

School Accountability Report Card Reported for School Year 2006-2007 Published During 2007-08

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2006-2007 Executive Summary School Accountability Report Card

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Cesar E. Chavez High School

Address: 800 Browning Rd., Delano CA 93215 Phone: (661) 720-4502
Principal: Saul Gonzalez Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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Principal's Message

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In August 2003, Cesar E. Chavez High School (CCHS) opened its doors to the students of Delano. This historic occasion marked the beginning of a new educational era in the city of Delano where Delano High School (DHS) had been the only comprehensive high school for nearly a century. A third comprehensive high school, Robert F. Kennedy (RFK), will open its doors in the Fall of 2008 to incoming freshman and sophomores.

The educational facility at CCHS is beautiful and remains a safe, orderly, and positive learning environment. We invite you to visit our campus to enjoy the facilities and witness sound educational practices. Our students and school community exude "Titan Pride", and we enjoy sharing our accomplishments with parents and community members. Our school motto is that "CCHS is a learning community where academic achievement is **fostered, recognized and celebrated.**" Our hope is that all parents will join with us, setting high expectations for their children, and then take an active role in supporting their learning efforts. Parents can arrange to meet with teachers anytime by calling 720-4513.

We have worked hard to align our curriculum, instruction, and assessment to the California content standards, and to motivate our students to achieve. CCHS students are benefiting from our efforts and recent strides in our school's Academic Performance Index (API) are beginning to reflect the abilities of our students and staff. Please note that Section V of this document outlines Academic Data for CCHS as measured by test scores on California standardized tests. **I am pleased to report that CCHS far exceeded all performance goals and is continuing to increase its API score every year.** Since 2005-2006, CCHS gained 130 points, which is a 24% increase. In fact, CCHS gained more API points last year than any other high school in Kern County. Once again, CCHS met all API and AYP criteria. Last year, CCHS was **recognized by the California Department of Education as a Title I Academic Achievement Award Winner!** Test results verify that CCHS academic programs such as Tutorial, Extended Day Program, ACES, and High Intensity Academic Instruction are working.

In the Spring of 2008, CCHS was visited by an accreditation team from the Western Association of Schools and Colleges (WASC), for its first full WASC accreditation. Again, the CCHS students, staff, and school community were highlighted as being an excellent school. The committee reported complete satisfaction with our school which resulted in a **6 year WASC Accreditation, with a midterm review.** Although we are pleased with recent accomplishments and confirmations such as API Growth and WASC Accreditation, the challenge remains to continue academic achievement growth by having high expectations with support mechanisms to assist all CCHS students. We are confident that CCHS will continue to be a great school with the support of our community. If you have any questions, or if I may be of assistance, please contact me at 720-4502.

Our Mission

Cesar Chavez High School is committed to providing every student a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth.

Expected School wide Learning Results

Our Expected Schoolwide Learning Results ("ESLRs") have been established to further our goals under the WASC Focus on Learning accreditation process. We expect that every graduate of Cesar E. Chavez High School will:

- Be Thinkers and Creators
- Be Knowledgeable and Accountable
- Be Responsible and Respectful

For more information, please contact Terri Nuckols, CCHS Learning Director, at 661-720-4697.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school

Cesar Chavez High School is strongly committed to providing parents with opportunities to the educational process. These opportunities can be grouped into the following categories:

School Events

Cesar Chavez High School has many events that are open to the public. Some examples include Salute to Scholars Night, Back to School Night, Open House, Ninth Grade Parent Orientation, AVID activities, college planning events, interscholastic athletic events, and ASB club/organization sponsored events. These events are publicized in the community newspaper (Delano Record), the school newspaper (Grapevine), and are posted on the Cesar Chavez High School web site (<http://www.cesarchavezhighschool.org/>)

Public Meetings

There are several public meeting forums that parents are encouraged to attend. The Board of Trustees meets on the second Tuesday of each month at 7:00 p.m. Our School Site Council meets on a monthly basis; for meeting dates and times, please contact Dr. Efrain Rodriguez, Associate Superintendent, at 661-720-4125. The administrative staff conducts quarterly meetings with parents at the sites of our feeder schools; for meeting dates and times, please contact Mr. Saul Gonzalez, Principal, at 661-720-4502.

Advisory Committees

There are opportunities for parents to serve on the advisory committees for various programs. For the District Technology Committee, please contact Bonnie Armendariz, Data Processing and Telecommunications Coordinator, at 661-720-4130. For the WASC Leadership Team, please contact Terri Nuckols, Learning Director, at 661-720-4697. For the Migrant Education Advisory Committee, please contact Ramon Cardenas, Migrant Education Director, at 661-720-4165. For the School Site Council and the Bilingual Education Advisory Committee, please contact Efrain Rodriguez,

Associate Superintendent, at 661-720-4125.

Student Enrollment

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Group	Enrollment
Number of students	1974
African American	1.32 %
American Indian or Alaska Native	0.05 %
Asian	0.96 %
Filipino	8.21 %
Hispanic or Latino	85.87 %
Pacific Islander	%0.0
White (not Hispanic)	3.6 %
Multiple or No Response	%0.0
Socioeconomically Disadvantaged	66 %
English Learners	44 %
Students with Disabilities	8 %

Teachers

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Indicator	Teachers
Teachers with full credential	65
Teachers without full credential	23
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

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Summary of Most Recent Site Inspection

A Williams visit was conducted in the Fall of 2007. All textbook insufficiencies were resolved according to the Williams Settlement Visitation finding report on November 9, 2007.

Repairs Needed

No Repairs Needed

Corrective Actions Taken or Planned

No Corrective Action Required

Curriculum and Instructional Materials

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Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

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Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,266.12
District	\$6,073.89
State	\$4,943

Student Performance

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Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	%31
Mathematics	%16
Science	%20
History-Social Science	% 26

Academic Progress

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Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	675
Statewide Rank (from 2007 API Base Report)	3
2007-08 Program Improvement Status (PI Year)	Not in PI

School Completion

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Indicator	Result
Graduation Rate	90%

Postsecondary Preparation

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Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	65%
Graduates Who Completed All Courses Required for University of California or California State University Admission	30%

2006-2007 School Accountability Report Card Reported (SARC)

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Cesar E. Chavez High	District Name	Delano Joint Union High
Street	800 Browning Rd.	Phone Number	(661) 725-4000
City, State, Zip	Delano, CA 93215	Web Site	www.djuhsd.org
Phone Number	(661) 720-4502	Superintendent	Rosalina Rivera
Principal	Saul Gonzalez	E-mail Address	rrivera@djuhsd.org
E-mail Address	sgonzalez@djuhsd.org	CDS Code	15-63412-0100529

School Description and Mission Statement

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Cesar E. Chavez High School has a concise and well defined vision that reflects the school and communities commitment for achievement of all students. Our mission and vision statements are constantly reinforced in staff development and have been updated as part of our accreditation process. Our ESLR's align with our vision as well as content area state standards. Upon graduation we expect our students to; 1. Be thinkers and creators, 2. Be knowledgeable and accountable, and 3. Be responsible and respectful.

Opportunities for Parental Involvement

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

Student Enrollment by Grade Level

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This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0

Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	670
Grade 10	429
Grade 11	509
Grade 12	366
Ungraded Secondary	0
Total Enrollment	1974

Student Enrollment by Group

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This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.32 %	White (not Hispanic)	3.6 %
American Indian or Alaska Native	0.05 %	Multiple or No Response	%
Asian	0.96 %	Socioeconomically Disadvantaged	66 %
Filipino	8.21 %	English Learners	44 %
Hispanic or Latino	85.87 %	Students with Disabilities	8 %
Pacific Islander	%		

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Average Class Size and Class Size Distribution (Secondary)

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This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	24.9	38	29	10	23.3	61	32	14	23.1	61	35	10
Mathematics	26.2	30	9	19	25.9	27	28	15	24.5	39	22	11
Science	32.3		12	10	30.0	5	12	16	30.5	2	30	11
Social Science	32.1		15	13	31.9	1	20	24	30.7	1	31	13

Participation in the Class Size Reduction Program

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This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

II. School Climate

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School Safety Plan

This section provides information about the school's comprehensive safety plan.

Cesar Chavez High School has a detailed and comprehensive Safe School Plan. This plan was reviewed and updated by a committee consisting of administrators, teachers, staff, parents, police, fire, Emergency Medical Services, and students, for Board approval in November 2007.

The Safe Schools Plan describes the responsibilities of all employees that are directly or indirectly responsible for the safety and security of the CCHS campus. In addition, the plan outlines specific procedures to be followed in the event of crisis or emergency, as well as prevention and intervention strategies. The plan cites many statistics related to school safety, and includes copies of the relevant Attendance/Discipline policies.

For more information about our Safe Schools Plan, or to receive a copy of the plan, please contact Mr. Ben De Leon, Assistant Principal, at 661-720-4505.

School Discipline Practices

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This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Cesar Chavez High School supports students in the development and improvement of personal and academic skills in an environment of collaboration, trust, and respect. Opportunities are provided for students to receive recognition in curricular and extracurricular areas. Some of the awards and recognition available are California Scholastic Federation, National Honor Society, Honor Roll, Salute To Scholars Night, athletic awards, and the many other clubs or programs that recognize high achievement.

Students are expected to attend school on a daily basis. Each student is given a student agenda containing pertinent information about school rules and discipline procedures including attendance and tardy policies. CCHS emphasizes individual responsibility and decision making and maintains clear expectations for appropriate student behavior. Appropriate corrective steps are taken and consequences administered accordingly in response to rules violations. We strive to provide a learning environment that is safe and appropriate for all students.

Saturday School and Work Detail are tools to encourage students to attend all classes regularly and follow school rules consistently. The Student Success Team (SST), which has contributed to a decrease in trancies and other disciplinary concerns, continues to support our students. A SARB process is now in place at CCHS for students who need additional attendance intervention. We continue to explore the implementation of an SB 65 Program on the CCHS campus to

improve attendance and minimize our dropout rate. Unfortunately, suspension and expulsion are sometimes necessary to maintain an orderly and productive learning climate for CCHS students and staff.

The addition of a School Resource Officer has been a great asset to our campus environment and safety efforts. For more information, please contact Ben De Leon, Assistant Principal, at 661-720-4505.

Suspensions and Expulsions

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This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.5	0.5	1.3	0.4	0.7	1.6
Expulsions	0.5	0.5	1.3	0.4	0.7	1.2

III. School Facilities

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School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Cesar Chavez High School is committed to providing every student a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth.

Cesar Chavez High School is a new campus, opened in 2003-2004 school year, with a variety of amenities that make it ideal for the educational process. Some of the amenities include:

1. Double gym
2. Six outdoor tennis courts
3. 600 seat air conditioned auditorium
4. Two field houses for all the various sports throughout the year
5. State of the art business facility, there are 208 computers in the building, each room is equipped with a multi-media projector
6. Four outdoor basketball courts
7. Recently constructed football/soccer stadium with an all-weather track

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

School Facility Good Repair Status

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This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

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This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	No repair needed and action taken or planned			

IV. Teachers

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Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	52	61	65	152
Without Full Credential	15	21	23	38
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	LEA Provided	N/A

Teacher Misassignments and Vacant Teacher Positions

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This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	LEA Provided	LEA Provided	LEA Provided
Total Teacher Misassignments	LEA Provided	LEA Provided	LEA Provided
Vacant Teacher Positions	LEA Provided	LEA Provided	LEA Provided

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE

Web site at <http://www.cde.ca.gov/nclb/sr/ta/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.3	8.7
All Schools in District	94.6	5.4
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	100.0	0.0

Substitute Teacher Availability

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This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

CCHS has been able to find qualified substitute teachers even though demand for their services is high. Substitutes are screened for proper credentials and appropriate experience, and continually assessed for effectiveness. Cesar Chavez High School recognizes the importance of hiring skilled substitute teachers so that learning will continue when the regular teacher cannot be in class. All substitute teachers must meet the minimum qualifications as required by the Kern County Office of Education

Teacher Evaluation Process

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This section provides information about the procedures and the criteria used for teacher evaluations.

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

For more information, please contact Saul D. Gonzalez, Principal, at 661-720-4501.

V. Support Staff

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Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	658
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker	0.0	---
Nurse	1.0	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	1.2	---
Other	0.2	---

VI. Curriculum and Instructional Materials

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Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials																					
Reading/Language Arts	<i>All materials are aligned to the California Department of Education Content Standards.</i>																						
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History-Social Science	<table border="1"> <thead> <tr> <th>TITLE</th> <th>PUBLISHER</th> <th>YEAR</th> </tr> </thead> <tbody> <tr> <td>Modern World History</td> <td>McDougal Littell</td> <td>2003</td> </tr> <tr> <td>The Americans</td> <td>McDougal Littell</td> <td>2003</td> </tr> <tr> <td>The American Pageant</td> <td>Houghton Mifflin</td> <td>2002</td> </tr> <tr> <td>United States Government: Democracy in Action</td> <td>Glencoe</td> <td>2003</td> </tr> <tr> <td>Magruder's American Government</td> <td>Prentice Hall</td> <td>2005</td> </tr> </tbody> </table>	TITLE	PUBLISHER	YEAR	Modern World History	McDougal Littell	2003	The Americans	McDougal Littell	2003	The American Pageant	Houghton Mifflin	2002	United States Government: Democracy in Action	Glencoe	2003	Magruder's American Government	Prentice Hall	2005	0																					
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	Economics Principles in Action	Prentice Hall	2005	
	Understanding Psychology	Glencoe	2003	
	Sociology and You	Glencoe	2003	
Foreign Language	<i>All materials are aligned to the California Department of Education Content Standards.</i>			0
	TITLE	PUBLISHER	YEAR	
	Buen Viaje! 1	Glencoe	2003/05	
	Buen Viaje! 2	Glencoe	2003/05	
	Buen Viaje! 3	Glencoe	2003	
	Nuevas Vistas Curso de Introduccion	HRW	2006	
	Nuevas Vistas Curso Uno	HRW	2006	
	Abriendo Paso	Pearson	2005	
	Abriendo Puertas	McDougal Littell	2003	
	Discovering French I	McDougal Littell	2004	
	Discovering French II	McDougal Littell	2004	
Discovering French III	McDougal Littell	2004		
Health	<i>All materials are aligned to the California Department of Education Content Standards.</i>			0
	TITLE	PUBLISHER	YEAR	
	Glencoe Health	Glencoe	2004	
	Glencoe Health: A Guide to Wellness	Glencoe	1999	
Science Laboratory Equipment (grades 9-12)	There is sufficient science lab equipment at CCHS. Equipment is inventoried annually, inspected thoroughly, and replaced accordingly.			0

VII. School Finances

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Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures	Expenditures Per Pupil	Expenditures Per	Average
-------	--------------------	------------------------	------------------	---------

	Per Pupil	(Supplemental)	Pupil (Basic)	Teacher Salary
School Site	\$7,439		\$5,786	\$50,765
District	\$7,439	---	\$5,786	\$50,765
Percent Difference – School Site and District	0%	---	0%	0%
State	\$7,127	---	\$5,786	\$59,734
Percent Difference – School Site and State	4.38%	---	0%	15%

Types of Services Funded

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This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

As mandated by the State of California, this School Accountability Report Card has focused mainly on curriculum, instruction, and assessment. In addition to these services, we have many academic support services that are available to help students to succeed, and many staff members who are assigned to provide direct academic support to students. These staff members include: academic counselors, a Migrant Education director/counselor; a Work Experience coordinator; two student affairs specialists; one school psychologist and one school psychologist intern; a school nurse; a library technician; a Career Center technician; and numerous instructional aides.

Counseling

Students are assigned an individual counselor. Cumulative Record folders and Permanent Records are maintained by the Counseling Department. Referrals to the School Psychologists, Speech and Hearing Therapist, Student Study Team, or recommendation of students for possible Special Education Placement may be made through a counselor. Counseling services shall include academic counseling, career and vocational counseling, and personal and social counseling, including counseling of truant students. Counselors also assist students in planning for post high school careers, college applications and vocational programs. In addition, counselors assist students in handling crisis or problems that affect their emotional status and attainment of goals, including pre-disciplinary counseling. The following is a summary of counseling services provided to students.

NINTH GRADE

Registration, scheduling and program adjustments as warranted

A four-year plan outline provided in guidance handbook for use by students and parents.

Referrals to District/community resources as needed

Student/parent/teacher conferences as requested

Provide information on educational options, alternative education, summer school

Grade and progress checks

Competency and achievement testing

Personal counseling as needed

TENTH GRADE

All services provided at 9th grade plus:

Student oriented to Career Center Program

PLAN test given in October

Planning for future through Sophomore Counseling Program

ELEVENTH GRADE

All services provided at 9th grade plus:

Parents and students informed of students' progress towards graduation

PSAT given in October

ASVAB (Armed Services Vocational Aptitude Battery) given in October

AP Testing for qualifying students

TWELFTH GRADE

All services provided at 9th grade plus:

Parents and students given graduation status report

SAT and ACT exams given throughout the year

Assistance with financial aid, scholarships, and admissions provided as necessary

Invite seniors to attend college, military and vocational information meetings for more in-depth information on enrollment and requirements

AP Testing for qualifying students

For more information about Counseling services, please contact Terri Nuckols, Learning Director, at 661-720-4697.

After School Tutorial

Cesar Chavez High School has a department-based After School Tutorial program. Tutoring is available for students in Business Education, English Language Development, English, Mathematics, Science, and Social Studies. In the After School Tutorial program, students receive:

Tutorial instruction relating to departmental curriculum standards.

1. Individualized tutoring for specific departmental assignments.
2. Additional opportunities to take departmental Assessments of Core Exit Standards ("ACES").

For more information, please contact Terri Nuckols, CCHS Learning Director, at 661-720-4697.

Career Center

The Career Center assists students in exploring college and career opportunities. The Eureka computer program is available for students to explore their career interests. Seniors can obtain college applications, college bulletins, ACT and SAT applications, and explore available scholarship opportunities in the Career Center or from their counselors.

For more information, please contact Terri Nuckols, Learning Director, at 661-720-4697.

Computer Learning Software

Many software programs are available for CCHS students. Learning software programs include CAHSEE preparation, Advanced Learning Systems, ASSESS, A+ Credit Recovery, Lexia, Orchard, and Reading Plus. These programs have been instituted to assist students in improving their reading and other academic skills and for teachers to assess reading levels.

For more information, please contact Bonnie Armendariz, District IT Director, at 661-720-4530.

North Kern Vocational Training Center

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

For more information, please contact Saul Gonzalez, CCHS Principal, at 661-720-4501.

Work Experience Education

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

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

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

For more information, please contact Saul Gonzalez, CCHS Principal, at 661-720-4501.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative

salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36785	\$39456
Mid-Range Teacher Salary	\$55334	\$66091
Highest Teacher Salary	\$80470	\$82529
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$104975
Average Principal Salary (High)	\$114384	\$116464
Superintendent Salary	\$144257	\$171138
Percent of Budget for Teacher Salaries	30.9 %	37.4 %
Percent of Budget for Administrative Salaries	5.5 %	5.2 %

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	27	25	31	23	24	28	40	42	43
Mathematics	16	14	16	14	13	15	38	40	40
Science	7	18	20	7	22	21	27	35	38
History-Social Science	20	23	26	22	22	26	32	33	33

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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	53	14	*	*
American Indian or Alaska Native				
Asian	67	60	*	45
Filipino	49	32	47	42

Hispanic or Latino	28	14	16	24
Pacific Islander				
White (not Hispanic)	41	21	29	37
Male	29	18	21	30
Female	33	15	18	22
Economically Disadvantaged	29	16	18	25
English Learners	6	4	4	8
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	26	16	17	24

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California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	38.6	33.3	49.0	36.1	35.3	51.1	33.2	32.9	48.6
Mathematics	41.1	34.9	45.2	43.7	44.5	46.8	49.7	47.2	49.9

CAHSEE Results by Student Group – Most Recent Year

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This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	66.8	19.9	13.4	50.3	28.6	21.1
Male	66.1	19.8	14.1	47.2	27.5	25.4
Female	67.3	20	12.7	53.2	29.8	17.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	54.5	27.3	18.2	33.3	21.2	45.5
Hispanic or Latino	69.4	19.3	11.3	53.3	29.9	16.9

Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	43.8	18.8	37.5	31.2	31.2	37.5
English Learners	71.6	19.6	8.9	52.4	28	19.6
Socioeconomically Disadvantaged	68.5	20.4	11.1	52	28.5	19.6
Students Receiving Migrant Education Services	70	18.3	11.7	56.7	18.3	25
Students with Disabilities	100	0	0	90.5	9.5	0

California Physical Fitness Test Results

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The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pl/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	28.6

IX. Accountability

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Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	1	3	3
Similar Schools	1	8	7

API Changes by Student Group – Three-Year Comparison

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This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change	API Score
-------	-------------------	-----------

	2004-05	2005-06	2006-07	2007
All Students at the School	104	14	30	675
African American				
American Indian or Alaska Native				
Asian				
Filipino		37	11	770
Hispanic or Latino	106	12	31	660
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	97	19	43	667
English Learners	N/A	19	38	650
Students with Disabilities	N/A			514

State Award and Intervention Programs

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This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Cesar Chavez High School was recognized as a Title I Academic Achievement Award Winner for making great gains in the Academic Performance Index and meeting all federal and state goals.

Adequate Yearly Progress

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The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
 - Percent proficient on the state's standards-based assessments in ELA and mathematics
 - API as an additional indicator
 - Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ay/>

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

X. School Completion and Postsecondary Preparation

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Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	1.2	0.9	0.9	2.8	2.5	3.0	3.2	3.1	3.5
Graduation Rate	83.9	98.8	94.2	83.9	91.2	85.7	85.3	85.0	83.0

Completion of High School Graduation Requirements

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Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	90%	83%	N/A
African American	0.7%	1.2%	N/A
American Indian or Alaska Native	0.0%	0.0%	N/A
Asian	0.5%	0.8%	N/A
Filipino	9%	12.8%	N/A
Hispanic or Latino	83%	81.8%	N/A
Pacific Islander	0.0%	1.2%	N/A
White (not Hispanic)	2.5%	2.2%	N/A

Socioeconomically Disadvantaged	59%	64.8%	N/A
English Learners	56%	46.4%	N/A
Students with Disabilities	3%	3%	N/A

Career Technical Education Programs

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This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

We are confident that a student who is awarded a Cesar Chavez High School diploma will be fully prepared to enter the 21st century workforce. All of our future graduates will be required to earn passing grades in a rigorous academic program.

Our Expected Schoolwide Learning Results define our commitment to prepare our students to enter the 21st century workforce. We expect that every graduate of Cesar Chavez High School will:

- Be Thinkers and Creators
- Be Knowledgeable and Accountable
- Be Responsible and Respectful

Cesar Chavez High School offers several programs that are expressly vocational such as CAD Drafting, Restaurant Careers, etc. However, we strongly believe that we must go far beyond traditional "vocational education" and even beyond any conventional "school to career" programs if we are to prepare our students to succeed in the 21st century economy. To succeed in this highly competitive environment, our students must possess superior communication, technology, and problem-solving skills. Our students must take possession of our shared knowledge, experiences, and challenges as expressed through the arts, humanities, and sciences. Our students must have self-discipline, a strong work ethic, a positive attitude, and a willingness to learn and adapt to new situations.

We believe that students of Cesar Chavez High School have the opportunity to receive a first-class education, and that students who take full advantage of this opportunity are fully prepared upon graduation to enter into and succeed in the 21st century work place.

For more information, please contact Saul Gonzalez, CCHS Principal, at 661-720-4501.

Career Technical Education Participation

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This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	411
Percent of pupils completing a CTE program and earning a high school diploma	65%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14

Courses for University of California and/or California State University Admiss...

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This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	45.7
Graduates Who Completed All Courses Required for UC/CSU Admission	30.0

Advanced Placement Courses

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This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	13%
Fine and Performing Arts		N/A
Foreign Language	2	16%
Mathematics	1	10%
Science	1	.05%
Social Science	3	12%
All courses	9	

College Admission Test Preparation Course Program

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This section provides information about the school's college admission test preparation course program.

Cesar Chavez High School students participate in the PSAT and PLAN test administrations during the school year as practice for college admissions tests. In addition, students are allowed and encouraged to enroll in test preparation programs to gain assistance in preparing for the SAT I, SAT II, and ACT college admission tests.

The courses are taught by instructors who are knowledgeable in test strategy and test preparation techniques.

For more information, please contact Terri Nuckols, Learning Director, at 661-720-4697.

SAT Reasoning Test

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This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test		25.9	26.50
Average Verbal Score		412	436
Average Math Score		459	475
Average Writing Score	N/A	422	435

XI. Instructional Planning and Scheduling

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School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Every course taught at Cesar Chavez High School has an established (i.e., mandated) curriculum. For each course, the curriculum consists of the following components: Expected Schoolwide Learning Results; California State content standards and/or frameworks; course descriptions/outlines; and Board-approved textbooks. The administration expects that all teaching staff will be familiar with the established curriculum for their assigned courses.

Our Expected Schoolwide Learning Results are integrated into every course taught at Cesar Chavez High School. Our District has adopted the California State Content Standards for Language Arts, Mathematics, Science, and Social Science (parents can view these standards on our web site), and in other academic areas, the curriculum and instructional practices are based on the relevant California State curriculum framework. Every course taught at Cesar Chavez High School has an official course description (parents can view these descriptions on our web site). All textbook purchases are approved by the Board of Trustees, and we have provided new textbooks for virtually every course during the past several years.

Alignment of the Core Curriculum to the Standards

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

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

Assessments of Core Exit Standards (ACES)

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

Each academic core department has designed a series of tests that will allow the students to show mastery of the "core exit standards." These tests are called the "Assessments of Core Exit Standards," or "ACES" for short. Students will qualify to earn a passing grade by showing mastery of "core exit standards" as measured by the ACES. Of course, all content standards will be taught and assessed in each course.

Eighth Grade Academic Bridge

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

this trend to continue as our community continues to grow.

GATE

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

AVID

AVID (Advancement Via Individual Determination) was implemented on the Cesar Chavez High School campus during the 2005-2006 school year and has continued to grow. This is a program designed to assist students who might not succeed in a rigorous college preparatory or honors class program without the extra support that the AVID program offers. Students are selected through a given criteria and then an application, assessment, and interview process begins. The AVID program has grown at CCHS and currently has seven sections.

Instructional Technology

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

Extended Day Program

The District-wide Extended Day Program is a school-wide intervention program designed to increase the reading, writing, and test-taking skills of students whose skills are below grade level. The Extended Day Program focuses specifically on the requirements of the California High School Exit Exam (CAHSEE), with the goal of rapidly increasing the reading, writing, and test-taking skills of participating students. The Extended Day Program assists students who scored "Below Basic" or "Far Below Basic" on the California Standards Test in English-Language Arts and/or Mathematics. Students assigned to the Extended Day Program are scheduled to attend a 55-minute 7th period class from 2:54 to 3:49, Monday, Wednesday, and Tuesday, Thursday. Extended Day classes are taught by regular CCHS instructors, and attendance, discipline, and grading policies for 7th period are the same as for the regular instructional day.

For more information, please contact Terri Nuckols, Learning Director, at 661-720-4697.

After School Tutorial

Cesar Chavez High School has a department-based After School Tutorial program. Tutoring is available for students in Business Education, English Language Development, English, Mathematics, Science, and Social Studies. In the After School Tutorial program, students receive:

1. Tutorial instruction relating to departmental curriculum standards.
2. Individualized tutoring for specific departmental assignments.

3. Additional opportunities to take departmental Assessments of Core Exit Standards ("ACES").

For more information, please contact Terri Nuckols, Learning Director, at 661-720-4697.

A+ Credit Recovery

The A+ Credit Recovery program will be available to seniors that fail a required course(s) to graduate. Credit Recovery is Computer Assisted curriculum that may substitute for required courses under certain circumstances.

WASC

In the spring of 2008, CCHS received a 6 year term of accreditation with a midterm review. We feel it is important to maintain WASC affiliation and then accreditation as a means of self-study and self-improvement. The CCHS staff is to be commended for their diligent effort in achieving this honor.

Instructional Leadership

Several site leadership networks function cohesively with the CCHS administration to ensure that instruction is standards-based, student-centered, and working toward successfully meeting or exceeding school and community expectations.

The WASC focus team consists of five focus chairpersons, one Leadership Chairperson, and three administrators, who work together to implement and monitor the WASC self-study process and to improve the overall quality of our school programs.

The department chairpersons monitor and support the curriculum and instruction within their specific department and serve as leaders in their field.

The school site council consists of students, parents, staff members, teachers, and administrators, who work together to adopt and implement the annual school site plan, which governs the use of all categorical funds.

For more information, please contact Saul Gonzalez, Principal, at 661-720-4501.

Professional Development

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This section provides information about the program for training the school's teachers and other professional staff.

Staff development at Cesar Chavez High School continues to provide training and support for teachers for the purpose of improving academic achievement. Many of our teachers have participated in Specially Designed Academic Instruction in English ("SDAIE"), Cross-cultural Language Academic Development (CLAD), Effective Direct Instruction (EDI) training, Content Academic Language Literacy Instruction, (CALLI), Differentiated Instruction, as well as SB472, ELD, and other content area staff development. Currently, our staff development efforts are focusing on teacher proficiency in technology, aligning the curriculum, instruction, and assessment to the state standards, and participating in the ongoing WASC Focus on Learning accreditation process. Many of our first and second year teachers participate in the Beginning Teacher Support and Assessment (BTSA) program.

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

For more information, please contact Saul Gonzalez, CCHS Principal, at 720-4501.

Instructional Minutes

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This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	LEA Provided	36,000
1	LEA Provided	50,400
2	LEA Provided	50,400
3	LEA Provided	50,400
4	LEA Provided	54,000
5	LEA Provided	54,000
6	LEA Provided	54,000
7	LEA Provided	54,000
8	LEA Provided	54,000
9	64,939	64,800
10	64,939	64,800
11	64,939	64,800
12	64,939	64,800

Continuation School Instructional Days

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This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	181	180 days
10	181	180 days
11	181	180 days
12	181	180 days

Minimum Days in School Year

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The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The amount of instructional time has a direct impact on student achievement. There are 181 instructional days in our school year, including 13 minimum days for the following reasons:

First Semester Finals 3 days

Second Semester Finals 3 days

Back-To-School Night 2 days

Senior Grades 1 day

Staff Development 4 days

The minimum number of instructional minutes per year required by the state at grades 9-12 is 64,800. The total number of instructional minutes at Cesar Chavez High School in 2006-07 was 64,939. For more information, please contact Saul Gonzalez, CCHS Principal, at 720-4501.
