



Cesar E. Chavez High School

800 Browning Road • Delano, CA 93215-1456 • (661) 720-4501 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Delano Joint Union High School District

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District Governing Board

Art Armendariz
Eloise Carrillo
Arnold Morrison
Anna Perigo
Lionel Reyna

District Administration

Dr. Terri Nuckols
Superintendent
Jesus Gonzalez
Director of Human Resources
Adelaida Ramos
Executive Director
Adrian Maduena
Chief Financial Officer

School Description

During the 2014-15 school year, Cesar E. Chavez High School served 1368 students in grades 9-12. Student enrollment included 11.3% receiving special education services, 24% qualifying for English learner support, 100% enrolled in the Free and Reduced-Price Meal program, and 4% qualifying for migrant education services. The Cesar E. Chavez High School community is committed to empowering students through the realization of the school's vision, promotion of the school's mission, and dedication to the school's Expected Schoolwide Learning Results (ESLRs) which embody the principles that are the foundation of our "professional learning community" and serve as the tenets around which we base our decisions. The high school's curricular emphasis has both a solid foundation in the depth and breadth of California State Standards, the 4 C's of the Common Core State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. Student Graduation Outcomes (ESLRs) are a driving force in curricular development and teaching methodology. The Student Graduation Outcomes are intended to challenge students to graduate College and Career Ready, with skills in Communication and Technology, able to solve real life problems through High Order/ Critical Thinking, and be Socially Responsible with an appreciation for Service Learning (C.C. H. S.).

School Mission:

Cesar E. Chavez High School is a Professional Learning Community (PLC), a school where learning and academic achievement is fostered, recognized, and celebrated. Our school's mission is to provide every student a clean, safe, and orderly environment which will foster maximum academic achievement, technological skills, social awareness, and personal growth. This mission has been realized as Cesar E. Chavez High School has continued to achieve award winning academic success. As further evidence of Cesar E. Chavez High School academic success in bridging the academic achievement gap, in the spring of 2011, CCHS was nominated and then honored with the California Distinguished School Award. In 2012, CCHS was named again as a Title I Academic Achievement Award winner, and a National Title I Distinguished School. In 2009 and then 2011, CCHS was named by U.S. News and World Report as one of America's Top High Schools (Bronze Medal). In 2012 and 2014 CCHS achieved Silver Medal status as one of America's Top High Schools according to U.S. News and World Report. Although we are proud of recent accolades and accomplishments, the challenge remains to continue innovating, collaborating, analyzing data, and having high expectations with support mechanisms to assist all CCHS students. We are confident that CCHS will continue to be a great school with the support of our parents and our community

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (661) 720-4501 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	459
Grade 10	300
Grade 11	275
Grade 12	317
Ungraded Secondary	17
Total Enrollment	1,368

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	9.2
Hispanic or Latino	86.5
White	2.3
Two or More Races	0.1
Socioeconomically Disadvantaged	84.7
English Learners	24
Students with Disabilities	11.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Cesar E. Chavez High School	13-14	14-15	15-16
With Full Credential	56	57	54
Without Full Credential	2	3	7
Teaching Outside Subject Area of Competence	0	0	0
Delano Joint Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar E. Chavez High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.1	2.9
Districtwide		
All Schools	92.9	7.1
High-Poverty Schools	92.9	7.1
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: December, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	1998 Holt Reinhart & Winston: Literature and Language Arts 2005 Thomson Heinle: Visions, Language, Literature - Intro 2005 Heinle: Visions, Language, Literature Levels B, C Buckle Down Publishing: Buckle Down California Secondary English Language Arts Workbook Great Source All Write Great Source; Write Ahead Percent of students lacking their own assigned textbook: 0
Mathematics	2003 McDougal Littell: California Math Concepts and Skills Course 1 & 2 2004 McDougal: Algebra I Concepts and Skills 1997 Glencoe: Algebra II, California Edition 2005 Glencoe: Geometry 2004 Glencoe: Advanced Mathematical Concepts, Pre-Calculus with Applications 2005 Houghton Mifflin: Topics in Contemporary Mathematics 2005 AGS; Math for the World of Work Percent of students lacking their own assigned textbook: 0
Science	2003 Holt, Reinhart & Winston; Holt, Earth Science 2008 Holt, Reinhart & Winston; Holt, Biology 2003 Holt, Reinhart & Winston; Holt, Modern Biology 2003 Holt, Reinhart & Winston; Holt, Modern Chemistry 2009 Holt, Reinhart & Winston; Holt, Physics 2009 Glencoe; Science Level Blue (Integrated Science) Percent of students lacking their own assigned textbook: 0
History-Social Science	2000 Prentice Hall; Economics: Principles in Action 2000 Glencoe McGraw-Hill: United States Government 1999 McDougal Littell: The Americans: California Edition 1999 McDougal Littell: Modern World History Percent of students lacking their own assigned textbook: 0
Foreign Language	2004 Glencoe McGraw Hill: Buen Viaje! 1, 2, 3 2005 Holt, Rinehart & Winston: Nuevas Vistas Curso 2003/2004 McDougal Littell; Discovering French I, II, III, IV 2005 Pearson; Abriendo Paso: Lectura 2005 Pearson; Abriendo Paso: Gramatica Percent of students lacking their own assigned textbook: 0
Health	Glencoe, Glencoe Health Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

FACILITIES PROFILE:

Cesar E. Chavez High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2003. Routine inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

FACILITIES INSPECTIONS:

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Cesar E. Chavez High School took place on August 15, 2015. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

FACILITIES MAINTENANCE:

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

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

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

DEFERRED MAINTENANCE:

Delano Joint Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/15/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	66	60	54
Math	28	28	29

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	74	75	62	62	67	56	54	56	53

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.30	23.00	22.80

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	56
All Student at the School	62
Male	73
Female	50
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	68
Hispanic or Latino	60
White	--
Two or More Races	--
English Learners	36
Students with Disabilities	45
Students Receiving Migrant Education Services	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	259	256	98.8	7	26	45	21
Male	11		127	49.0	11	28	43	17
Female	11		129	49.8	4	24	47	24
Black or African American	11		1	0.4	--	--	--	--
Filipino	11		28	10.8	7	25	43	21
Hispanic or Latino	11		223	86.1	8	26	46	20
White	11		4	1.5	--	--	--	--
Socioeconomically Disadvantaged	11		211	81.5	9	28	45	18
English Learners	11		51	19.7	22	57	20	0
Students with Disabilities	11		6	2.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	11		6	2.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	259	254	98.1	33	39	19	9
Male	11		127	49.0	35	39	17	9
Female	11		127	49.0	31	38	21	9
Black or African American	11		1	0.4	--	--	--	--
Filipino	11		27	10.4	15	33	33	19
Hispanic or Latino	11		222	85.7	35	40	18	8
White	11		4	1.5	--	--	--	--
Socioeconomically Disadvantaged	11		209	80.7	37	39	19	6
English Learners	11		50	19.3	62	34	4	0
Students with Disabilities	11		6	2.3	--	--	--	--
Students Receiving Migrant Education Services	11		6	2.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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

Volunteer Opportunities

- Career Center
- Library
- Fundraisers
- Coaching Sports
- PIQE
- School Advisory Groups
- Academic Culture Club/Alliance for Education

- Booster Clubs
- District Technology
- English Learner Advisory Council (ELAC)
- District English Learner Advisory Council (DELAC)
- Migrant Education Advisory Committee
- Safe Schools Committee
- School Site Council
- WASC Leadership Team

Each of these advisory groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the principal's secretary at (661) 720-4502. Cesar E. Chavez High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

School Events and Activities

- Athletics
- Back to School Night
- ELAC Meetings
- Family Movie Night
- Music Memorial Concert
- Open House
- Parent Empowerment Program Classes
- Parent Orientation Night
- Salute to Scholars Night
- Student Performances
- Talent Show
- Title I Meetings
- Parent Awareness & Leadership Modules (PALM)

In 2014-15, Cesar Chavez expanded the Titan Focus Program for Career Choices and a ten year plan for students. In Spring 2014 Cesar Chavez launched the "Parent Awareness and Leadership Module" (PALM) with the help of a \$10,000 Wonderful Education Grant. PALM exists to assist parents in helping their child with their career choice and the path to succeed.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

"The CCHS Safe School Plan is a living document which is reviewed and updated continuously by administration based on staff input, school/student data, and new guidelines set forth periodically by local police and DJUHSD. 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. On August 11, 2015, the Safe School plan was discussed with faculty which included modifications, updates, and the reviewing of major components. The plan was also reviewed and approved by the Safe School Committee on September 9, 2015 and the School Site Council in October, 2015. The Safe School Plan is a comprehensive document that covers a wide range of possible situations of which could be summarized by the following major areas: 1. Daily supervision plan for the safety and security of students and staff. 2. Emergency disaster plans including active shooter and code red, yellow and green lockdown procedures. 3. Evacuation procedures in the event of a fire, flood, chemical spill, or earthquake. 4. Crisis preparedness, management, and resolution. 5. Intervention and prevention strategies including talking to students about death, working with parents, anti-bullying, and elements of a positive school culture. 6. DJUHSD board policies and regulations. "

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.20	3.97	4.05
Expulsions Rate	0.19	0.07	0.14
District	2012-13	2013-14	2014-15
Suspensions Rate	5.38	5.04	4.20
Expulsions Rate	0.26	0.32	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2010-2011
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	27	27	18	14	15	54	44	37	16	26	15
Math	30	30	30	5	4	4	25	27	26	20	20	17
Science	30	29	30	1	3	1	22	19	19	8	7	9
SS	33	33	31		2	3	12	6	7	17	22	20

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	.333
Nurse	1
Speech/Language/Hearing Specialist	.333
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	325

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,342	\$44,363
Mid-Range Teacher Salary	\$60,442	\$71,768
Highest Teacher Salary	\$87,898	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$123,136	\$133,673
Superintendent Salary	\$155,769	\$210,998
Percent of District Budget		
Teacher Salaries	30%	36%
Administrative Salaries	7%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site		\$3,877.23	\$6,941.35	\$76,519.75
District	♦	♦		\$60,360
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District				26.8
Percent Difference: School Site/ State				29.8
				2.2

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43	27	30	35	38	27
All Students at the School	37	33	29	35	43	22
Male	37	33	30	29	46	26
Female	37	34	29	42	41	17
Filipino	29	39	32	19	52	29
Hispanic or Latino	38	33	29	38	42	20
Socioeconomically Disadvantaged	40	33	27	39	39	22
English Learners	69	28	4	50	44	6
Students with Disabilities	84	11	5	95	5	
Students Receiving Migrant Education Services	38	54	8	54	31	15

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Cesar E. Chavez High School	2012-13	2013-14	2014-15
English-Language Arts	74	69	63
Mathematics	78	75	65
Delano Joint Union High School District	2012-13	2013-14	2014-15
English-Language Arts	60	60	57
Mathematics	69	70	65
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	60

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cesar E. Chavez High School	2011-12	2012-13	2013-14
Dropout Rate	2.90	4.20	1.60
Graduation Rate	93.57	90.55	93.73
Delano Joint Union High School District	2011-12	2012-13	2013-14
Dropout Rate	3.60	4.20	3.00
Graduation Rate	90.82	92.86	93.54
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	478
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	94.07
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	38.15

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	93.01	96.26	84.6
Black or African American	100	80	76
American Indian or Alaska Native	100	100	78.07
Asian	87.5	100	92.62
Filipino	97.37	99.15	96.49
Hispanic or Latino	92.23	95.64	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	100	104.35	89.93
Two or More Races	100	100	82.8
Socioeconomically Disadvantaged	44	64.29	61.28
English Learners	47.69	55.14	50.76
Students with Disabilities	92.05	94.25	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	3	♦
Science	1	♦
Social Science	3	♦
All courses	15	.5

* Where there are student course enrollments.

Career Technical Education Programs

WORKFORCE PREPARATION:

Cesar E. Chavez High School's career technical education programs offer a diverse range of opportunities for student to get a head start on their future. Counselors meet with students at least annually to evaluate individual progress in meeting graduation requirements and vocational education needs. Sophomores meet with their counselors individually twice throughout the year to develop an Individual Learning Plan which identifies their unique academic plan to meet post-secondary and/or career goals upon graduation.

All career technical education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Students are required to pass one career-related course (Computer Literacy) to fulfill a portion of their graduation requirements. Offered as an elective course for seniors, College Preparation and Awareness Class (CPAC) follows an AVID-like model for career and college exploration. Activities include financial aide preparation strategies, SAT preparation, and visits to college campuses.

Some career education courses fulfill A-G university entrance requirements. A variety of career exploration resources and interest surveys are available in the career center as well as a component of coursework in some classes, particularly, CPAC.

The district collaborates with Future Farmers of America and FHA-HERO to promote the development of personal growth as well as job skills. Delano High School sponsors the FFA Club which promotes leadership and prepares students for success in agriculture, food, fiber and/or natural resources systems. Cesar E. Chavez High School sponsors the FHA-HERO (Future Homemakers of America) club or students interested in developing and refining skills to prepare for their roles as family members, workers and citizens.

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

Regional Occupational Program (ROP) are offered off campus through the North Kern Vocational Training Center (NKVTC). ROP courses are designed to prepare high school students (16 years and older) for entry-level employment, upgrade current job skills or obtain more advanced levels of education. For more information on career technical and regional occupational programs, students may contact the high school's career center or contact the North Kern Vocational Training Center at (661) 725-4180 or through www.nkvtc.org.

CAREER PATHWAYS INDUSTRY SECTORS:

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

ON-CAMPUS CAREER TECHNICAL EDUCATION COURSES:

Architectural Drafting/NVKTC ROP
Auto Body
Auto Technology/NKVTC ROP
Beginning Foods
Computer Literacy
Consumer Skills
Engineering Drafting/NKVTC ROP
Entrepreneurship
Fashion Design
Health Occupations
Medical Receptionist/NKVTC ROP
Multimedia
Nurse Assistant/NKVTC ROP
Office Practice
Parent Lab/PACT
Parent Skills/PACT
Personal Finance
Psychology
Spanish III & IS
Technical Drafting/NKVTC ROP
Technical Literacy
Video Production

The Career Technical Education Program table in this report shows the total number of students participating in the school's vocational education and regional occupational programs and their completion rates. For more information on career technical programs and ROP, please contact the high school's career center or visit the state's career technical website at www.cde.ca.gov/ci/ct.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.