integrate the English and History to make cross curricular connections.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>César E. Chávez High School works diligently to ensure that there is vertical articulation and continuous engagement with students at the various feeder schools. A concerted effort to emphasize the school as the center of community provides students multiple opportunities to grow into civic leaders and explore post high school alternatives. Building a sense of community has proven critical in student and community connection to school and carries over into student performance.</p> <p>Incoming Freshmen Orientation Night</p> <p>In the late summer, Incoming Freshmen Orientation Night provides incoming students with a head start in preparing for high school. While being given their course schedule, parents and students visit the CCHS campus and are given important information regarding school programs. They are given the opportunity to sign up for clubs, visit with Academic Decathlon or FBLA, and even inquire about other school wide interventions and efforts.</p> <p>Business Department</p> <p>César E. Chávez High School reaches out to our feeder schools by setting up a booth and promoting business courses to incoming freshman during their 8th grade orientation. Every spring we reach out to the 8th grade students that are visiting our campus for the first time. Our department has an FBLA - Future Business Leaders of America - that goes and competes at the state level every year.</p> <p>CCHS -Maya Cinemas</p> <p>In 2017, the former AP of Curriculum and Instruction reached out to the newly built Delano Maya Cinemas Movie Theater in order to create an employment pipeline for qualified graduates. Due to the anticipation of most employees having to work with food, Maya Cinemas was particularly interested in those students working towards earning their Foods Certificate through the Food Service and Hospitality Pathway. Students completing the Business Management pathway were also of interest to Maya Cinemas due to their basic knowledge of business operations. Anecdotally, CCHS are still a reliable source of labor for Maya Cinemas here in Delano.</p> <p>DJUHSD Migrant Education Dept. & Svcs.</p> <p>The objective of the Migrant Education Program (MEP) is to “<i>ensure that</i></p>	<ul style="list-style-type: none"> • Parent Orientations • Incoming Freshmen Orientations • Job Fairs • Arm Forces Recruiters • BC Counselors on Campus • Learning center • Student work • Canvas • Microsoft Teams

students are able to meet the challenge of academic standards and graduate with a high school diploma (or complete a GED); that they prepare to be responsible citizens, pursue post-secondary education, and ready themselves to work in a high-wage/ high-demand (HW-HD) 21st-century career.” Migrant teachers and instructional aides give assistance to most of the identified migrant children at CCHS and help them for short periods of time in a small group instructional setting or individually in subject areas such as English, reading and math to reinforce the regular classroom lessons. The Migrant teacher helps the classroom program by offering small group instruction which is primarily in the areas of reading, oral language, writing and math. This instruction may be provided in the regular classroom or in the Migrant room. Further assistance may be provided by a Migrant Instructional Aide who, under the direction of the teacher, also instructs children in the basic skill areas. These students are given the opportunity to catch up on credits through CyberHigh. Students who need improvement on their English and Math skills attend school every other Saturday to receive extra support by Math and English Teachers.

Since MEP is a district wide effort, all services are available to CCHS migrant students. Certain programs even have a direct presence on campus. This is more of a district effort, and the Director of Migrant Services at the district office is always available upon request.

Counseling Department

The Counseling Department works with our feeder schools in providing them with incoming freshmen surveys and CTE presentations. There is also direct collaboration with BC/Cerro Coso/CSUB in offering dual enrollment courses and field trips.

CTE Health Science and Medical Terminology Department

Most pathway courses are taught through Cerro Coso Community College (Medical Terminology, Communication in Healthcare, Medical Law and Ethics, Electronic Health Records, Medical Assistant), while the Sports Medicine course is taught through the California State University, Bakersfield (First Aid/CPR, and Introduction to Sports Injuries).

ELD Department

All ELD students have access to extend their learning through CTE classes, Career Pathways, and Dual Enrollment. Students can enroll in classes such as patient care, welding, architecture design, public safety, business management, performing arts, and construction. All these classes connect with local colleges and universities, as well as community partners to provide learning experiences for our students. ELD students have taken these classes in previous years and have had great opportunities in the

- Office 365
- Email

community. To clarify, the Nutrition and Hospitality pathway classes have visited the Bakersfield College Culinary Program. Business classes have worked closely with Bakersfield Family Medical Center in the past to learn their marketing strategies. The multimedia class visited the Warner Bros Studio; they learned about set design, sound, and film making. Construction pathway classes have worked alongside local companies, such as Southwest Carpenters, Chicanos on the rise, Westech Forklift Training Certification, and attend the career expo in Bakersfield. In addition, ELD students have visited several universities such as, Fresno State, California State University of Bakersfield, Cal Poly, and others with our counselors in their English classes. These opportunities further extend their learning and give them a point of view of potential college or career choices.

English Department

Each year, CCHS works with feeder schools to properly place incoming first-year students in the correct English course and writing support course, when appropriate. In the past, we also worked with feeder schools on summer assignments for incoming first-year students.

Previously, we also offered a quarter focused on Spoken Word Poetry. Students interested in continuing writing and performing poetry were able to join the Poetry club. Students competed in Slam Poetry competitions held in L.A. for several years.

In the past, we have had feeder schools bring their 8th graders for a campus tour, been involved with assessing student ability for placement purposes, and collaborating to ensure students have the best and smoothest transition possible. That changed during distance learning and the department is confident it will return to what has worked in the past. We work with our local junior college, Bakersfield College, for dual enrollment courses and concurrent enrollment courses. Until the year of distance learning, all freshmen took a Career Writing course that included a semester of dual enrollment credit to create a 10-year plan and consider what their plans will be after high school.

Home Economics Department

Foods and Nutrition II Articulation agreement dated June 30, 2018, with FDSV B50 at Bakersfield College. Students have had the opportunity to visit several business and community resources. In the beginning of 2020, students had the opportunity to visit the Culinary Program at Bakersfield College as well as a tour of Elements Venue & Banquet Center in Bakersfield. Several of our students were hired by Maya Cinemas. Students had the opportunity to visit the Maya Cinema in Delano prior to the grand opening in 2018. In the Summer of 2017, a weeklong Culinary Arts program was held at CCHS for students entering 8th grade at the neighboring junior

high schools.

Math Department

Before Covid-19, the Math Department had a zero period for middle school students to attend at our school. It was an algebra 1 class. These students we taught by one of our teachers. It was an opportunity for the students to experience the high school environment and for us to gauge the students' abilities who will attend as freshmen's the following year

Science Department

Every year, about 30 seniors and juniors, who are enrolled in physics, volunteer to be judges for the annual La Vina Middle School Science Fair. For one day, CCHS science students either walk or get bussed over to our closest feeder school, La Vina. There, LVMS students present their science projects and are then ranked according to their content knowledge, verbal and visual presentation skills, ability to answer questions, professionalism, and more. Those projects that are ranked at the top move on to the district level, and then on to county level competitions. In the spring of 2020, CCHS students also participated in a district level science fair at Almond Tree Middle School-an RFK feeder school.

The science department, along with others on campus, participates in the Incoming Freshmen Orientation Night in the late summer. At this event students can meet department chairpersons, as well as being given the opportunity to sign up for clubs, visit with Academic Decathlon or FBLA, and even inquire about other school wide interventions and efforts. Additionally, the United States Youth Conservation Corps looks to hire students to work at the Kern National Wildlife Refuge Complex that is located west of Delano. The program involves doing outdoor work in the form of habitat restoration and enhancement, maintenance, and including an environmental education component. Mrs. DeLeon oversaw this in May 2019 for our school site. One of our biology teachers was able to promote this experience to her students and as a result at least one biology student was hired for the summer. They even received educational opportunities every Friday in the form of field trips.

Special Education Department

With parent permission, Special Education Teachers/Case Managers do communicate with community partners, such as Regional Center Representatives and Adult Day Programs about the student's transition goals.

Currently there are not any follow-up studies of graduates and others to learn about the effectiveness of the curricular program for students in the

<p>Moderate/Severe Special Education program.</p> <p>Art Department</p> <p>The Fashion Program, within Art, has collaborated with the College of the Sequoias concerning their curriculum and how we can assist or support their program, so that our students can step into their curriculum once graduated.</p> <p>The Art department has also shown students several virtual lecture series that the college has put out about their programs as well as different careers they highlighted.</p> <p>World Languages Department</p> <p>French program maintains communication with students that take three years of French. Approximately half of students that take three years of French are in a four-year university or have graduated from a 4-year university and have earned their B.A. and several have earned their M. A.</p>	
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
<p><u>Career Exploration:</u></p> <p><i>Career Technical Pathways at CCHS:</i></p> <p>The DJUHSD is proud to feature a Career and Technical Education (CTE) program specifically designed to enhance the quality of education and increase the postsecondary career choices and opportunities of our students.</p> <p>Our CTE programs' mission is to provide students with skills necessary for a successful transition to postsecondary education or work and a desire for life-long learning in a global society. Our CTE programs are planned course sequences of high-quality academic core content and technical skills which focus on a specific career path and prepare students to successfully transition toward their career goal.</p> <p>CCHS staff believe that a strong and vibrant career and technical education is an essential component of the high school curriculum. For many students, it represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of our CTE program.</p> <p>Education Pathway, Residential Construction Pathway, Entrepreneurship Pathway, Foods and Hospitality Pathway, Patient Care Pathway, Multimedia Pathway, Fashion Design and Merchandising pathway.</p> <p><u>Preparation for post-secondary education:</u></p> <ul style="list-style-type: none"> – CCHS offers the UC & CSU admission requirements courses. – College Readiness Presentations: Admission and Financial Aid Information sessions. – FAFSA workshops. – Bakersfield College (BC) registration workshops. 	<ul style="list-style-type: none"> • Master Schedule • Common Core State Standards (CCSS) • Next Generation Science Standards (NGSS) • Scope and sequence • FACCS • Learning center • Student work • Canvas • Microsoft Teams • Office 365 • Professional development

- BC counselor on site once a week to assist students with registration. UC/CSU/Common applications workshops afterschool.
- SAT/ACT fee waiver provided to students wanting to take college admission
- Bakersfield College Dual Enrollment Courses: Computer Literacy, World History, US History, Sociology,
- CSUB: Business Management I/II, Sports Medicine
- Cerro Coso: Medical Assistant 1,2,3
- 4-year Academic Plans for all students

Pre-technical Training:

CTE Programs at CCHS

Business Department

All certificated staff work closely with the counseling department to recruit and allow students to explore career pathway options. Every incoming freshman takes the Computer Literacy class as a requirement. This requirement gives the Business Department an opportunity to promote its career pathway.

Counseling Department

Students can select from 8 CTE programs and can take part in the Early College Program offered by Bakersfield College, which helps students earn both high school and college credits. Students can develop an academic plan on Aeries.

The master schedule is set up to offer AP courses, BC dual enrollment courses, CP courses, Cerro Coso Dual enrollment courses, and CSUB Dual enrollment courses. These courses meet the A-G requirements for admissions to CSU/UC/Private Universities.

CTE Health Science and Medical Terminology Department

Students can take courses within the CTE Medical pathways as long as they are able to take the course without it interfering with their A-G requirements. CTE Department encourages students to research and think about probable future careers that may be of interest to them. Students are assigned a project where they research a career and find out what it is like. Students must provide information on the following: minimum requirements, pay scale, benefits, and job availability in the valley. Students are taken to job and career fairs offered around kern county.

English Department

Students are allowed to explore and take the classes they would like. Teachers recommend students for Honors classes and AP classes in the

<p>English department. The final decision can be made by the student, with the help and support of their counselor and parent/guardian.</p> <p>Special Education Department</p> <p>During the annual IEP meeting, the IEP team along with parents determine the best placement for the student based on their educational needs.</p> <p>World Languages Department</p> <p>All CCHS students are given the opportunity to take up to four years of French and Spanish. All students, including special ed students, can enroll in any World Language class. In French classes, students learn about jobs that required bilingual or trilingual people. Students also research and explore different careers and jobs available for French Speakers around the county, the state, the country, and internationally.</p>	
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B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Findings	Supporting Evidence
<p>Business Department</p> <p>Students are given the opportunity to take our classes once they pass their Computer Literacy class.</p> <p>CTE Health Science and Medical Terminology Department</p> <p>Ideally, all students taking courses in the Patient Care Pathway are encouraged to take all the courses within the Pathway. Students can take any of the courses in the department if there is space in the class for the student to enroll and it does not interfere with their A-G requirements.</p> <p>ELD Department</p> <p>Through the assistance of their counselors, ELD students can choose specific classes according to the career or college pathway they choose to take. In previous years, ELD students created 10-year plans in their Career Choices dual enrollment class. They had the opportunity to think about their future, explore different career options, and academic plans to meet their goals. The students had access to view our career pathway directory that CCHS offers. Students were given information to connect them with their counselors to discuss their desired pathway options and add them to their schedule.</p> <p>ELD students can be reclassified based on their ELPAC scores. Their English teachers can then recommend them to an English level that best suits their academic needs, such as, CP, Gen ed, or Honors.</p>	<ul style="list-style-type: none"> • Common Core State Standards (CCSS) • Next Generation Science Standards (NGSS) • Pacing guides • Scope and sequence • Lesson plans • FACCS • Learning center • Student work • Canvas • Microsoft Teams

<p>Math Department</p> <p>If a student is excelling in their math courses, and continues to show a strong work ethic, they can request to take any math class they choose. If students want to move up from CP to Honors, they must receive a teacher recommendation.</p> <p>Physical Education Department</p> <p>Football players can take weight training.</p> <p>Science Department</p> <p>To become more college and career ready, students who wish to attend a university after high school are highly encouraged by teachers and counselors to enroll in a physics course, either CP or AP Physics. This will allow students the opportunity to obtain a third year of science, which will in turn give them a competitive advantage for college admissions, as well as better prepare them to be college and career ready.</p> <p>Special Education Department</p> <p>Students in the Moderate/Severe Special Education Department are in a self-contained classroom for much of the school day. All students are enrolled in one or more general education classes.</p> <p>World Languages Department</p> <p>French students are given the opportunity to take three years of French and if there are sufficient students interested, they can take a fourth year of French. French students are encouraged to take Spanish B1 Dual enrollment as well to receive college credit and become trilingual. Students who take three years of French go through a rigorous immersion program that provides the ability to become fluent French speakers or at least carry on essential everyday conversations in the real world. Students of French have travel abroad and move to different countries temporarily to study or permanently to work.</p>	<ul style="list-style-type: none"> • Office 365 • Aeries • ACEE • DBQ questions • Email • Thinking maps • Professional development • Master Schedule
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B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Business Department</p> <p>The counseling department does a great job collaborating with students and parents to make sure they are on the right career path of their choice. The staff frequently holds conferences with parents to make sure their child is getting the most they can out of each class.</p> <p>Counseling Department</p> <p>The Counseling Department develops an academic plan with all students. Parent conferences are scheduled on a regular basis to discuss academic progress toward educational goals. Mailings are sent to parents for scholarship warnings. Students provided with opportunities to tour college campus. In person/Virtual tours.</p> <p>CTE Health Science and Medical Terminology Department</p> <p>Parents are made aware of Pathways through freshman orientation. Counselors also make this known to students as they compose their educational plans. Parents are made aware of learning activities such as Job-Shadowing opportunities and they must give permission for students to attend.</p> <p>If a student is receiving a grade of a C or below parents are notified via a scholarship warning.</p> <p>Students with special needs are given special accommodation to which the parent is made aware.</p> <p>ELD Department</p> <p>CCHS hosts English Language Advisory Council (ELAC) meetings to update parents, students, and school administration on programs and services for English learners. These meetings also explain the development of the School Plan for Student Achievement. These meetings are held four times a year. Teachers also actively communicate with parents through email, telecommunication, and parent apps, such as, remind, ClassDojo, and parent square.</p> <p>English Department</p> <p>English teachers work with parents through IEPs, 504 Plans, and when any other concerns come up. Communication is via phone calls and emails. Grades are the most frequently shared piece of information as parents can access grades at any time via our Parent Portal on Aeries.</p>	<ul style="list-style-type: none"> • Pacing guides • Scope and sequence • Lesson plans • FACCS • Learning center • Student work • Canvas • Microsoft Teams • Office 365 • Aeries • ACEE • DBQ questions • Email • Thinking maps • Professional developmen • Back-to-School Night • Parent Conferences • Scholarship Warnings

Food Service and Hospitality:

A course syllabus is provided at the beginning of the semester outlining the Foods and Nutrition course curriculum and expectations. This information is presented at the annual Back to School Night, held in the Fall. Additionally, a letter is sent home to parents regarding procedures and expectations for food labs that are held during class in the Foods Teaching Kitchen.

Math Department

The Math Department makes sure to send out scholarship warnings twice a semester so that parents are aware of their Childs progress. Also, teachers call home and schedule parent conferences for students that fall behind.

Physical Education Department

We are influenced by our District Health and Wellness Plan which has input from both parents and students.

Science Department

Parents receive notification of students grades four times each semester through Scholarship Warnings and Quarter/Semester grades being sent home. Additionally, throughout the school year, teachers are in constant contact with parents regarding student performance. Parent-teacher conferences are frequent practice here at CCHS and are scheduled primarily before the school day begins, or immediately after it finishes. Here, teachers, parents, counselors, administrators, and our school psychologist, meet so that an individualized plan can be developed to assist the student in need. For example, students who wish to drop a course, due to difficulties, are always encouraged to remain in that class. A culture of grit and perseverance is always promoted throughout the department. Students are prohibited from teacher shopping or seeking courses that are seen as "easy". Additionally, teachers utilize other methods of communication with parents and families. These methods include phone calls, emails, Teams, Zoom, Remind, Google Voice, Aeries, and any other innovative method approved by the school. All these permit teachers to stay in contact with parents to effectively offer a collaborative effort to develop and monitor a student's progress.

Special Education Department

Educational goals are developed by the IEP team and parents during annual IEP meetings. Communication of goal monitoring is done at least quarterly using progress reports that are updated based on student progress toward educational goal benchmarks.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
<p>Business Department</p> <p>There are several dual enrolled classes available to all students who want to register and obtain college credit. Students can easily be close to an AA degree before they even start college.</p> <p>Counseling Department</p> <p>The Counseling Department provides students with the following workshops to help them transition to college: FAFSA workshops, CSU/UC application workshops, CTE presentations, BC applications workshops.</p> <p>CTE Health Science and Medical Terminology Department</p> <p>All courses within the Patient Care Pathway prepare students to be college and career ready. Our Introduction to Health Careers course gives students college and career-ready lessons. These lessons cover job interviews, written and oral communication, career and life planning, and citizenship and community involvement. Additionally, throughout the course students are learning about 17 different health careers. They learn what each career entails, what is needed to pursue careers in this field, and they learn skills in those careers.</p> <p>ELD Department</p> <p>The department supports students by providing additional support in literacy, reading, writing, speaking, and listening skills to meet A-G requirements for graduation. The curriculum is designed to aid students in attaining communication and technology skills, engage them in high order thinking, being socially responsible and college-career ready. College and Career ELD anchor standards are the main structure that places students on a pathway to pursue their postsecondary education goals.</p> <p>English Department</p> <p>Teachers work as partners with students in completing college entrance essays, helping them understanding the rigor and demands of college, writing cover letters for resumes and job applications, practice job interview skills, and work continuously on strong, clear communication skills.</p> <p>Home Economics Department</p> <p>Food Service and Hospitality:</p> <p>Careers and trends in Food Service and Hospitality are covered as a part of the curriculum. Students receive information regarding Family and</p>	<ul style="list-style-type: none"> • Professional development • BC Staff on Campus • Students Studying abroad in France. • Students Europe Trips to France, England, and Spain.

Consumer Science Careers and College programs through involvement in FCCLA.

Math Department

The Math Department has college-ready courses that prepare students for the transition to their postsecondary careers. The department offers AP Statistics as well as AP Calculus. These courses provide the students with college credits and make the transition to college easier.

Science Department

Students are asked to complete tasks that would be like college work in rigor in our Honors and AP courses. Additionally, students practice their communication skills which are important for college or career paths in several ways throughout their time in our courses. They write lab reports to communicate their findings from experiments with the class and complete research projects which they present to their peers. Additionally, they get experience with technology that they may be asked to use in college or at work, like Word, PowerPoint, and Excel as well as email for communication.

On top of the usual classroom activities that develop a student's academic knowledge and abilities, teachers commonly write letters of recommendations for those students seeking to apply to colleges, intern programs, scholarships, or even jobs. This is particularly popular among seniors.

Special Education Department

In the Moderate/Severe Department, Special Education Teachers hold annual IEPs with parents and the IEP team to discuss transition options for the student. Students continue in high school for vocational education within the same district.

Arts Department

Fashion Design:

Guest Speakers – Fashion Design Teacher has had small business owners come to speak with students about their own experiences and responsibilities of their jobs.

Different careers in Fashion/Apparel are covered in the curriculum as well as job forecast outlooks.

Students visit colleges.

World Languages Department

<p>French program usually encourages students to study abroad and join organizations that utilize French as their official language. Several students who completed all three years of French have studied abroad and others join international companies or organizations. There have been students who have continued their French studies at the Prestigious West Point Military Academy, others have joined the Marines, Navy, and Army and have moved ranks relatively quickly due to their French Speaking Skills. French III students have volunteered to serve in humanitarian organizations and have traveled overseas to Haiti and South Africa to help during natural disasters.</p>	
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ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B

Areas of Strength

1. CCHS has expanded course offerings which allow all students the opportunity to be college and career ready.
2. All departments at CCHS have syllabi and scope and sequences for all courses.
3. Department cohorts are provided opportunities to collect, disaggregate, and analyze data in order to adjust, or modify, their curriculum in order to meet learner needs.
4. CCHS teachers and staff possess a high level of professionalism and comradery at PLC Wednesdays during collaboration.
5. There is a plethora of curricula offered on campus, including pathways that meet A-G requirements and dual enrollment (BC, CSUB, and Cerro Coso), that are designed to generate interest and maximize student success during and after high school.
6. Open and authentic communication among administration, teachers, parents, and counselors on curricular and instructional strategies.

Areas of Growth

1. Address the schoolwide achievement gap and learning loss that has grown as a result from the challenges presented during the era of COVID-19.
2. Reestablish pre-COVID levels of rigor and recreate a sense of urgency by continuing to focus on essential standards, reintegrating supporting standards, and revisiting curriculum.
3. Select departments require updated textbooks to meet the demands and requirements of the CCSS and NGSS.
4. There is a high demand that school technology and infrastructure receive an update to support student computers, and meet the demands of all online educational tools
5. As our use of online tools proliferate in the age of COVID-19, there is a need to continue offering professional development opportunities targeted for online learning.
6. Continue expanding after school tutorials and academic support for all core and non-core subjects.

- **Preliminary major student learner needs**
 - Special Population Learner Needs
 - Assessment Measure Proficiency
 - Career Readiness
- **Additional identified student learner needs that resulted from the Focus Group analyses.**
 - Reestablishing parent involvement to pre-COVID levels.
 - The efficacy of supports for social-emotional health of students.
 - Technology expansion and upgrades.
- **Areas within the schoolwide action plan/SPSA need to be addressed**
 - Use of state and local assessments to modify instruction and improve student achievement
 - Services provided by the regular program that enable underperforming students to meet standards
 - Resources available from family, school, district, and community to assist under-achieving students
- **Important next steps within the schoolwide action plan/SPSA.**
 - Continue to develop and align course level/common assessments with state level assessments
 - Align all core department textbooks to state standards
 - Continue to integrate research proven differentiated instruction strategies into the classroom
 - Continue to develop and promote parent engagement opportunities and incorporate parent input into the decision-making processes on campus.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college-and-career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Socratic seminars help students achieve a deeper understanding of the ideas and values in a text. Students systematically question and examine issues and principles related to a particular content, and they articulate different points of view. • Small group learning allows students to develop problem-solving, interpersonal, presentational and communication skills. All these skills are beneficial to life outside the classroom. • Debates promote problem solving and innovative thinking. They also help students build links between words and ideas that make concepts more meaningful. During a debate, students are taught to synthesize wide bodies of complex information and to exercise creativity and implement different ways of knowing as well as communicating effectively. • Class discussions help students learn from one another, and they also help students understand and retain the information they just learned better. Discussions help students process information rather than simply receive it. Leading a discussion requires skills different from lecturing. The goal of a discussion is to get students to practice thinking about the course material. • Students working in groups allow them to share ideas and see problems from different perspectives. In a group situation, students can attempt tasks that could not be accomplished individually, combining a variety of skills and expertise to tackle more complex and larger scale problems. • Group/Individual presentations help students seek out and report information concerning a text that will be valuable to the class. The presentations will also help others in the class identify what is interesting/controversial/artistic about the text. 	<ul style="list-style-type: none"> • Scope and sequence • Lesson plans • Student work • Common Core State Standards (CCSS) • Next Generation Science Standards (NGSS)

<ul style="list-style-type: none"> • Science labs/experiments allow students to interact directly with the data gathered. They get first-hand learning experience by performing various experiments on their own. Students are made to use the models and understand different scientific theories and concepts. • Essays help students inform, explain, or persuade. Essays give students the opportunity to present coherent arguments in response to a question. • Research papers inform the reader what others have to say about a topic, and they also analyze a perspective or argue a point. They may also draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand. • Individual projects demonstrate the personal abilities and skills required to produce and present an extended piece of work. They also engage in personal inquiry, action and reflection on specific topics and issues. Finally, individual projects focus on, and demonstrate an understanding of a skill. • Book reviews summarize the author's qualifications and main points, providing examples from the text. A book review also provides an opinion on whether the author succeeds or not in convincing readers of his or her purpose. • PPT presentations/assignments are an effective tool in the classroom that encourages student learning. Teachers can put a visual to a concept that they are trying to convey, and this is particularly helpful for those visual learners. PPT presentations can enhance the intellect of students. 	
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C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • My 10-year plan is an online platform where students have access to individualized short-term and long-term goals. Students record their career and life planning goals. Teachers, counselors, administrators, and parents can easily track and provide support for students' individualized, career-inclusive goals. • Career Pathway Courses (CTE Courses) help high school students gain secondary and postsecondary education, training, and support services while they acquire marketable skills, and industry-recognized credentials. Through Career Pathways, students will be 	<ul style="list-style-type: none"> • www.my10yearplan.com • Dual enrolment courses at Bakersfield College • Pacing

<p>provided with career preparation activities that will give them the skills, experience, and knowledge required to be job or graduate school ready immediately upon graduation.</p> <ul style="list-style-type: none"> • Daily Objectives define learning outcomes and focus teaching. They help to clarify, organize, and prioritize learning. It also helps students evaluate progress and encourages them to take responsibility for their learning. • Weekly agendas posted in (some) teacher's classes help students reduce anxiety and uncertainty. Agendas may set students up for success. • Checking for Understanding methods in class to ensure students are learning and/or stop and reteach a concept • Syllabi gives students a clear understanding of what the class consists of, and they know what teachers expect from them. • Aeries allows students to keep track of their grades, missing assignments, attendance, etc. to facilitate academic success. • Scholarship warnings inform parents/guardians/students of potential risks of failing a class and give an opportunity for remediation/intervention. 	<p>guides</p> <ul style="list-style-type: none"> • Scope and sequence
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
<p><u>Instructional Strategies and Differentiation</u></p> <p>Teachers at César E. Chávez High School use a variety of instructional strategies and resources to actively engage students, emphasize creative and critical thinking skills, and increase students' academic success. Below is a list of instructional strategies teachers at CCHS use in their daily instructional lessons. Strategies target all students from special education to general, college prep, and honor students.</p> <ul style="list-style-type: none"> • Explicit direct instruction (EDI) is primarily used when a new concept/skill/standard is introduced. EDI helps teachers deliver effective lessons that can improve achievement for all students, including ELLs and students with special needs. • Differentiation and scaffolding strategies used in conjunction with EDI help students stay engaged and actively participate in the lessons. Differentiation and scaffolding also help to effectively increase student success. • Graphic organizers as a learning tool to aid student learning. Graphic organizers help students clarify, simplify, or organize complex information. Teacher-generated graphic organizers are a useful scaffold to support student learning. • Thinking maps are consistent visual patterns linked directly to eight specific thought processes. When students visualize their thinking, they create concrete images of abstract thoughts. These patterns help students reach higher levels of critical and creative thinking. The eight thinking maps are the circle map, tree map, bubble map, double-bubble map, flow map, multi-flow map, brace map, and bridge map. Each map addresses a specific thinking process and may be modified according to the lesson and the students' academic needs. 	<ul style="list-style-type: none"> • Common Core State Standards (CCSS) • Next Generation Science Standards (NGSS) • Pacing guides • Scope and sequence • Lesson plans • FACCS • Learning center • Student work • Canvas • Microsoft Teams • Office 365 • Aeries • ACEE

<ul style="list-style-type: none"> • Think-Pair-Share is a simple technique that enhances students' critical thinking skills, improves listening and reading comprehension, and helps with collaboration and presentation skills. Teachers at CCHS use think-pair-share as a form of differentiation for students who may not want to participate in class. Think-pair-share also allows teachers to assess prior knowledge. • Guided practice serves as a bridge to being successful when students apply the strategies independently. Part of the teacher's job during guided practice is to assess when students are ready to go off on their own. Teachers can make this judgment by continually checking for understanding. • Independent practice is when students work with little to no assistance. During independent practice, students have a chance to reinforce skills and synthesize their newly acquired knowledge by completing a task or series of tasks on their own and away from the teacher's direct guidance. • Mnemonic devices are learning techniques that a person can use to help improve their ability to remember something. In other words, it's a memory technique to help the brain encode and recall important information better. • Foldables are multi-dimensional graphic organizers that can be used for skills reinforcement, practice, and/or information organizing. Not only do Foldables reinforce skills and strategies essential for reading success, but they also provide a kinesthetic tool for organizing and analyzing learning. • Interactive notebooks help students organize and synthesize their thoughts. They also allow students to explore ideas creatively in their own manner, and they encourage multiple learning approaches for the same content that engages in higher-level thinking. • Modifying rigor of an assignment by providing a text that is at a lower reading level, or a modified accessible text. • Sentence strips/frames encourage students to read words together and make them efficient readers as well as efficient writers. Sentence Strips improve fluency in reading and writing. From writing sentences, students can progress to writing paragraphs. • Modifying the length of an assignment by requiring fewer questions or 	<ul style="list-style-type: none"> • DBQ questions • Email • Thinking maps • Professional development
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<p>asking them to finish the rest of the answer.</p> <ul style="list-style-type: none"> • Document-based question lessons include the analyzation of writing excerpts, political cartoons, charts/graphs and propaganda posters. • Timed writing requires students to produce a writing sample within a limited time period. Timed writing measures students' raw writing ability and their skill at thinking under pressure. • Journal writing helps students be less restrained when expressing themselves. It also gives students time to organize their thoughts and prepare responses, which can give them the extra confidence they need to participate in classroom discussions. Journaling is also a way for teachers to learn more about their students. • Whole-class discussions involve the participation of all members of the class. It is commonly used at the beginning and end of lessons to orient students to a topic or gather the opinions of students after completion of individual or small-group tasks. • Modeled Think-Aloud helps students learn to monitor their thinking as they read and improve their comprehension. It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read. • Exit Tickets are a form of checking for understanding. They are also a formative assessment tool that gives teachers a way to assess how well students understand the material they are learning in class. Teachers can then use this data for adapting instruction to meet students' needs the very next day. • Reading Guides can assist with developing students' comprehension. They help students navigate reading material, especially difficult chapters or nonfiction reading. Students respond to a teacher-created written guide of prompts as they read an assigned text. • Activating prior knowledge is important in students' understanding because it allows them and helps make connections to the new information. As students are reading, they can access their schema and make understanding of the text and use their experiences. • Frayer model for academic vocabulary modeling is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used 	
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<p>before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary.</p> <ul style="list-style-type: none"> • Randomized card calling is used to keep students engaged and to ensure equity when selecting students to participate in class. • Color coordinating different ideas to help students visualize and aid comprehension during instruction. • Repetition helps to improve speed, increases confidence, and strengthens the connections in the brain that help students learn. Emergent readers remember things by oral repetition, and all second language learners require repetition to obtain and retain new vocabulary and sentence structures. Repetition allows students to produce more language and gives them time to think of what will come next. • Visuals lend to classroom instruction because they encourage students to make associations between pieces of information, soak up chunks of course content quickly, and function as a memory aid. As a result, students who struggle to make the needed connection with course content tend to do better with visual aids. Visual instruction makes abstract ideas more concrete to the learners. • Audio-visual aids enhance the teacher's ability to present the lesson in a simple, effective and easy-to-understand manner for the students. Audiovisual materials make learning more permanent since students use more than one sense. Audio instruction makes abstract ideas more concrete to the learners who are auditory learners. • Whiteboards for CFU are a whole-class visual method of checking for understanding. This helps the teacher quickly determine which students got the right/wrong answer and helps reteach or move on. Whiteboards also increase student participation during the lesson, and they allow students to actively engage in the lesson. • Small group work allows students to develop problem-solving, interpersonal, presentational and communication skills. All these skills are beneficial to life outside the classroom. • Examine “favorite mistakes” during reteaching to use these as opportunities to learn from. • Learning center for RSP students is a unique place for special education students to attend when they are taking a test, quiz, or a FACCS. There 	
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are instructional aides as well as special education teachers in the resource center who help and assist our special education students with classwork, homework, and assessments.

Integrated Use of Technology

- **Canvas** is a platform used to communicate with students. Teachers can post assignments, instructional videos, announcements, exams, and grades. Students can also submit assignments in Canvas. Canvas serves other purposes, and it has other tools.
- **Microsoft Teams** is another platform that teachers use to post assignments, instructional videos, grades, and files. Teams is very similar to Canvas.
- **Schoology** as an online database that students can use to refer to assignments and return to for notes.
- **LearnersDictionary.com** is a site that provides definitions that are targeted towards the needs of the learner who should be helped not only to learn the meanings of lexical items (new to him/her), and how to use each correctly and idiomatically.
- **Listenwise.com** is an online website that teachers can use to provide students with listening practice. Listenwise has thousands of radio stories that are of high interest to high school students. Students practice listening to a radio story and then they either summarize or answer questions.
- **NewsELA.com** is an online platform that provides students with thousands of high interest articles from different topics with different Lexile levels
- **IXL.com** uses insights from student work in the curriculum and the Real-Time Diagnostic to generate personalized guidance for each learner. These personalized action plans seamlessly link students to the skills that will help them build on their knowledge and remediate gaps in understanding. IXL gives students immediate feedback and guides them through the “correct” answer.
- **Prezi** is a presentation tool that can be used as an alternative to traditional slide making programs such as PowerPoint. Instead of slides, Prezi makes use of one large canvas that allows you to pan and zoom to various parts of the canvas and emphasize the ideas presented there.

<ul style="list-style-type: none"> • Flipgrid is another option available for students to turn in their assignments. Instead of writing about an assignment, students can record themselves answering questions or submit a project. • PPT presentations/assignments are an effective tool in the classroom that encourages student learning. Teachers can put a visual to a concept that they are trying to convey, and this is particularly helpful for those visual learners. PPT presentations can enhance the intellect of students. • Shmoop is an education technology solutions company that provides engaging digital classroom tools and solutions aimed at easing the stress of the learning environment. • Remind is a communication platform that helps educators reach students and parents where they are. • Microsoft Stream is a video service that helps teachers easily create and share videos with their students. Stream helps teachers interact with students and them with the lessons. • Nearpod is an online tool that allows teachers to use slide-based teaching both in the classroom and remotely thanks to a hybrid layout. Teachers can create lots of different interactive learning resources that allow students to engage and learn via their device or a single screen in the room. • Smore Newsletters for Education is an interactive newsletter, flyer, poster, that can be embedded within the classroom website and/or sent directly to parents. Newsletters are a great way for teachers to keep parents updated on the happenings in their classroom. • Videos create a more engaging sensory experience than using print materials alone. Learners get to see and hear the concept being taught, and they can process it in the same way they process their everyday interactions. • Teacher recorded lessons that can be uploaded to Canvas for student reference and review. • Class notebook and quarterly PowerPoint Presentations that teachers share on Canvas/Teams for direct student access to previously taught material. • Student use of laptops during class gives students access to more online 	
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<p>platforms to increase student interest in the real-world and beyond the classroom.</p> <ul style="list-style-type: none"> • Illuminate is the assessment program that we use at CCHS, and it helps teachers when they analyze data and collaborate during PLC time. Teachers whose students did a little better on a particular standard can then discuss how the standard was taught; thus, teachers interchange teaching strategies to differentiate instruction and help students master the standards. • LabQuest is a standalone and computer interface. It is used to collect, analyze, and share data from experiments. This is primarily used in chemistry and physical science classes. • Vernier probes provides teachers with the tools to encourage curiosity in all students – high quality science probe ware, experiment software, and resources. Again, these are used in science classes such as chemistry and physical science. • Desmos is an advanced graphing calculator implemented as a web application that provides students with an opportunity to manipulate linear graphs. 	
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C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • ACE Format when answering analysis questions. A means answering the question. C means to cite evidence from the text. E means explain your answer. Occasionally, teachers will add an extra E to the ACE formula (ACEE) asking students to further elaborate their answer on why the evidence matters. • Higher-level thinking questions (Bloom's Revised Taxonomy Model) put advanced cognitive demand on students. They encourage students to think beyond literal questions. Higher-order questions promote critical thinking skills because these types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts. • Research papers inform the reader what others have to say about a topic, and they also analyze a perspective or argue a point. They may also draw on what others have to say about a topic and engage the sources in order to thoughtfully offer a unique perspective on the issue at hand. 	<ul style="list-style-type: none"> • Scope and sequence • Lesson plans • FACCS • ACEE

<ul style="list-style-type: none"> • Primary sources are included when students cite evidence and support their claims. • Texts with higher Lexile level measure represent a higher level of reading ability on the Lexile scale. A higher Lexile level increases the rigor and engages students during a lesson. • NewsELA for supplemental reading and to connect ideas to theme or other topics covered in the curriculum. • IXL an online based resource that gives students opportunities to read, write, and practice their grammar skills. In the past, teachers used NoRedInk.com for similar purposes. • Listenwise is another online supplemental tool that teachers use to practice listening comprehension. Listening was one of our lowest scoring domains in the ELPAC and <i>Listenwise</i> has helped students practice their listening skills. • Students draw inferences from the text, and they cite textual evidence to support their answers; make connections. • SEL (Social, Emotional, Learning) writing prompts is a methodology that helps students of all ages better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. These are usually practiced with special education students, and they are assigned by their special education teacher, on a one-on-one basis. • Musical characterization projects where students pick a character from a story and they choose songs that match the emotional progression of the character, how they're feeling, and what they are thinking as the story progresses. This allows students to demonstrate their learning using elements of life outside of school, that they are more familiar with, to interact with the text. • Meme creation with textual evidence incorporated as an alternative way to show application of acquired knowledge. • Song lyric scavenger hunt where students cite examples of literary devices found in songs. Students must also state the purpose of that literary device as it is used in the song. • Novel projects that allow long-term development of ideas and applications. Allows students to see the interrelatedness of skills (DOK Level 4). • Projects also help students demonstrate critical thinking. For 	
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example, a civics student would present on a landmark court case teaching the other students the historical significance of the case, hence becoming the teacher. The student would use PowerPoint or other presentation platforms to convey their information.	
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C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Advertising projects that include the application of concepts learned in class. This exposes students to marketing as a future career. • Class debates prepare students for public speaking and communication in the workforce. Students will structure logical arguments and anticipate possible counter examples. Both skills will present themselves in the workforce. • Essays about moral and ethical issues. Interpretation of texts and characters; essays on poetry and prose; letters to freshmen; group essays where students collaborate and work together just like they would in the real-world. • Research papers in which students have an opportunity to explain what they have learned after exploring a specific topic in depth. • Science experiments/projects promote discovery and learning. Experiments help students think and understand things in the world around them. They also promote the development of scientific thinking. • Science labs enhance the mastery of science matter, they develop scientific reasoning abilities, increase the understanding of the complexity and ambiguity of empirical work, develop practical skills, increase understanding of the nature of science, and the benefits of having science labs. • Small group work allows students to develop problem-solving, interpersonal, presentational and communication skills. All these skills are beneficial to life outside the classroom. • Slow release of responsibility so that students can become more autonomous and independent. This allows for less scaffolding and support to increase knowledge. • Open-ended questioning to engage students with reading material that provides opportunities for students to make connections between the readings. Students can also build on each other's ideas and have a 	<ul style="list-style-type: none"> • Lesson plans • Essays • Science labs • Projects • Student work

<p>deeper understanding of the text.</p> <ul style="list-style-type: none"> • Short response questions using the ACE (answer, cite, explain) format. These can then be extended and developed into paragraphs. • Performance of dramatic readings to gauge the effectiveness of the dialogue, pacing, flow, intonation, and other dramatic elements that the teacher may wish to adjust. Audience feedback also contributes to the process. • Presenting speeches in front of the class pushes students out of their comfort zone, especially if they must take a stand on a social issue. With practice, students learn to face their insecurities, quell their anxiety, and respond articulately to opposition; as a result, they develop resilience, conviction, and eloquence. • Acting-out scenes from a play helps students engage better with the text. In addition, including simple props and staging helps students visualize and better comprehend the world of the play. • Creating newspapers strengthens students' reading and writing skills. They also provide entertainment and sports news, as well as giving a source of local current events. Finally, they improve vocabulary skills. • Write letters to international leaders (Write for Rights Project) Write for Rights is the world's biggest human rights event, where millions of people around the world come together to protect the rights of others. It began when a group of activists in Poland held a 24-hour letter-writing marathon, writing letters day and night on behalf of people whose rights had been wronged. • Connect themes across genres (universal theme) helps students move towards abstraction, higher-order thinking, and making connections within and across topics. • Targeted tutorials are used to further specifically assist a student/group of students. Students can voluntarily attend tutorial or a specific teacher will send specific students to targeted tutorial so that they can receive additional support. 	
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C2.4. Career Preparedness and Real-World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<ul style="list-style-type: none"> • The ERWC “What’s Next” unit focuses on life after high school, and it gives seniors an opportunity to plan their future. 	<ul style="list-style-type: none"> • Career Writing course

<ul style="list-style-type: none">• Advertising projects that include the application of concepts learned in class. This exposes students to marketing as a future career.• Class debates prepare students for public speaking and communication in the workforce. Students structure logical arguments and anticipate possible counter examples. Both skills will present themselves in the workforce.• “Careers in Chemistry” and “Career Focus” sections in the chemistry and physical science textbooks provide information about potential career options in the sciences, healthcare, and other related fields. These also explain the specific tasks and work settings of occupations like the physical chemist, pharmacist, chemical technician, field geologist, mining engineer, etc. These readings give students those real-world career preparation activities.	<ul style="list-style-type: none">• Foods I and Foods II• ERWC course for 12th graders• Building Skills
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ACS WASC Category C. Standards-based Student Learning: Instruction: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.

Areas of Strength

1. Bell-to-bell instruction
2. Differentiated instructions in the classroom
3. Use of higher order thinking in lessons
4. Use of technology in the classroom
5. Checking for understanding/reteaching
6. Highly qualified teachers in the classroom
7. Scope and sequence/pacing guides/essential standards/FACCS/common final exams
8. Use of graphic organizers/thinking maps in the classroom

Areas of Growth

1. Post-distance learning, refine some fundamental practices during PLCs, including the discussion and implementation of reteaching strategies that are data driven.
 2. Increase rigor in lessons for core departments.
 3. Continue to use formative assessments to check for understanding/guide instruction
 4. Increase data-driven reteaching opportunities to ensure student mastery of standards
 5. Ongoing student support services and parent communication
- **Preliminary major student learner needs**
 - Special Population Learner Needs
 - Assessment Measure Proficiency
 - Career Readiness
 - **Additional identified student learner needs that resulted from the Focus Group analyses.**
 - Reestablishing parent involvement to pre-COVID levels.
 - The efficacy of supports for social-emotional health of students.
 - Technology expansion and upgrades.
 - **Areas within the schoolwide action plan/SPSA need to be addressed**
 - Use of state and local assessments to modify instruction and improve student achievement
 - Services provided by the regular program that enable underperforming students to meet standards
 - Resources available from family, school, district, and community to assist under-achieving students
 - **Important next steps within the schoolwide action plan/SPSA.**
 - Continue to develop and align course level/common assessments with state level assessments
 - Align all core department textbooks to state standards
 - Continue to integrate research proven differentiated instruction strategies into the classroom
 - Continue to develop and promote parent engagement opportunities and incorporate parent input into the decision-making processes on campus.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
<p><u>Test Analysis</u></p> <p>Common Core: The teaching staff at CCHS continues to use a variety of assessments to collect, disaggregate, analyze, and report student performance. Since the last WASC visit, there has been a continual shift in aligning assessments to the new Common Core Standards and refining assessments to ensure they are vertically aligned. Cohort leaders use PLC Wednesdays to further refine and create common assessments for each department. Teachers also use this allotted time to analyze and disaggregate data as a department and individual cohorts.</p> <p><u>ELPAC Testing</u></p> <p>Individual ELPAC results are mailed home to parents informing them about their child's progress in attaining English language proficiency. Aside from receiving student language proficiency levels in the beginning of each academic school year, all teachers can access student English fluency level on Aeries, our school's attendance and record database, in order to better accommodate and understand their students' English abilities. Results are also used to place students in the appropriate classes and to determine areas of intervention in terms of listening, reading, writing, and speaking. If students are classified at the Beginning to Develop (L1) or Somewhat Developed (L2) levels, students are placed in a Structured English Immersion Program which includes four ELD courses: Writing, Reading, Conversation/Vocabulary/Spelling, and an English Core class. Students in the transitional phase, Moderately Developed (L3), and Well Developed (L4), and are assigned to the English Mainstream Program or a regular program of instruction depending on teacher observations and measurements, state-mandated standardized tests of achievement, or other performance-based assessments. If students are placed in the English Mainstream Program, students are given one ELD intervention course. Tutorial is also offered to students who performed poorly on certain domains of the ELPAC test.</p> <p><u>Placement</u></p>	<ul style="list-style-type: none"> • Common Core assessment • ELPAC results

<p>Prior to the pandemic, our Local State Assessment Coordinator visited our feeder schools regarding placement tests. It was communicated to the students that their results would impact on their high school freshmen year schedule. Using the placement tests and 8th grade teacher recommendations, the learning director and counselors placed the incoming freshmen students in appropriate classes. This resulted in fewer schedule changes. For the 10-12th grade student, CCHS counselors and the learning director use grades, teacher recommendation, ELPAC and AP results are used to place students in the appropriate classes. Class grades, state standardized tests results, and the ELPAC results are used to monitor and re-designate English Language Learners. Teachers also utilize class grades to recommend students for more challenging courses or to move students from one level of a course to another.</p> <p><u>FACCS (Formative Assessments of Common Core Standards) & Common Formative Assessments (CFAs)</u></p> <p>Formative Assessments of Common Core Standards (FACCS) have been part of the academic community of César E. Chávez High School since the adoption of the new Common Core State Standards. FACCS results enable core departments to review and revise common formative assessments and essay prompts in order to make them more accessible to all students, to increase student achievement, and to modify instruction. These common formative assessments allow instructors to gauge student mastery of specific claims and targets assessed on the CAASPP as well as develop a plan for reteaching missed targets. Students who need additional assistance or still struggle to conceptualize the assessed targets are also provided with additional one-on-one assistance and can attend after school tutorial to ensure they master the targeted standard or target.</p> <p>The district encourages all schools to work together towards a common goal, student learning. Staff from the science, social science and math departments, from all three comprehensive high schools, have had several meetings to go over the Common Core Standards and share their work on Common Core aligned assessments.</p> <p><u>Cohorts</u></p> <p>Realizing the need for cohort-time, the staff and administration negotiated the late start Wednesdays. Starting in August of 2013, the district went to a one hour late start on Wednesdays, where cohorts and department meetings are taking place weekly. The district eventually adopted a biweekly late start schedule to replace the old model and allow cohorts two hours of</p>	<ul style="list-style-type: none"> • AP Results • FACCS • Late start Wednesday cohort agendas and meeting minutes by department
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collaboration time to meet and discuss curricular issues, address data analysis for cohorts, Common Formative Assessment creation and revision, WASC meetings, and at times provide staff with professional development sessions presented by the current administration.	
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D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
<p><u>FACCS (Formative Assessments of Common Core Standards) & Common Formative Assessments (CFAs)</u></p> <p>CCHS has agreed upon and has adopted (FACCS) as our school wide to insure consistency all grade levels and content areas.</p> <p>Formative Assessments of Common Core Standards (FACCS) have been part of the academic community of César E. Chávez High School since the adoption of the new Common Core State Standards. FACCS results enable core departments to review and revise common formative assessments and essay prompts in order to make them more accessible to all students, to increase student achievement, and to modify instruction. These common formative assessments allow instructors to gauge student mastery of specific claims and targets assessed on the CAASPP as well as develop a plan for reteaching missed targets. Students who need additional assistance or still struggle to conceptualize the assessed targets are also provided with additional one-on-one assistance and can attend after school tutorial to ensure they master the targeted standard or target.</p> <p>The district encourages all schools to work together towards a common goal, student learning. Staff from the science, social science and math departments, from all three comprehensive high schools, have had several meetings to go over the Common Core Standards and share their work on Common Core aligned assessments.</p>	<ul style="list-style-type: none"> FACCS

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>Mandatory Academic Study Hall (MASH)</p> <p>MASH has provided students an opportunity to make up missing assignments</p>	<ul style="list-style-type: none"> MASH program

<p>and get caught up in coursework. The program has continually evolved to ensure that students are successful in submitting assignments and meeting academic demands of all courses. This after school program is based on teacher referrals of students and is supported by the school administration. Students who habitually have numerous missing assignments or have a grade lower than a C were ideal candidates for this program. Students are given the opportunity to attend one to four times a week.</p> <p>Two staff members can run the program and monitor students working on assignments for a fifty-five-minute session after school. School security can assist in the rounding up of students and ensuring that students successfully arrived in the school cafeteria. Students who fail to attend, after being assigned, would automatically be given an additional mandatory intervention.</p>	<ul style="list-style-type: none"> • 12th grade students • Tutors • Aeries • PLC • Wednesdays • FACCS scores • Counseling Dept. • Parent-Teacher Conferences
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D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>The school's assessment program measures student progress using standardized test outcomes, local standards-based assessments including Benchmarks, FACCS, and CAASPP results. Teachers, students, and community members are 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. The district encourages all schools to work together on creating common assessments and a districtwide shared drive has been created where Common Core assessments and resources are shared by all schools.</p> <p><u>Assessment for placement and preparation</u></p> <p>Prior to the pandemic, before ninth graders were placed in a math class, the district administered two algebra tests. One of the tests was the Algebra-1 test which was administered to all ninth-grade students who had taken Algebra-1 during eighth grade. Based on the results of this test, students were placed in Pre-AP Geometry or Geometry CP, or Pre-AP Algebra-1 or Algebra 1 CP. For students who did not take Algebra-1 in eighth grade, they were given the Algebra-1 readiness test, which places students in Algebra-1 CP, Pre-Algebra, or Math Support.</p> <p>At the same time, an English writing test, and a STAR reading assessments</p>	

were administered for all incoming freshmen.

CTE: Career Technical Education

At César E. Chávez High School, we are proud to feature a Career and Technical Education (CTE) program specifically designed to enhance the quality of education and increase the post-secondary career choices and opportunities of our students. Our CTE programs' mission is to provide students with skills necessary for a successful transition to post-secondary education or work and a desire for life-long learning as part of a global community. Our CTE programs are planned course sequences of high-quality academic content and technical skills which focus on a specific career path and prepare students to successfully transition toward their career goal.

We believe that a strong and vibrant career and technical education program is an essential component of the high school curriculum. For students, it represents as much as a third of their high school experience. It is a critical component in meeting the needs of students in academic achievement, career exploration, career preparation, and leadership development. Successful transition to postsecondary education, work, or the military is one of the goals of CCHS's CTE program.

Currently CCHS offers the following CTE Pathways:

- Business Management II
- Education
- Engineering and Heavy Construction
- Fashion Design and Merchandising
- Food Service and Hospitality
- Patient Care
- Performing Arts
- Residential and Commercial Construction
- Software and Systems Development

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 English Language Proficiency Assessments for California (ELPAC) in conjunction with the district's English Learner Education Plan: Access to Core Academic Content and UC a-g Requirements. Classified English language learners take the ELPAC 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

- CTE Pathways

<p>years.</p> <p>Various descriptive statistical analyses are completed that demonstrate how EL students are doing as a cohort, and to compare EL data to other students in our school who are not English learners, as well as other schools in our District.</p> <p>Prior to the adoption of the ELPAC, the ELD Department took the initiative to update scope and sequences and assessments that address common core standards. The ELPA is typically administered in the months of March-April.</p>	<ul style="list-style-type: none"> • ELPAC scores
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D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
<p><u>Illuminate Education Assessment Software</u></p> <p>Illuminate is a software that allows teachers to scan and analyze tests based on class performance, individual student performance, specific standard(s) and or specific questions performance. Teachers are also able to generate assessments using multiple formats that mimic SBAC question stems and question structure. Illuminate also allows instructors to create and administer common assessments online. Illuminate Education offers teachers various report formats that breakdown data and make data analysis more accessible to cohorts and teachers. This feature facilitates reteaching in the classroom.</p> <p><u>Aeries Portal</u></p> <p>The Aeries Student Information Portal gives teachers easy and quick access to student standardized assessment results. The Aeries Portal was adopted in 2011. Aeries provides a range of student data including attendance records, parental contacts, school transcripts, access to teacher gradebooks, CAASPP and ELPAC scores, and Physical Fitness Test data for every student. Aeries has an intervention feature that allows teachers and administrative personnel to assign mandatory afterschool tutoring or to record student discipline.</p> <p><u>Credit Recovery Program</u></p> <p>CCHS has a credit recovery program available to seniors and selected juniors who are behind in course credits and need to retake any approved subject to meet graduation requirements. The program is run after school from Monday through Thursday for the duration of one hour. School counselors assign students to credit recovery and recommend courses that need to be retaken because a student failed the course or needs to repeat it to meet A-G</p>	<ul style="list-style-type: none"> • Sample Prosper Reports • Aeries

requirements. Students drop in the computer lab and take assigned course lessons on the computer including assessments that are part of the course outline. Students are enrolled in credit recovery for one semester and monitored by a credit recovery teacher who also tutors students upon request and generates student report cards with a course grade when students have successfully met all the requisites for the completion of the course. Both school counselors and the credit recovery teacher work in conjunction to monitor student progress.	
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>Math Department</p> <p>The CCHS Math department has consistently used common assessments in the core courses of Algebra 1, Geometry, and Algebra 2 since their inception of 2012. Each course assesses the students' progress on Common Core Standards by using Unit Tests, FACCS, Midterms, and Final Exams each semester. The FACCS serve as formative, fluency-based multiple-choice questions. Each FACCS has three forms, where Form A is only 10 questions, which covers a week's worth of instruction and Form B has 15 questions which add another week's worth of instruction. Forms A and B serve as formative assessments, while Form C is summative, containing 20 questions from the whole unit of study. The three courses, Algebra 1, Algebra 2, and Geometry include a performance assessment component along with the unit tests. This type of assessment includes free response questions that measure how well students apply their knowledge, skills, and abilities to authentic problems rather than select an answer from a ready-made list.</p> <p>In addition, CCHS Math department has included as part of each course, a study and review of SBAC state questions. The study and review include end of a unit review, assessment using Illuminate questions, and CAASPP Interim assessments. These items are part of the student's grade in Algebra 2.</p> <p>Common course syllabi, common grading, common assessments, and common final exams have been established for all Algebra 1, Geometry and Algebra 2 courses. The common grading scales are as follows:</p> <p>COVID ERA Modification:</p> <p>FACCS replaced with Participation and Engagement via distance learning. The use of IXL, Delta Math, Desmos, Canvas and Forms was used to assess students learning and fluency.</p> <p><u>English Department</u></p> <p>The English department has implemented the common core standards into its assessments. Under the leadership and direction of Mrs. Carter (Department</p>	<ul style="list-style-type: none"> • Math Benchmarks • Math Final exams • Math Common Core syllabi • Math Common Grading

<p>chair), the department continues to work and improve upon its assessments creating a vertically aligned curricular sequence which includes a program of adequate and authentic formative and culminating assessments.</p> <p>Since the 2014-15 school year, the plan of assessments for the first three grade levels are as follows:</p> <p>* Every three weeks a pre-FACCS will assess pre-standard and foundational standard skills and knowledge.</p> <p>* Every five weeks a FACCS consisting of a multiple choice assessment, both reflecting back on the foundational standard and demonstrating the students competent understanding of grade level text and their ability to provide an objective summary, and a constructed response which confirms through alternate assessment that the students are both meeting the reading standards, and allows students to demonstrate a more advanced understanding of the text than that made evident on the multiple choice section.</p> <p>*Every five weeks a multi-day performance task which will consist of activities such as discussion and debate, and which will also include a formal writing assessment as a culminating activity for the unit and as a means of assessing writing standards.</p>	
<p><u>Science Department</u></p> <p>Regarding the life and physical sciences, the Common Core assessments include unit exams and benchmarks every quarter and a Final Exam at the end of each semester. Except for Physics CP, unit exams replaced the FACCS for the Science Department. Each unit exam contains Next Generation Science Standards-based multiple-choice and reading comprehension questions. The unit exam questions are combined in the Benchmark and common lab questions are added. For Physics CP, the FACCS themselves are also NGSS aligned.</p> <p>Students are given two opportunities to take the unit exams.</p> <p><u>Social Science Department</u></p> <p>Efforts to align pedagogy, the overall curriculum, and assessments have been conducted on an ongoing basis.</p> <p>The department has developed FACCS assessments for all subject areas, including US History, World History, Civics and Economics. The assessments are in alignment with the States of California Social Science standards and the</p>	<ul style="list-style-type: none"> • Vertically Aligned English Curricular Sequence • English Pre-FACCS • English FACCS

<p>Previously, both Emerging and Expanding Core administered district common assessments on a quarterly basis, totaling a total of four official formative assessments per year. Since the course reduction, the ELD Department has had to start from scratch in developing these assessments. Because of this ELD change and because of a shortage number of students who take ELD at the Emerging and Expanding levels, courses are cancelled, and others are merged as combo courses. As a result, the ELD instructors are currently creating common assessments as the courses are taught by semester. All teachers are required to utilize Illuminate, a school district assessment software program, to collect class data and utilize it as a tool to drive instruction in the classroom. All assessments are designed to ensure students master all ELD standards in conjunction with curriculum that provide students universal access to ELD Common Core Standards that will help students gain proficiency in the English language.</p> <p>The ELD Department is currently using a new curriculum that is aligned to the new ELD Common Core Standards and weaves ELA Common Core Standards to assist students in the transition to the core classroom. Our district purchased this Common Core Aligned basal titled, <i>Edge e</i>, published by National Geographic/Cengage in 2015. This new program provides teachers with an abundant number of resources and Common Core Aligned Formative Assessments. Since the transition to the new Common Core State Standards, teachers have had to change the way they assess students in the classroom. Students are now required to demonstrate and apply critical thinking and analytical skills via short response questions, essays, projects, and oral presentations. Prior to the adoption of the new common core standards, assessments were mainly multiple-choice exams. Common Core has changed the mentality and pedagogical practices of instructors in the ELD cohort. The types of assessments now given are Multiple choice Grammar FACCS, short response, essay questions, projects, and oral presentations.</p> <p>Illuminate is used to score multiple choice exams and compare data by courses and instructors. Rubrics are used to score essays, projects, and oral presentations. All courses taught have an established common weight scale: Assignments 30%, Unit assessments 20%, Participation 40%, and quizzes 10%.</p> <p>The ELD cohort has access to the district adopted Illuminate software program and analyze data as a cohort. The ELD Department is a very small department that services Emerging and Expanding students for two courses. Early Expanding students are already mainstreamed and take regular English core</p>	<p>Civics and Economics Scope and Sequences</p> <ul style="list-style-type: none"> • US History, World History, Civics, and Economics • Summative Assessments (FACCS)
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<p>courses. All Bridging ELD students are not part of the ELD Department and fall under the wing of the English Department. At times, there is only one section taught of each course offered by the ELD Department and therefore cannot compare data among groups or instructors. Currently, there are only two emerging level courses open and two at the expanding levels. Both courses earn elective credit.</p> <p>At a typical cohort meeting, the Resource Teacher updates the Teachers on any recent instructional changes and asks everyone to share any successful strategies that are being used in the classroom. Teachers take turns discussing testing data from formal or informal assessments. Teachers will bring student work samples and discuss the best strategies to use in our daily lessons. Teachers will write notes on the meeting agendas and the original meeting agenda is saved in a 3-ring binder. There is a plan in place for the ELD department to create common formative assessments.</p> <p><u>Physical Education</u></p> <p>Since the 2014-15 school years, students in Physical Education classes have started the school year by identifying their target areas for the Physical Fitness Test that is administered in the spring semester. Students take quarterly benchmarks that focus on areas of fitness. Students complete weekly activity logs that consist of additional activity that will be completed outside of the classroom at home. Students also participate in fitness goal setting and review or revise the goals on a monthly basis.</p> <p>Students utilize most academic subjects during Physical Education class (i.e., History: history of sports; English: writing/goals; Math: calculating BMI, completing PFT tables; Science: muscles/bones; Technology: student project/research). The PE Department also follows the scope and sequence of the Health Department on campus by focusing on weekly themes covered in the health class. At the end of the second semester, students will be completing a group project that will focus on a Fitness related career. Upon completing the assignment, each group will present their project to the class.</p> <p><u>World Languages Department</u></p> <p>French Program is a well-established program with quarterly FACCS for each course level from French I to French III. All French courses take a Unit exam each month and must pass a semester FACCS to move on to the next level of</p>	<ul style="list-style-type: none"> • New ELD Common Core aligned curriculum • ELD Grammar FACCS • ELD Short Response and Essay assessment • ELD Benchmark assessment for each course • ELD Prosper Data analysis Reports • ELD Scope and Sequence for each course • ELD Student project photographs • ELD FACCS • ELD Projects • ELD Rubrics • Assessments • RSP • Woodcock-Johnson Test of Achievement III • IEP meetings • KTEA-II • Brigrance
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French. All French FACCS, Lesson quizzes, and Unit Exams include a listening and speaking component. Teacher constantly uses quizzes and exam results to guide and modify instruction and determine if reteaching of certain concepts is required.

Under the leadership of the department chair and site administration the World Language department is in the process of developing common FACCS assessments. Currently the department administers bi-weekly quizzes in addition to the chapter tests administered after each chapter is completed. The assessments are being updated to reflect state Common Core Standards. The analysis is conducted using illuminate, Canvas, Kahoot, Flipgrid and Quizlet during. The department meets every other Wednesday during PLC time to analyze the data from the assessments.

The World Language department also administers the incoming freshman placement examination and has in place a “challenge exam” for students who want to challenge a course assessment.

Special Education Department

CCHS Special Education students, for the most part, are in the Resource Specialist Program (RSP) and participate in the regular curriculum. Courses offered by the RSP teachers are aligned to ELD, Math and Language Arts Common Core standards. RSP students work toward their goals, according to their IEP (Individual Education Plan). The goal of the RSP is to increase the achievement of students with special needs and to make curriculum/Common Core standards accessible to these students using accommodations, small class size, and multi-modal instruction.

Progress toward IEP goals is regularly evaluated with the Woodcock-Johnson Test of Achievement III. Students and parents can monitor student progress by receiving feedback from a variety of sources. IEP meetings are held annually or at any time a parent requests an IEP to address a 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. Half of the Severely Handicapped (SH) students in the district are housed and served on the CCHS campus. The Moderate/Severe teachers focus instruction primarily on functional academics, independent living skills, vocational skills, and transition planning.

The curriculum utilized, “Unique Learning System,” is a Common Core standards-based curriculum specifically designed for students with special

needs. Within the curriculum is a system for data collection and assessment, which allows teachers to track student progress. Other assessments utilized are the Kaufman Test of Educational Achievement II (KTEA-II), Brigance, or Woodcock-Johnson Test of Achievement III (WJ-IV).	
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D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p><u>Aeries</u></p> <p>The district currently uses an attendance and grading program called Aeries. This program was adopted in 2011. Aeries provides teachers with a plethora of tools that range from record keeping, grading features, data analysis tools, individual student profile data, and state assessment results for all enrolled students. Aeries also provides a feature where parents can create a parental account and view their child's current class grades, assignments, attendance, transcripts, and discipline records.</p> <p><u>Communication of Goals to Parents and Community</u></p> <p>State testing results are mailed home to parents and the community, and all stakeholders are made aware of school standings through the school newspaper, the school website, and the school administration. ELPAC results are mailed home as soon as they become available. AP results are mailed by the college board in mid-July and students access their AP scores from the college board website. Scholarship warnings and quarterly reports are mailed home to inform parents of their child's academic standing. Teachers give grade printouts to students and have them signed by students' parents. Athletic coaches conduct mandatory grade checks for athletes regularly. Parent conferences are scheduled in the morning or after school and can be requested by the teachers, counselors, or by the parents.</p> <p>In early to mid-September, CCHS hosts a Back-to-School Night. This evening event is an opportunity for teachers to explain the course standards, goals, and objectives to the parents and the community. Course expectations and the school's programs are also communicated in this event. Back-to-School night is also used to conduct parent surveys and obtain feedback about school related issues. The DJUHSD Parent Survey was also used to conduct the</p>	<ul style="list-style-type: none"> • Aeries • School newspaper (The Grapevine) • Scholarship warnings • Grade checks • Back to school night • WASC parent survey • Freshmen Orientation • Student of the month • Exemplary Titan

WASC parent survey, where 292 surveys were completed in 2019. This is by far the largest number of parent responses CCHS has ever had. In the communication portion of the survey, 98.3% of parents agreed that the school provides sufficient parent notices, invitations, and letters regarding parent involvement activities.

Every May, César E. Chávez High School holds a freshmen parent orientation night where parents are given an opportunity to visit set-up booths by the academic departments, ASB, and school clubs. Throughout the school year, parent conferences are set up by the counseling department and translators are provided as needed. Over the last four years, a SOTM (student of the month) program titled the CCHS Exemplary Titan Award has been established where teachers send school postcards to parents informing them that their child has been selected within a class as one who best reflects academic excellence, improvement, or personal responsibility. Students receive an Academic Achievement Award and are also rewarded with a special treat to recognize their academic accomplishment on a scheduled date. This academic recognition program started in the 2013-2014 school year and is currently still implemented by the current administration.

Counseling Department:

Counselors make all-calls to parents of students with D's and F's to discuss different programs available to help the students be on track for graduation. Counselors schedule meetings with parents of students that are below grade-level credit and discuss options for the students.

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.

Areas of Strength

1. All core departments have “common” assessments used by nearly all members of their respective departments.
2. Core departments have now integrated the common core standards into their assessments (FACCS and Benchmarks)
3. Departments are provided bi-weekly PLC time to meet and review, among other things, data regarding the effectiveness of department assessments
4. Students are held accountable for their academic progress via the Aeries systems, parent notification via progress reports and CCHS counselors through mail and phone call communication

Areas of Growth

1. Continue to reach out and improve the trainings and resources offered to parents on the use of technology regarding Aeries, Canvas, any other highly used online platforms.
 2. Continued progress towards full school-wide use of Canvas by all certificated staff for assessments and assignments.
 3. Continue to develop assessments that integrate and are reflective of student performance levels on California assessments.
 4. Continue integrating and administering assessments on commonly used online platforms.
- **Preliminary major student learner needs**
 - Special Population Learner Needs
 - Assessment Measure Proficiency
 - Career Readiness
 - **Additional identified student learner needs that resulted from the Focus Group analyses.**
 - Reestablishing parent involvement to pre-COVID levels.
 - The efficacy of supports for social-emotional health of students.
 - Technology expansion and upgrades.
 - **Areas within the schoolwide action plan/SPSA need to be addressed**
 - Use of state and local assessments to modify instruction and improve student achievement
 - Services provided by the regular program that enable underperforming students to meet standards
 - Resources available from family, school, district, and community to assist under-achieving students
 - **Important next steps within the schoolwide action plan/SPSA.**
 - Continue to develop and align course level/common assessments with state level assessments
 - Align all core department textbooks to state standards
 - Continue to integrate research proven differentiated instruction strategies into the classroom
 - Continue to develop and promote parent engagement opportunities and incorporate parent input into the decision-making processes on campus.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
<p><u>Community Involvement</u></p> <p>César E. Chávez High School is committed to parent involvement as part of the Delano Joint Union School District's overall commitment to serving families. This commitment begins with a staff which understands the communities of Delano and its surrounding communities. Members of the CCHS staff live in the Delano community and/or have relatives in the community. Also, several staff members are fluent in languages other than English, such as Spanish, Tagalog, and Arabic</p> <p>All ASB forms are consistently given in both English and Spanish enabling the CCHS staff to have a strong connection to parents and community members who may be immigrants to the United States and/or whose first language is not English.</p> <p>The Annual Parent Orientation at the beginning of the school year for incoming freshman effectively communicates academic and behavior expectations for CCHS students. In this meeting, administrators directly communicate with parents and community members vital items such as governmental (from previous California State Standards to Common Core State Standards) standards and requirements, to specific CCHS programs which target groups like ELL students, 504 students, and At-Risk students. This is also a time for CCHS administration to explain the mission and vision to all parents and community members.</p> <p>Parents have continual access to CCHS administration throughout the school year. CCHS administration is composed of bilingual staff which allows parents to be able to communicate not only in English, but in Spanish—and support staff offers help with Filipino languages and Arabic. This greatly enhances the communication process, and the overall connection between</p>	<ul style="list-style-type: none"> • CCHS Parent letters in English and Spanish • Annual Parent Orientation • District Website • CCHS Website • School Advisory Groups • School Site Council • English Learner Advisory Council (ELAC) • Academic and Athletic Boosters • Migrant Advisory Committee • WASC Leadership Team

<p>staff members and parents.</p> <p>The follow-up to this opening event is the CCHS Back to School Night, where parents and CCHS staff mingle with refreshments before and after meeting in classrooms. Within each classroom, parents are given course syllabi and a formal presentation of the course curriculum, grading procedures, how best to support their student, what support systems are offered to their student, and impact/importance of the course. Parents are given time to ask questions that are both general and specific. If parents or guardians wish to ask personal questions regarding their children, teachers will assist the parent(s) in setting up an appointment through our counseling department.</p> <p>Parent events continue via such events as the Parent Empowerment Classes, Parent University, Title 1 parent meetings, Titan Family week, English Learner Advisory Council (ELAC) and the Salute to Scholars Night.</p> <p><u>Counseling Dept. & District Administrators: Social-Emotional</u></p> <p>The CCHS counseling department and district administrators are composed of our four academic counselors, and an experienced staff of psychologists, an intervention counselor, and support staff who ensure a successful educational partnership between the following invested parties: CCHS parents, community members, students, teachers, support staff, and administrators. The CCHS counseling department members speak English and Spanish fluently to serve parents and community members in their home language. The counseling department consistently communicates with parents both in person, via mail, and via telephone.</p> <p>Parents are brought into the overall high school career of each student through yearly contracts, course scheduling meetings, academic concerns, and behavioral concerns that may require the involvement of the school psychologist. Meetings may consist of parents and counselors and students, and/or parents and teachers and students. These meetings are conducted so that all partnerships are involved in the educational process, as communication is the key to success. Meetings may take place before or after school. Though these meetings can be initiated through the CCHS counseling staff, additional articulation concerns can be initiated by teachers or parents. Parents have access to teachers via email and classroom phone numbers, and teachers have access to their students' home phone numbers for matters that do not warrant a formal meeting.</p> <p>The CCHS counseling department has a strong vision and structured plan to achieve that vision. The counseling department has four main areas of focus to foster success for students and to maintain strong communication with parents: Academics, Social Life, College, and Career.</p>	<ul style="list-style-type: none"> • Annual Parent Information Packet • Student Handbook in English and Spanish • Back to School Night • Parent Empowerment Classes • Salute to Scholars Night • Parent University
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As part of this four-strand vision, the counseling department understands that student involvement, parent involvement, teacher involvement, and administration involvement are all necessary interdependent groups. The Parent Awareness and Learning Module (PALM) contains the five pillars listed below:

- CTE-Pathway Orientation, Matriculation, and Completion
- Maximizing Dual Enrollment towards College Credit
- College: Entrance and Application Requirements; Financial Aid & Scholarships
- Lifelong Learning and Organization Skills Development

Parent Communication

CCHS incorporates an array of methods to involve parents and guardians of students. An example of this is the automated phone calls by principal Justin Derrick to inform families of all major decisions as well as important meetings. These messages are given in both English and Spanish.

Academic handbooks are available in PDF format on the CCHS website. Parents and community members have instant access to all CCHS programs, expectations of conduct, academic expectations, and graduation requirements as well as the A-G requirements for California universities. The CCHS website also includes a wide variety of information including the principal's monthly message on education. The site keeps community members and staff updated on national and statewide educational programs, awards, and present and upcoming events via the school calendar.

The School Site Council creates an annual site plan. This committee, composed of teachers, parents, and support staff, works with the principal to develop, review, and evaluate school improvement programs, school budgets, and safety plans.

The Migrant Education Advisory Committee is comprised primarily of the Migrant Program staff and parents of Migrant families. This committee makes decisions regarding Migrant services which range from academic after-school programs for students to parent empowerment programs and conferences.

The English Learner Advisory Committee is composed of CCHS staff and parents to work with administration to assess students classified as an ELL, review established classroom curriculum and extra-curricular programs, and to establish ongoing site plans.

- AERIES
- Counseling Office Teacher-Parent Meetings
- Counseling Parent Letters
- PALM Project PP
- Counseling letters
- DJUHSD.ORG
- CCHS Website
- Parent Survey Results
- School Site Council Memos

<p><u>Use of Community Resources</u></p> <p><u>Career Pathways</u></p> <p>Since the last WASC visit, CCHS has been in the process of focusing its Career Pathways as part of the Career Technical Education program. Pathway courses are sequenced, with more advanced topics building on introductory courses. The continued vision of the DJUHSD is to incorporate a comprehensive career technical education program into the culture of its schools that meets the needs of all students, families, and businesses in the local community.</p> <p><u>Parent/Community and Student Achievement</u></p> <p>CCHS Website</p> <p>Various means are used to promote the CCHS mission statement and fulfill its vision for staff and students. The CCHS website is updated monthly. Students who have achieved special rewards are celebrated on the website with their pictures and a report of their accomplishments.</p> <p>Titans Times Newsletter</p> <p>The Titans Times Newsletter, which is supported by a supervising teacher and written and edited by CCHS students, is an online newsletter. On it, the principal gives a monthly address, teachers are interviewed, major events are reported by students, and upcoming events are communicated. Examples of major events may include reports on CAHSEE results, and the new CCSS testing and changes in curriculum.</p> <p>This newsletter is made available to all CCHS students, which helps students stay informed on important school events. Students are active participants, as stated, in the writing of the school newsletter and are compelled to share the newsletter with their families.</p> <p>AERIES Program</p> <p>The most direct form of communication is between teachers and parents. Via the AERIES program, teachers are equipped with their students' personal information. Teachers also have telephones and computers with email capacity to speak on a regular basis with parents if needed. Teachers are mandated to give a district wide scholarship warning once each quarter. It is a notification given to parents of all students who are earning a grade of "C," "D," or "F." Parents are also given a parent-portal login to AERIES so they can check their child's grade at any given time.</p> <p>Teachers, parents, and counselors are also in communication with parents to</p>	<ul style="list-style-type: none"> • Migrant Program Memos and Program Announcements • ELAC Memos • CCHS Website • Career Technical Education • Counseling Office • Career Pathways Memos and Curriculum • CCHS Website • School Calendar • Parent Letters • Titans Times Newsletter • AERIES Program student information sheet • Counselor's grade check • Counselor's attendance Check • Counseling Office
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<p>ensure that all students are passing classes and reaching their academic goals. When necessary, CCHS has various programs designed to assist student success beyond the classroom and the home. Counselors can assign students weekly grade checks that students must complete and sign to ensure students are completing all assignments and passing all proficiency exams. Counselors may also assign students weekly attendance checks that every teacher must sign. If grade checks and attendance checks do not lead to an improvement, counselors will communicate with parents and teachers, and schedule a date and time where parents can accompany their children in the classroom.</p> <p>The administration and counseling department speak to parents and assign students after-school tutorial. Here, students are obligated to attend and receive assistance with homework. Those students who are targeted are ones that have demonstrated grades that are not compatible with their academic ability. During after-school tutorial, students are assisted both by those teachers coordinating the program.</p> <p>Between the CCHS administration, the counseling department, teachers, support services, and parents, programs are designed to ensure students have every possible opportunity to not only study and be accountable for their studies. Communication of needs and the exploration of solutions constitute an ongoing process. Teachers are made aware of the student support services and understand that they are supported in the classroom and beyond the classroom so that instruction occurs beyond the time sequence of a single period. All students are given multiple opportunities to successfully complete graduation requirements and continue toward their vocational and/or academic goals.</p>	<ul style="list-style-type: none"> • Counseling Parent Letters and Contracts • Sports Grade Checks • Afterschool tutorials • CCHS Vision PP • Teacher Surveys • Department Meetings • WASC Parent Surveys • WASC Student Surveys • ELD Parent Memos • Psychology/Special Education Memos
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Supporting Evidence
<p><u>CCHS Campus</u></p> <p>César E. Chávez High School is a safe and orderly campus. Staff members and students are issued identification cards complete with personal photographs. All visitors and substitute teachers 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.</p> <p>The CCHS Safe School Committee, which consists of teachers, parents, a student, a counselor, school nurse, psychologist, custodian, Student Affairs Specialists, community members from the Kern County Fire Department, and Delano Ambulance Service, collaborates to develop annual Safe School Plan to address various areas of school safety.</p> <p>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.</p> <p>Included in the Safe School Plan are Board Policies and Administrative Regulations governing student discipline, dress code, sexual harassment, internet usage, 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 conflict resolution meetings, student assistance team conferences, IEPs, home visits, district transfer committee meetings, student expulsion hearings, and attendance/behavior remediation conferences.</p> <p>The CCHS bell system is programmed with a one-minute warning bell, within a seven-minute passing period, to reduce the number of late students.</p>	<ul style="list-style-type: none"> • Closed Campus • Visitor's Log • Safe School Plan • Fire Drills • Earthquake Drills • Intruder Alert Drills • Danger Alert Drills • Active Shooter Drill • Board Policy • Discipline Policy • Attendance Policy • Dress Code

<p>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. The Campus Supervisors are assigned a daily schedule of duties and coverage zones. Three 8-hour campus security officers are assigned zones to supervise throughout the school day. They are mobile with electric carts. Administrators, Student Affairs Specialists, and Campus Supervisors have walkie-talkies to strengthen security. Up until the pandemic, teachers were assigned at least one supervision duty assignment per semester. These teachers provided 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.</p> <p>A major advantage to being part of a small community is the privilege of having the quick and consistent support of the local Delano Police Department and the Kern County Sheriff's Substation. When necessary, officers can provide additional assistance with traffic control, student supervision, intervention, and discipline.</p> <p>All buildings on the CCHS campus are fully alarmed and activated after school hours and on weekends. 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. All teachers have had, or are scheduled to have, CPR training. All classrooms are equipped with smoke detectors, fire extinguishers, and evacuation maps.</p> <p>Earthquake and fire drills are conducted with and without warning. Staff are well rehearsed as to procedures, even if an alarm occurs during a passing period. Designated teachers have keys to gates, and designated areas exist for all campus sections. In large areas, parking lots have room numbers painted on the curve to ensure an organized entry toward a predetermined safety zone.</p> <p><u>School Safety</u></p> <p>Under the past, and current, administration leadership, our school has greatly improved the emphasis on school response to a potentially dangerous or life-threatening situation. CCHS has a response protocol that is color coordinated by Lockdown-Green, Lockdown-Yellow, and Lockdown-Red. There are also various emergency directions regarding communication that range from emails, to loudspeakers, to classroom phones, to personal cell phones and radios given to a minimum of one teacher per department and/or building.</p> <p>Additional areas of improvement that promote a safe, clean and orderly</p>	<ul style="list-style-type: none"> • IEPs • Behavior Policy • Anti-Bullying Compact • Internet Usage Policy • Campus Safety Supervisors • Student Affairs Specialists • Teacher Supervision • Schedule • Walkie-talkies <ul style="list-style-type: none"> • School Nurse • Alarm System • First Aid Supplies • Disaster Drill • CPR training • Fire extinguishers • Disaster Policies • Evacuation Plan • School Safety PP • Double Lunch Schedule • Classroom Rules Posted
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school are updates on Internet Usage and Safety policy, Security Cameras, Safe School Ambassadors, Antibullying Week (November), Suicide Prevention Month (September), Mental Health Awareness Month (May), Special Olympics (November), Red Ribbon Week (October), School Psychologist, Intervention Counselor, Marriage Family Therapist, and having a police officer on campus.

Campus Pride

The maintenance staff at CCHS continue to work diligently, despite being understaffed, 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 buildings are in good order. Budget cuts to the custodial department have made this increasingly more difficult.

Also, much of the responsibility of a clean campus falls on certified and classified staff. Teachers are instructed to enforce the classroom policy of no food and drinks. Support staff work diligently to supervise students in the cafeteria and ensure that they do not take food outside eating areas (cafeteria and quad area). A double lunch schedule helps staff supervise students. Areas of concern are litter in hallways and the maintenance of bathrooms. It must be noted that this is a constant battle, and CCHS is committed to keeping the campus clean. Besides supervision, offenders are disciplined, and work detail/campus beautification can be assigned to students.

Teachers actively communicate with administrators to submit Work Orders for needed repairs in their classrooms, which may require replacement of machinery or technological assistance. School grounds and athletic fields are maintained by District personnel.

A survey was administered on September 17, 2019. When asked about the safety of the CCHS campus, parents responded with a 97% agreed that the school was safe. Teachers, by a vast majority of 90%, believed the CCHS campus is safe, and the safety procedures are effective. When asked about the cleanliness of the CCHS campus, parents responded with a 98% positive response. Teachers also had a 90% response that agreed the school was in good repair and clean.

- Parent Survey Results
- Student Survey Results
- Teacher Survey Results
- Work orders

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E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

Findings	Supporting Evidence
<p>At CCHS, professionalism is not just a written document or a spoken adage, it is a reality experienced by the relationships amidst staff members. Administrators treat teachers as experts in their fields. Teachers respect administrators as highly competent leaders who truly model the servant-leader role.</p> <p>Classified staff are treated with respect by both administrators and teachers. Also, support staff members are an integral part of CCHS. Though security officers are strict, they are posted at each gate and personally greet students upon arrival and departure. A rapport is created so that students know that they are valued, and their best interest is in mind.</p> <p>A survey conducted on September 27, 2019, asked CCHS staff and parents if CCHS maintained an atmosphere of safety, academic excellence, and mutual respect. An overwhelming 90% of parents marked that they agreed that CCHS prepares their children for life beyond high school and 83% of students marked that they agreed that CCHS prepares them for life beyond high school. There is no “Topdown” mentality but rather an interdependent paradigm in which everyone is important, everyone possesses an important role, and everyone is necessary to ensure success for all.</p> <p>Administration and disciplinary support staff have made it clear to teachers that they are there to support teachers while expecting teachers to conduct themselves in a manner which creates a classroom atmosphere of respect, cordialness, and order.</p> <p>The CCHS model of mutual respect extends to the classroom and into the halls. Students understand that they are to always follow the dress code and abide by all school rules. Teachers are instructed by administration to be strict with students, while showing them respect and kindness.</p> <p>Administrators evaluate teachers and classified staff with clear objectives and the understanding that they are engaged in the learning process. Pre-evaluation and post-evaluation meetings are held as well. Staff members actively participate in the evaluation process by dialogue with supervisors</p> <p><u>Growth Outside the Classroom</u></p> <p>Growth opportunities are sought after and valued by the CCHS staff. Teachers are sent to outside conferences at District expense to expand their horizons and learn new skills or obtain new information. Also, administration highly encourages teachers to apply for grants, such as the annual Wonderful Grants.</p>	<ul style="list-style-type: none"> • Staff Meetings • Email Communication • Department Meetings • Teacher Survey Results • Administrative PPT • ESLRs <ul style="list-style-type: none"> • Evaluations: pre and post • Certified Evaluation Form • Classified Evaluation Form • Conference requests • Wonderful Grant Requests and Results • ASB Memos

<p>CCHS Staff and students, largely through the leadership of ASB and club supervisors and officers, actively participate in service-oriented community activities and events. Such events include the Blood Drive, fundraisers for cancer, clothes drive for the needy during holidays, Titan Holiday, Delano clean-up crews, help for the homeless, help for abandoned pets, and recycling in classrooms.</p>	
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
<p><u>Counseling Department</u></p> <p>At CCHS, counselors take a very proactive role. CCHS counselors present a four-year academic plan to students and parents, as well as a ten-year career path. Counselors are also actively meeting with students daily to assist them in their classes, monitor their personal needs with classroom and athletic schedules, and assist them with necessary college preparation. Additionally, Aeries allows teachers to view student schedules, demographics, quarterly and semester grades, and any past disciplinary issues. In all, these approaches allow the staff to see students holistically, and not merely in the confines of a student in a particular academic course.</p> <p>Beyond academics, counselors also guide students as to career choices, as well as regularly working with the school psychologist to provide needed mental health services. The counselors at CCHS are an invaluable aspect of the school. Beyond their typical job description of supervising grades and informing students about college tests and scholarships, they personally become involved in students' personal lives to best serve them—as more than just a number.</p> <p>CCHS Counselors provide credit recovery classes for students who have failed classes and are at risk of not obtaining the necessary credits to graduate. Counselors and teachers conference to identify students who do not perform well in the classroom due to social causes.</p> <p>Counselors also work directly with the DJUSHD continuation schools and the Kern Community School. There are students that leave CCHS for disciplinary reasons, for personal reasons, and others for academic reasons. Counselors are the liaison between these institutions that must all work cohesively in order to serve At-Risk students.</p> <p><u>Health Services</u></p> <p>The DJUHSD Special Education Director (Mr. Moore) oversees all special education services. At the site level, he works directly with the CCHS</p>	<ul style="list-style-type: none"> • Student-Parent Teacher Conferences • Grade Checks • UC Personal Statement Seminars • CSU and UC Application Seminars • FAFSA Seminars • College Fair • Focus on Freshmen • Ivy League Tour • CSU Fieldtrips • Graduation Status Reports • Psychological Referrals • Credit Recovery Attendance Sheets • Valley High School • School Psychologist Memos • Nurse Memos

<p>psychologist, who then oversees health services at CCHS. The school psychologist works directly with parents, counselors, and teachers. This is done through speaking at PLC meetings, conferences, and memos. Teachers are also given data on students with special health needs that may be permanent or temporary via the student's IEP or 504 Plan. The school psychologist also provides the necessary modifications and accommodation needed for students with special health needs. This may mean counseling sessions and/or special allowances in the classroom.</p> <p>Students are assigned a case worker and are put into the special education program. Depending on the student's designation, they may be in the Special Education department all day, or they may have access to a resource period. CCHS is proactive in allowing students with special needs access to the Learning Center/Resource room. This environment can provide these students with personalized attention and a quieter atmosphere. Students are allowed to attend this room to take a test or to work on a difficult assignment.</p> <p>In a continual effort to have more students served, special education instructors are also placed in support classes alongside the teacher, in order to assist students within the classroom.</p> <p>CCHS 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 CSC personnel. 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.</p>	<ul style="list-style-type: none"> • Special groups sessions for students identified with special needs • Identification of students with special needs • Articulation to classroom teachers • Group counseling • Mental Wellness Week
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E3.2. Multi-Tiered Support Strategies for Students: School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

Findings	Supporting Evidence
<p><u>Strategies Used for Student Growth/Development</u></p> <p>CCHS teachers, department chairs, counselors, and administrators monitor student progress throughout the school year. If a student is not progressing sufficiently, after much intervention, he or she may be placed in a course that will afford that student the best opportunity to access the curriculum at an appropriate level. Alternatively, if a student is earning high marks in a course, he or she will be moved to a more rigorous course. This process occurs</p>	<ul style="list-style-type: none"> • PLC Meetings • Grade Level Diagnostic

such as for Teams, Canvas, Zoom and more applications, in order to support academic instruction.	
The CCHS librarian is committed to assisting students. She is actively involved in seeking new websites for teacher and student use, as well as supporting teachers and students with a computer lab and mobile carts.	

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
<p><u>Effective and Competitive Programs</u></p> <p>The effectiveness of our multi-tiered support system can be seen in the California School Dashboard Performance Overview section of our report. The graduation and dropout rates are 94% and 3% which have been similar to or even better than the rest of the county and state. Cesar Chavez has also had suspension and expulsion rates that are consistently lower than our district and the county. This pattern continues in our attendance and absentee rates, which again are lower than the district average. Cesar Chavez High School has consistently demonstrated for many years now that we have been effective in supporting our students' success and achievement.</p>	<ul style="list-style-type: none"> California School Dashboard Performance Overview

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>César E. Chávez High School provides 16 athletic team sports, 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 support the education program by building self-esteem, respect for authority, willingness to cooperate with others, and an inclination to pursue a passion.</p> <p><u>Award Winning Band and Choir</u></p> <p>CCHS's band and choir have experienced remarkable success over the years and are open to all students. The Marching Band has been very active; among the honors received are "Excellent" and "Superior" ratings in the California Music Educators Association Music Festivals. The former band director (Mr. G) was selected as one of the Kern County teachers of the year.</p> <p>Titan Groove is an audition only collection of talented students who wish to push their talents and musical knowledge to the next level. Titan Groove is</p>	

<p>composed of approximately twenty members and serves the campus with live entertainment. This ensemble is known throughout the valley for its great sound. Titan Groove has been invited in past years to perform for President Obama, the Cesar Chavez Birthday Celebration, and the Paramount Farms Scholarship banquets.</p> <p>The CCHS advanced percussion students have a unique opportunity to audition for our Indoor Percussion competitive ensemble. Currently, CCHS Indoor Percussion has established themselves as one of the top percussion units in the “Open” division in the California Central Section.</p> <p>Winter Guard offers a competitive stage for students who wish to combine dance moves with the execution of twirling flags and tossing sabers and rifles, while being judged on their ability. This unit competes in the triple A division in the PPAACC.</p> <p>The CCHS Titan Band classroom is a very busy place. The band continues throughout the school year to perform at rallies, all local parades and home athletics events. Band members are part of a large musical family; they respect and support each other and work well together. Band not only teaches students how to master an instrument, and demands organizational skills, dedication and responsibility. The Titan Band Mission is simple: excellence, dedication, and commitment.</p> <p><u>A Proud Choir</u></p> <p>Within the music department is our CCHS choir. The CCHS Choir Program is split into two ensembles, intermediate choir, and advanced choir. Both classes teach basic music principles and music theory to prepare students for music at the college level. Students are taught to read rhythm, match pitch, identify key signatures, and use solfege for the purpose of sight singing. Both classes are performance based, and students are given the opportunity to perform live in front of audiences throughout the year. Their music repertoire varies throughout the year, and students perform a broad range of music from different genres and cultures.</p> <p>The CCHS music programs do a lot to support the school's culture. Students learn to work together as a team towards achieving a common goal. High order thinking skills are emphasized, and students are required to develop problem-solving skills. More importantly, students are taught to respect each other, support each other, and hold each individual accountable for doing their part to ensure the success of the whole. The CCHS Choir Program is dedicated to teaching student musicianship, leadership, teamwork, and citizenship. The focus of choir ensembles is to achieve a high level of learning and</p>	<ul style="list-style-type: none"> • Athletic Director and Coaches • Athletic Teams • Grade Checks • Pursuing Victory with Honor Conference
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performance, develop an appreciation for music, and become quality citizens in the community. These attributes are developed from daily preparation, mutual respect, and hard work.

Athletes with Character

"The athletic program is committed to excellence in academics and athletics. Each participant, from our administration to our coaches, to our student-athletes, are dedicated to adhering to the rules of competition and good sportsmanship, as well as a commitment to following the Six Pillars of Character—Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship—both on and off the field. Our coaches and student athletes understand that participation in athletic programs is a privilege. Our coaches and student-athletes willingly accept the responsibility to serve as positive role models, to exercise self-discipline, and to be hard working, prepared, persevering, empathetic, courageous, fair, and self-sacrificing team players. Our student athletes are committed to giving their best on the field and in the classrooms. They lose with grace, win with honor, and strive to bring pride and respect to their sport, their school, and to their community.

All athletes must sign a CCHS 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 are required to maintain a 2.0 GPA. Coaches require grade checks of their student athletes bi-weekly. Students who fall below the 2.0 GPA may go on athletic probation to be able to stay practicing with their team, while working on improving their grades. All student-athletes are encouraged to attend tutoring through the After-School Tutoring Program as needed.

Student Involvement in Curricular/Co-Curricular Activities

CCHS administration keeps data on students to know exactly how many extra-curricular activities they participate in each year. This information is available to counselors and teachers to diligently coordinate with students. For example, a teacher may work with the academic decathlon coach to extend certain assignment's deadline knowing the student has the competition that weekend. Counselors can schedule certain classes so that a student may more successfully participate in athletic practices and games, band or choir practices and performances, or ASB functions.

CCHS coaches are actively involved, along with the CCHS athletic director, to make sure student-athletes report grade checks as needed. The athletic director also sends weekly emails informing teachers of all athletic events as students are required to leave for games before school ends. This allows teachers to plan and communicate accordingly.

- AERIES

CCHS is an institution where academics come first, and students are seen as holistic individuals whose lives will be enriched by extra-curricular activities.

Associated Student Body (ASB)

ASB, under the leadership of the Activities Director (Mrs. Alvarez), 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. Each year the ASB sponsors a Club Rush Day. This is a time for officers and members to promote their clubs and recruit new members. During the school year, the United Filipino Organization sponsors a cultural assembly in where the student body and Delano community can attend.

The staff and ASB continue to explore ways to involve all student groups. 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. ASB organizes, decorates, and sets up for dances, fall and winter homecoming events, Salute to Scholars Night, Back-to School Night, Titan Holiday, Red Ribbon Week, and Club Rush Days.

Growth Areas

- Despite having more technology than we have had in previous years, we are still not a one-to-one school. Many of our students still lack the basic technologies for them to complete assignments online.
- More teacher trainings on how to best implement new technologies into current lesson planning would be helpful.
- Training for parents in these new technologies would better help them understand what is being asked of the students.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.

Areas of Strength

1. The Administration's ability to lead and communicate.
2. The Counseling Department's collaboration with staff and dedication to student success.
3. PLC structure and meetings.
4. Co-Curricular and extra-curricular opportunities available to the student body.
5. Progress made regarding technological integration into the classrooms.
6. A host of supports in place to respond to the social-emotional needs of students.

Areas of Growth

1. Post-distance learning, there is a need to assess our utilization of the social-emotional health supports in place for students and staff.
 2. Students readjusting (post-distance learning) back to structured class schedules and physical classroom settings.
 3. A lack of available computers for every student to take home (not a one-to-one school)
 4. Continue offering training aimed at the newest available technologies for teachers in the classroom.
 5. Informing parents on how to access and use common CCHS platforms, such as Aeries, Canvas, Teams and other regularly used online resources.
- **Preliminary major student learner needs**
 - Special Population Learner Needs
 - Assessment Measure Proficiency
 - Career Readiness
 - **Additional identified student learner needs that resulted from the Focus Group analyses.**
 - Reestablishing parent involvement to pre-COVID levels.
 - The efficacy of supports for social-emotional health of students.
 - Technology expansion and upgrades.
 - **Areas within the schoolwide action plan/SPSA need to be addressed**
 - Use of state and local assessments to modify instruction and improve student achievement
 - Services provided by the regular program that enable underperforming students to meet standards
 - Resources available from family, school, district, and community to assist under-achieving students
 - **Important next steps within the schoolwide action plan/SPSA.**
 - Continue to develop and align course level/common assessments with state level assessments
 - Align all core department textbooks to state standards
 - Continue to integrate research proven differentiated instruction strategies into the classroom
 - Continue to develop and promote parent engagement opportunities and incorporate parent input into the decision-making processes on campus.

Prioritized Areas of Growth Needs from Categories A through E

Category A

- Reestablish parent and community involvement in our students' growth in education, in a time of limited physical contact.

Category B

- Address the schoolwide achievement gap and learning loss that has grown as a result from the challenges presented during the era of COVID-19.

Category C

- Post-distance learning, refine some fundamental practices during PLCs, including the discussion and implementation of reteaching strategies that are data driven.

Category D

- Continue to reach out and improve the trainings and resources offered to parents on the use of technology regarding Aeries, Canvas, any other highly used online platforms.

Category E

- Post-distance learning, there is a need to assess our utilization of the social-emotional health supports in place for students and staff.

CHAPTER IV



Summary from Analysis of Identified Major Student Learning Needs

Graphic by senior Karanbir Sunner

Summary of the Identified Major Student Learner Needs

There is a need to update our educational program for pupils of low socio-economic status and to close the achievement gap between those meeting the state academic standards and those who are not meeting such standards. We will continue to focus on pupils that have not met standard on SBAC ELA and mathematics and for English Learners who have not attained English proficiency as measured by English proficiency on the ELPAC and English Learner reclassification rates. We will also continue to provide marginalized students with crucial support services. Our goal is to ensure all students receive a high-quality education and close the achievement gap for English learners and students with disabilities.

1. Literacy Rates

According to our Renaissance benchmark data, our incoming freshmen have, on average, a 5th grade reading level. Beginning each quarter, all freshmen complete a Renaissance benchmark in their English course. This assessment utilizes the Renaissance Star reading and Star math test, which is directly aligned to CAASPP. Literacy has a major impact on all aspects of a student's academics. For ELA, our ELs struggle the most on reading and writing. For mathematics, they struggle the most on concepts and procedures, and next on problem solving, and modeling/data analysis. Our goal is to ultimately get as many students as possible up to grade level literacy. Since this is the first year that we have utilized Renaissance assessment data, our goal is to continue collecting data that will ultimately allow for us to make a reasonable and measurable goal for student literacy growth.

2. EL Reclassification Rates

Over the last 5 years we have seen a slow and consistent decline in the reclassifications of students from EL to RFEP. These reductions in student success have directly correlated to the CAASPP and CAST scores. Our ELD population scores much lower on all standardized tests and post-secondary success lags those of RFEP and EO's at the collegiate level. In the data below, ELD graduation rates have been consistently lower than overall graduation rates and correlate specifically with reclassification numbers. The highest year of reclassification saw the highest level of ELD graduates in the last five years. Our goal is to get our numbers up by following the supports that we are now implementing on campus for our marginalized groups.

	Reclassification Rates		
School Yr	ELs Enrolled	ELs Reclassified	% ELs Reclassified
2017-18	368	94	26.8%
2018-19	377	59	16%
2019-20	344	81	21.5%
2020-21	343	53	15.4%
2021-22	347	47	13.5%

	Graduation Rates for ELs		
School Yr	% EL Students	% Non-EL Students	% Difference
2016-17	86.9%	98.7%	-11.8%
2017-18	84.8%	97.6%	-12.8%
2018-19	93.2%	98.6%	-5.4%
2019-20	90.9%	97.6%	-6.7%
2020-21	87.9%	96.8%	-8.9%

3. Special Populations CAASPP ELA and Math Performance

Academic outcomes for marginalized students within our site are measurably lower in comparison to other specific groups within the Dashboard. Our students with disabilities and English Learners specifically score at least 50% below the outcomes of the entire site. Achievement gaps have been areas of growth here at CCHS, especially during the pandemic. It is a goal for our site to improve student academic outcomes by providing additional academic supports within the school day. Through tutoring programs and after school support we hope to build on our students' previous outcomes but focus on their specific areas of need through analyzing scope and sequence to begin targeting weaker areas for future testing.

CHAPTER V



SCHOOLWIDE ACTION PLAN

Graphic by senior Hannah Villaruz

School-Wide Follow Up Process for School Improvement

[2021-22 CCHS SPSA Link](#)

Collaborative Efforts for School-Wide Follow Up Process

Our school-wide follow up process for achievement is never a process done in isolation. The process is always done in conjunction with district administrators, as well as the administration from the other comprehensive high school sites in the district. The purpose of these meetings is to create action plans for school improvement.

CCHS administration will frequently collaborate with district officials for CIA meetings—Curriculum, Instruction, and Assessment meetings. During these meetings, district personnel will address any pertinent information related to the district and all its school sites. Since the student demographics of all three comprehensive school sites are nearly identical, it is expected that the three school sites exchange ideas, such as discussing how to duplicate their successes and improving on their areas of growth. For example, in these sessions state exam data and other relevant scores are disaggregated, analyzed, and discussed. School-wide surveys among staff, and parent/community surveys are studied and included as stakeholder input.

Along with the other Assistant Principals of Instruction and Curriculum from other sites, our administration has regular meetings with the district Director of Curriculum and Instruction, Gabriel Diaz. While much of the same information from the CIA discussions is covered regarding school improvement, these sessions can cover more specific items. For example, lately, online platforms for virtual learning have been a largely discussed. These include professional development opportunities for staff, and the successful integration and implementation of our most used school-wide platforms such as Canvas, Teams, Renaissance, and many more.

Collaboratively, with other Assistant Principals of Discipline and Athletic Directors, our administration regularly meets with the district Director of Student Services, René Ayón. During these meetings, officials will discuss safety and security issues for students and staff, COVID protocols that are initiated from the state, district and school sites, campus beautification, student discipline, and much more.

On top of our district wide collaborative meetings, our site leadership frequently gets together to create action plans for school improvement. The principals from other sites will often travel to CCHS for principal meetings. Additionally, CCHS Cabinet meetings are held amongst the administration building staff. Monthly CCHS leadership meetings are held in which the administration, department chairs, and other staff members come together to discuss resources, assessments, state exam scores, instructional strategies, such as thinking maps, the overall culture of the school, and much more. Social emotional meetings regarding student health occur between our nurse, health clerk, counselors, psychologist, and MFT (Marriage and Family Therapist).

The creation of these action plans for school improvement is an ongoing and organic process. The administration must then take the information contained within these plans, filter and funnel it into our bi-weekly PLCs. From there, it is then put into practice in the classroom and throughout campus.

Alignment of School-Wide Follow Up Process

The process that we have put in place here at CCHS to address our three areas of major student learner needs are aligned so that it has a multipronged effect. By attempting to remedy one major student learner need, we effectively address the others simultaneously. By targeting literacy, we also target a student's ability to improve on the ELPAC so they may be reclassified. By improving literacy among our special populations, the idea is that this will also have a direct impact on their CAASPP scores. All the following actions are aligned to our school SPSA and LCAP.

Actions for School-Wide Follow Up Process

CCHS support staff include ELD Clerks, IT support staff, work-based learning clerk, homeless/foster youth support staff, and instructional assistants to improve learning and provide support for English Learners, foster youth and pupils of low socio-economic status. For SPED, we have continued to maintain resource teachers and academic coaching periods in special education to reduce the achievement gap in English and mathematics for students with disabilities. We have also continued to maintain ELD coordinators, a school site VP of Curriculum and Instruction and additional district support in order to aid with comprehensive school improvement and reduce the achievement gap among English Learners and pupils of low socio-economic status.

We have maintained the increased UC A-G and AP sections as well as the additional support staff to increase the percentage of English learners, foster youth, and pupils of low socioeconomic status in satisfying UC or CSU entrance requirements. To better prepare our lower achieving students for these more rigorous courses, we enroll most incoming freshmen into either an ELD class or into a writing proficiency course (this replaced STDV B3), which serves as a support class. The freshmen that are exempt from these two courses include those who scored a 3 or 4 on the CAASPP.

We are continuously purchasing physical and online instructional materials that are standard aligned. Many of these items serve the function of helping to improve the academic performance of English learners, foster youth and pupils of low socio-economic status. Some of our more widely used online platforms that target literacy include NewsELA, ListenWise, IXL, Reading Horizons, and many more.

Regarding technology driven instruction, once we transitioned to distance learning, in the spring of 2020, it became apparent that our lack of being a one-to-one school was a challenge to online learning. Presently, the district has plans to fully transition CCHS to a one-to-one school by the fall of 2022. With this plan in place, there is now a need to vastly upgrade our internet infrastructure on campus to support growing demand.

Our academic tutorials serve as a popular form of intervention and additional support for our ELs and special populations. Throughout the week/semester these tutorials provide additional support that is aimed at closing the achievement gap for those with special needs and English learners. Specifically, they serve to improve class passing rates, A-G completion rates, improve literacy, and even provide direct support for the CAASPP. Our academic tutorials include cohort tutorials, MASH, Renaissance, VIP, and CAASPP Bootcamp (Spring).

CCHS will continue to regularly invite experts to offer professional development services on evidence-based techniques to expand on differentiated instruction strategies and student outcomes. Professional development activities include Jill-Hamilton Bunch, Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, PLC, NCTM Best Practices, Thinking Maps, Co-teaching, and many more. We will continue utilizing these professional growth opportunities to support and improve learning for English learners, students with exceptional needs, pupils performing below grade level, foster youth, and pupils experiencing homelessness.

The assessment driven PDs that have been offered included PLC training, Illuminate training, Solution Tree Data Driven Analysis workshop, Data Analysis and How to Collaborate workshop. All these training courses were designed to assist teachers in using data from classroom-based assessments and using data from such assessments to improve instruction and student academic achievement. This data will then be used to monitor student achievement. Our more popular data sources include the SBAC English and mathematics; ELPAC; English learner reclassification data; CAST; CAA English, mathematics, & science; Advance Placement passing; Reading fluency, Renaissance benchmarks, local formative and summative assessments; Instructional strategy monitoring tool; and teacher, student and parent surveys. Once the data is disaggregated and analyzed, it is then disseminated to teachers via PLCs. In turn, PLC time aids our efforts in finding more local evidence that school programs or instructional practices are effective in improving student achievement. The staff is then trained in those practices and/or programs so that implementation is broader and more consistent.

Once our ELs are reclassified by their junior year, they can then enroll in our pathways and dual enrollment courses. Their enrollment would decrease the College/Career Indicator gap for all students, including English learners and students with disabilities.

With all the above-mentioned actions, our focus groups determined that it is imperative we reestablish parent involvement to pre-COVID levels. Once the campus closed, there was no longer a physical place for parents to go and participate in their child's education. Combine this with the digital divide that exists in our rural communities, and parents' lack of knowledge for our most widely used online platforms, these unprecedented challenges made it more difficult for parents to participate in their child's educational growth. As we continue to readjust back to campus life, we will continue to offer additional opportunities for parents to be more involved in their child's education and campus culture.

Lastly, the focus groups discussed the importance of studying the efficacy of supports for social-emotional health of students. While social-emotional supports are in place on campus, and those who serve these supports are impeccable, there is a need to evaluate their efficacy. With over a year of distance learning, juniors are effectively like freshmen, as they complete their first full year of on-campus high school. Our freshmen experienced less than a year of on-campus learning at the junior high level. Since returning to campus full time, we have noticed a stunted social-emotional growth in students. For example, anecdotally our security teams have noticed random classroom outbursts by students who don't have any past disciplinary issues, an increase in refusals by students to give up their phones, and other anomalous disciplinary issues. There is a need to reevaluate our responses and their success in addressing the social-emotional health struggles of students.

Appendices with hyperlinks:

- A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link

[2021-22 Delano Joint Union High School District LCAP](#)

&

[DJUHSD Website Link to 2020-21 LCAP](#)

- B. Results of student questionnaire/interviews

See pages 58-60 in report.

- C. Results of parent/community questionnaire/interviews

See pages 58-60 in report.

- D. The most recent California Healthy Kids Survey

[2019-20 César E. Chávez High School Healthy Kids Survey](#)

- E. Master Schedule

[Teacher Class List](#)

[SPRING 2022 CCHS Master Schedule Link](#)

César E. Chávez High School Fall Semester Master Schedule 2021-2022						
Rm/Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Career Pathways						
808 Alvarez Torres, D					Med Asst III	Med Asst III
601/602 Dao, R	Computer Lit	Multimedia I	Multimedia II	Journalism I		
1705 Duran, J	Building Skills	Building Skills	Building Skills	Building Skills II	Building Skills II	Building Skills II
1808 Fernandez, J	Nursing Asst	Nursing Asst				
305 Gardner, C	Art Appreciation	Art Appreciation	Art Appreciation	Art Appreciation	Fashion Design	Apparel
Counseling Garza, E	Business Mgt I	COMPB5 Intro Microsoft	COMPB5 Intro Microsoft	Business Mgt II	COMPB5 Intro Microsoft	COMPB5 Intro Microsoft
808 Gonzalez, B	Intro HealthCare	Intro HealthCare	Sports Medicine	Sports Medicine	Intro HealthCare	

1805 Alvarez- Leynes, L	Ed Theory	Ed Theory	Sociology Cp			
Gym Neal, S	Coed PE 9	Intro to Design	Arch Drafting	Coed PE 10- 12	Intervention	Coed PE 9
1702 Pickett, J	Foods/Nutri I	Foods/Nutri I	Foods/Nutri II	Foods/Nutri II	Foods/Nutri I	Foods/Nutri II
302/1603 Ramos, M		PREP - Driving from DHS	Music Appreciation	Choir	Advanced Choir	Music Appreciation
304/1603 Martinez- Rivera, C	Varsity Band	Music Appreciation	Cont Music Per I	Music Appreciation	Music Appreciation	Var Band/Percussion
808 Neri, E			Med Asst I	Med Asst I		
Special Education						
1005/1001 Sanchez, J	Garcia Co- Teach	Gutierrez Co- Teach	Lentz Co- Teach	Learning Center	Learning Center	PREP
1005/1001 Collins, J	Learning Center	Sigala Co- Teach	Learning Center	Gutierrez Co- Teach	Galvan Co- Teach	PREP
1005/1001 Feliscian, D	Chundagal Co-Teach	PREP	Rivera Co- teach	Rivera Co- Teach	Chundagal Co-Teach	Learning Center
1404 Gill, A	Bas Skills A SE-3	PE SE- Modified	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE- 3
1005/1001 Manjarrez,E	Rojas Co- Teach	SE Learning Center	Carter Co- Teach	Godinez Co- Teach	PREP	Lopez Co-Teach
1402 Oung, L	Bas Skills A SE-3	PE SE- Modified	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE- 3
1406 Tallman, C	Bas Skills A SE-3	PE SE- Modified/F/0	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE- 3
1407 Chavez, K	Bas Skills A SE-3	PE SE- Modified	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE-3	Bas Skills A SE- 3
ELA/ELD						
1303 Mendez, L	ELD Bridg Gr/Wr	Eng 9 Hnrs	Eng 10 CP	Eng 10 CP	Eng 10 CP	Eng 9 Hnrs
807 Barker, S	Eng 11 CP	Eng 11 CP	Eng-Lit AP	Eng 11 CP	ENGLISH 11 CP	Eng-Lit AP
1305 Carrillo, S	ELD Bridg Gr/Wr	ELD Bridg Gr/Wr	Eng 9 Cp	Eng 9 Cp	Eng 9 Cp	ELD Bridg Gr/Wr
704 Carter, C	ACADEMIC COACH	Eng 10 Gen	16 Eng 10 Gen	ERWC (EAP)	ERWC (EAP)	ERWC (EAP)
703 Chundagal,S	Eng 9 Cp-S	Eng 9 Cp-S	Eng 9 Cp-S	Career Writing	Eng 9 Cp-S	9041 Career Writing
1301 Giuntoli, E	ELD Bridg Gr/Wr	ELD Bridg Gr/Wr	ELD Bridg Gr/Wr	Eng 9 Cp-S	Eng 9 Cp-S	ACADEMIC COACH
801	Eng 10 CP	Eng 10 Hnrs	Eng 10 Hnrs	Eng 10 CP	Eng 10 Hnrs	Eng 10 CP

Guerriero, J						
803 Gutierrez, A	Career Writing	Eng 11 CP	Eng 11 CP	Eng 11 Gen	Eng 11 Gen	Eng 11 CP
701 Lentz, R	ERWC (EAP)	ERWC (EAP)	Eng 12 Gen	Eng 12 Gen	Eng 12 Gen	ELD Bridg Gr/Wr
702 Lopez, A	Eng 10 CP	Eng 10 CP	Eng 10 CP	Eng 11 Gen	Eng 11 Gen	Eng 10 CP
706 Martinez Vargas, F	Eng 9 Cp	Eng 9 Cp	ELD Bridg Gr/Wr	Eng 9 Cp	ELD Bridg Gr/Wr	ELD Bridg Gr/Wr
1306 Montemayor	PREP	ELD Bridg Rdng	ELD Bridg Rdng	ELD Emerg Rdng	ELD Emerg Gr/Wr	ELD Emerg CVS
708 Ortiz, J	Eng 9 Hnrs	Career Writing	Career Writing	Eng-Lang AP	Eng 9 Hnrs	Eng-Lang AP
PE/Health						
Gym/1007/1203 Gentry, M	Health	Coed PE 9	Coed PE 9	PREP	Coed PE 9	Health
Gym Jordan, A	Intervention	Coed PE 10-12	Coed PE 10-12	Intervention	Coed PE 10-12	Coed PE 10-12
Gym Jordan, A		PE SE-Modified				
Gym/1203 Martinez, M	Coed PE 9	Coed PE 9	Intervention	Coed PE 9	PREP	Coed PE 9
Gym Neal, S	Coed PE 9	Intro to Design	Arch Drafting	Coed PE 10-12	Intervention	Coed PE 9
1007 Ortega, J	Wt Cond/Football	Health	Health	Health	Health	
Math						
1108 Alawgarey, M	Trig Cp	Applied Math	Trig Cp	Applied Math	Algebra I Cp	PREP
1106 Alhassan, S	Statistics AP	ACADEMIC COACH	Statistics AP	Calculus AB AP	CALCULUS BC AP	Algebra II Hnrs
1102 Galvan, E	Algebra I Hnrs	Algebra II Cp-S	Algebra II Cp-S	Algebra I Hnrs	Algebra II Cp-S	PREP
1003/1203 Garcia, A	Consumer Math	PREP	Math Support	Algebra I Cp	Consumer Math	Intervention
1103 Garza, C	Algebra II Hnrs	Algebra II Cp	Algebra II Hnrs	Algebra II Cp	Trig Cp	Algebra II Cp
1104 Garza, G	Algebra II Cp	Geometry Hnrs	Geometry Hnrs	Pre-Calculus	Pre-Calculus	Geometry Hnrs
1004 Godinez, L	Algebra I Cp	Algebra I Cp	Algebra I Cp	Algebra I Cp	Geometry Cp-S	Algebra I Cp
301/1008 Pimentel, M				Geometry Cp	Geometry Cp	Geometry Cp
1101 Rivera,	PREP	Algebra I Cp	Algebra I	Algebra I	Algebra I	Algebra I Cp

M			Cp-S	Cp-S	Cp-S	
1406 Rojas, J	Geometry Cp-S	Geometry Cp	PREP	Algebra II Cp-S	Math Support	Math Support
1002 Sigala	Algebra I Cp-S	Algebra I Cp-S	Algebra I Cp-S	Algebra I Cp	PREP	Algebra I Cp
Foreign Lang or Fine Arts						
1208 Cruz, J	French II CP	SpanB1 Elem Spanish I	French I Cp	French III CP	French I Cp	French I Cp
305 Gardner, C	Art Appreciation	Art Appreciation	Art Appreciation	Art Appreciation	Fashion Design	Apparel
1204 Mendivil, G	Spanish II Cp	Spanish II Cp	Spanish I Cp	Spanish II Cp	Spanish I Cp	Spanish I Cp
1201 Rodriguez, G	Span Lang AP	Span Lit AP	Span Lang AP	Spanish IIS CP	Spanish IIS CP	Spanish IIS CP
1205 Villagomez, I	Spanish II Cp	Spanish III Cp	Spanish II Cp	Spanish IS CP	Spanish II Cp	Spanish IS CP
Science						
1502 Clemente, C	Chemistry CP	Chemistry Hnrs	Chemistry CP	Chemistry CP	15 Chemistry CP/F/27	153 Chemistry Hnrs/F/34
1501 Gonzalez, E	Chemistry Hnrs	Chemistry CP	Chemistry CP	Chemistry CP	Chemistry Hnrs	Chemistry CP
1605 Hollabaugh, Z	Phys Sci Hs	PREP	Lab Biology CP	Lab Biology CP	Integrated Science Cp	Phys Sci Hs
1604 Jawanda, S	Lab Bio Hnrs	Lab Bio Hnrs	Lab Bio Hnrs	Lab Bio Hnrs	Lab Biology CP	Lab Biology CP
1601 Mata, O	Lab Biology CP	Lab Biology CP	Lab Biology CP	Lab Biology CP	Lab Biology CP	Life Sci Hs
1602 Ramirez, E	Physics CP	AP Physics 1	Phys Sci Hs	Physics CP	WASC Period	AP Physics 1
Social Studies						
905 Alegria, D	179 US Gov-Pol AP/F/40	181 Civics CP/F/33	180 Civics HS/F/26	181 Civics CP/F/32	179 US Gov-Pol AP/F/31	180 Civics HS/F/25
906 LaBaugh, V	Wrld Hist/Geog Cp	Wrld Hist/Geog Cp	US History CP	PREP	US History CP	US History CP
902 Medrano, J	PREP	Wrld Hist/Geog Cp	Wrld Hist/Geog Cp	US History CP	US History CP	US History CP
904 Gonzalez, A	Economics Hs	Intervention	Psychology Cp	Economics CP	Economics CP	Economics CP
1805 Alvarez-Leynes, L	Ed Theory	Ed Theory	SOCB1U Sociology BC			

903 Mendez, J	Us History Hs	Wrld Hist/Geog Cp	PREP	Wrld Hist/Geog Cp	Wrld Hist/Geog Cp	Us History Hs
907 Morataya, E	HTB17A US History	HTB17A US History	HTB17A US History	HISB4A Euro Civil A	HISB4A Euro Civil A	Euro Civil A
901 Sanchez, S	Wrld Hist/Geog Cp	Wrld Hist/Geog Cp	Wrld Hist/Geog Cp	Us History Hs	Us History Hs	PREP

***Zero periods: Rivera-Martinez, Varsity Band, Ortega J, Athletic Conditioning

F. Approved AP course list:

[César E. Chávez High School approved AP course ledger](#)

G. UC a–g approved course list:

[César E. Chávez High School UC a–g approved course list](#)

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID

See pages 75-91 in the report.

I. California School Dashboard performance indicators

See pages 103-111 in the report.

&

[California School Dashboard website link](#)

J. School accountability report card (SARC)

[César E. Chávez High School SARC Reports](#)

[CCHS 2020-21 SARC](#)

K. CBEDS school information form

This can be provided before or upon visit

L. Graduation requirements

[César E. Chávez High School graduation requirements](#)

M. Budgetary information, including school budget

[César E. Chávez High School Budgetary Allocations 2021-22](#)

& [César E. Chávez High School Department Budgets 2021-22](#)