



DELANO JOINT UNION HIGH SCHOOL DISTRICT
 1747 PRINCETON STREET, DELANO CA 93215
 (661) 725-4000 • WWW.DJUHS.D.ORG

CESAR E. CHAVEZ HIGH SCHOOL

*Accredited by the Western Association of Schools and Colleges
 2007 Title I Academic Achieving School
 2007 Golden Bell Award Recipient*

**DELANO JOINT UNION
 HIGH SCHOOL DISTRICT**

ANNUAL SCHOOL REPORT CARD

A Report of 2008-09 School Activity Reported in 2009-10

BOARD OF TRUSTEES

ART ARMENDARIZ
 JEAN FLORES
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DISTRICT ADMINISTRATION

ROSALINA C. RIVERA
 SUPERINTENDENT
 EFRAIN RODRIGUEZ
 ASSOCIATE SUPERINTENDENT
 BONNIE HINTON
 ASSOCIATE SUPERINTENDENT
 JAMES HAY, DIRECTOR
 HUMAN RESOURCES



GRADES 9-12

800 BROWNING ROAD, DELANO, CA 93215 • (661) 720-4502

Saul Gonzalez, Principal
 Abelardo Sibecas, Assistant Principal • Gabriel Diaz, Learning Director
 Paul Chavez, Athletic Director

Delano Joint Union High School District

Delano Joint Union High School District is centrally located between Bakersfield and Visalia along Highway 99 at the southern base of the San Joaquin Valley. The district serves students in grades 9-12 from surrounding culturally diverse communities. During the 2008-09 school year, the district's three comprehensive high schools and continuation school served more than 4,600 students. The demographic composition of the student body includes 1.9% of students receiving special education services, 40.8% qualifying for English learner services, 77.1% percent enrolled in the Free and Reduced-Price Meal program, and 8.4% qualifying for migrant education services.

District Vision

Delano Joint Union High School District students experience daily academic success through superior standards-based instruction. Each "professional learning community" team member is personally committed to creating a positive atmosphere of collaboration that promotes teaching and learning, a safe school environment, and comparable resources for all students.

Cesar E. Chavez High School offers a comprehensive standards-based curriculum, preparing students for post-secondary education opportunities and entrance into the workforce.

School Mission

Cesar E. 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.



Percentage of Students by Ethnicity 2008-09 Enrollment: 1,650

African-Amer.	1.0%
Amer. Indian or Alaskan Native	0.2%
Caucasian	3.7%
Asian	0.8%
Filipino	8.4%
Hispanic or Latino	85.8%
Pacific Islander	0.1%

Cesar E. Chavez High School

During the 2008-09 school year, Cesar E. Chavez High School served 1,650 students in grades 9-12. Student enrollment included 4.5% receiving special education services, 39.1% qualifying for English learner support, 76.5% enrolled in the Free and Reduced-Price Meal program, and 8.3% qualifying for migrant education services.

Principal's Message

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

The education 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) which reflects the abilities of our students and staff. Please note that page 3 of this document outlines academic data for CCHS as measured by test scores on California standardized tests and California High School Exit Exam. I am pleased to report that CCHS far exceeded all performance goals and is continuing to increase its API score every year. Since 2005-06, CCHS gained 99 points, which is a 15.3% increase. 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 six-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.

Parent Involvement

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

School Advisory Groups

- School Site Council
- English Learner Advisory Council (ELAC)
- Boosters
- Migrant Advisory Committee
- WASC Leadership Team
- District Technology

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 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:

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Delano Joint Union High School District or Cesar E. Chavez High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Scale Score		Achievement Level		
	Calif.	Nat'l	Basic	Prof.	Adv.
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
California		
National		
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

- Annual Parent Orientation
- Back to School Night
- Parent Empowerment Classes
- Salute to Scholars Night
- Student Performances
- ELAC Meetings
- AVID Parent Night

School News

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

- ConnectEd (mass communication telephone system)
- District newsletters
- School newsletters
- Flyers and letters
- School website

Student Achievement

To obtain accurate and valid measures of educational progress, Cesar E. Chavez High School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, CAHSEE results, benchmark assessments, and results of standardized tests.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide

Academic Performance Index (API) Three-Year Performance Comparison				
	2009 API Score	API Rank		
		2006	2007	2008
Statewide Rank		3	4	4
Similar Schools Rank		7	8	9
	2009 API Score	Increase/Decrease in API		
Results		2006-07	2007-08	2008-09
Schoolwide - All Students	744	30	23	46
Ethnic Subgroups:				
Hispanic or Latino	730	31	25	45
Other Subgroups:				
Economically Disadvantaged	733	43	22	44
English Learners	696	38	21	25

performance growth targets for future academic improvement. The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests. Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

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

Assessment of Core Exit Standards (ACES)

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

Standardized State Assessments

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

California Standards Tests (CST)

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

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 85% of Cesar E. Chavez High School's tenth grade students who took the test in 2008-09 passed the math

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Chavez			DJUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	31	37	44	28	32	37	43	46	50
Math	16	24	31	15	21	25	40	43	46
Science	20	32	42	21	30	34	38	46	50
History	26	29	42	26	29	34	33	36	41

Only grades 9-11 take the Science and History portions of this exam.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	Chavez						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	58	*	*	60	41	*	59
Math	*	*	*	45	29	*	38
Science	*	*	*	54	39	*	57
History	*	*	*	52	38	*	46

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed.

In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	Chavez					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	43	45	12	39	85	27
Math	35	28	18	30	82	26
Science	46	37	14	38	73	30
History	51	33	11	40	*	32

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Chavez			DJUHSD			California		
	06-07	07-08	08-09	05-06	06-07	08-09	06-07	07-08	08-09
English-Language Arts	33.2	47.8	48.6	32.9	42.9	39.8	48.6	52.9	52.0
Mathematics	49.7	47.1	61.2	47.2	48.1	52.7	49.9	51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of proficient is different than the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the "proficient or above" category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	51.7	30.9	17.4	38.8	31.1	30.2
Male	58.8	26.9	14.4	39.2	26.6	34.2
Female	44.9	34.7	20.4	38.3	35.3	26.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	35.9	38.5	25.6	28.2	17.9	53.8
Hispanic or Latino	55.1	30.0	15.0	41.1	32.5	26.4
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	41.7	16.7	41.7	25.0	50.0	25.0
English Learners	67.4	28.3	4.3	51.9	32.8	15.3
Socioeconomically Disadvantaged	53.3	29.8	16.9	40.0	31.1	28.9
Students Receiving Migrant Education	53.8	34.6	11.5	46.2	42.3	11.5
Students with Disabilities	*	*	*	*	*	*

*To maintain confidentiality, scores are not disclosed when less than 10 students are tested.

portion of the exam and 77% passed the language arts portion of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	13.2	29.1	45.3

Adequate Yearly Progress

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

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by one point, and obtaining a graduation rate of 83.1%.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09			
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?			
AYP Indicator	Chavez	DJUHSD	
Overall School Results	No	No	
Participation Rate			
English-Language Arts	Yes	Yes	
Math	Yes	Yes	
Percent Proficient			
English-Language Arts	No	No	
Math	Yes	Yes	
API	Yes	Yes	
Graduation Rate	Yes	Yes	

The AYP table in this report illustrates the school's progress in meeting 2008-09 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide

improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Cesar E. Chavez High School qualified for Schoolwide funding and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

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

Title I Program Improvement (PI) Status	Chavez	DJUHSD
	PI Status	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
No. of Schools		0
Currently in PI		0
Percent of Schools		0%
Currently Identified for PI		0%

School Facilities & Safety

Facilities Profile

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

Campus Description	
Year Built	2003
Acreage	60 ac
	Qty.
# of Permanent Classrooms	85
# of Portable Classrooms	0
# of Restrooms (student use)	5 sets
Cafeteria	1
Career Center	1
Auditorium	1
Gym	2
Library	1
Weight Room	1
Field Houses	2
Sports Stadium	1

Supervision & Safety

All staff share in the supervision of students throughout the day. As students arrive on campus each morning, during lunch, and at dismissal, supervision is shared by the principal, assistant principal, three campus security officers, two student affairs specialists, and assigned teachers. Each individual is either circulating throughout the campus or assigned to a designated area to monitor behavior in an effort to maintain a secure and orderly environment. All parents and visitors are required to check in at the main office upon arrival, obtain and wear a visitor's badge during their visit, and then return to the main office upon departure.

School Site Safety Plan

The Comprehensive School Safety Plan (CSSP) was developed for Cesar E. Chavez High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated in the Summer of 2009; the CSSP was later shared with school staff in the Fall (2009).

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 school's custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team of day and evening custodians are assigned to Cesar E. Chavez High School for routine maintenance, daily custodial duties, and special events preparations. Principal Saul Gonzalez and the 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 every hour throughout the day as a proactive measure in keeping restrooms fully stocked, safe, and sanitary.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from department supervisors and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

Facilities Inspections

Every morning before school begins, the site supervisor inspects facilities for safety hazards, graffiti, and other

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Most Recent Inspection: August 5, 2009	Good	Fair	Poor	
Systems	✓			No deficiencies were noted during the inspection.
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary	Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any are not significant and/or impact a very small area of the school.			

conditions that require removal prior to students and staff entering school grounds. 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 5, 2009. 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. During the 2008-09 school year, 100% of restrooms were fully operational and available to students at all times.

Deferred Maintenance

Delano Joint Union High School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Cesar E. Chavez High School received \$10,301 of deferred maintenance funds for plumbing repairs and installation of new valves and gaskets.

Classroom Environment

Discipline & Climate for Learning

All staff believe that a safe learning environment is an effective learning environment. Behavior management practices and discipline policies are established by the high school's Attendance/Discipline Committee which is comprised of select administrative and teacher representatives. Policies and school rules are reviewed periodically and approved by the district's Board of Trustees. Good citizenship is promoted through the Character Counts program. Teachers embed the six pillars of character (respect, responsibility, trustworthiness, fairness, caring, citizenship) into class lessons and throughout campus culture.

Teachers have developed individual classroom management practices in alignment with school behavior guidelines. At the beginning of the school year, school rules, district policies, and academic expectations are clearly communicated to students through classroom orientations, parent meetings, the student handbook, and the student behavior contract. Notes home and public address announcements are used by school staff to reinforce behavior expectations and consequences for poor conduct in response to recent, unacceptable behavior trends.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, counselors, and administrators. Students continuing to have difficulty with their behavior are referred to one of the student affairs officers or assistant principal for further intervention measures. Consequences for

Suspensions & Expulsions			
	Chavez		
	06-07	07-08	08-09
Suspensions (#)	148	125	167
Suspensions (%)	7.50%	6.21%	10.12%
Expulsions (#)	18	14	8
Expulsions (%)	0.91%	0.70%	0.48%
DJUHSD			
	06-07	07-08	08-09
Suspensions (#)	453	432	363
Suspensions (%)	10.23%	9.47%	7.83%
Expulsions (#)	54	69	66
Expulsions (%)	1.22%	1.51%	1.42%

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

unacceptable behavior range from detention to a recommendation to the Governing Board for expulsion. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Student Recognition

All staff embrace the opportunity to recognize and reward students for being good citizens, outstanding academic effort, demonstrating good sportsmanship, and following school rules. Students have many opportunities to earn the following awards and honors:

- Attendance Awards
- California Junior Scholastic Federation Recognition
- Character Counts Citizenship Awards
- Honor Roll
- National Honor Society Recognition
- Salute to Scholars Night Awards
- Student of the Month
- Valedictorian (4.0 GPA)
- You Shine Award

Extracurricular & Enrichment Activities

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Cesar E. Chavez High School sponsors many clubs, leadership training opportunities, performing arts programs, peer support programs, college prep courses, and interscholastic athletic programs.

Dropouts

Cesar E. Chavez High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavior traits that typically lead to dropping out of school. A total of 42 dropouts were recorded for the 2007-08 school year by Cesar E. Chavez High School. Behavior and academic intervention strategies provide the support and motivation some students require to earn their diploma. Dropout/attendance intervention and credit recovery strategies include:

- A+ Credit Recovery
- After-school Tutorial
- CAHSEE Prep Classes
- Concurrent Enrollment in Community College
- Coordinated Services Council
- Counseling
- Extended Day Classes
- Independent Study
- Mentoring
- Student Study Team Process
- SB65 Outreach Support Services

In the following Dropout & Graduation Rates table, 2007-08 data are the most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: adjusted grades 9-12 dropouts/grades 9-12 enrollment)*100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	Chavez		
	05-06	06-07	07-08
Dropout Rate (%)	0.9	1.9	1.2
Graduation Rate (%)	96.0	93.7	94.4
DJUHSD			
Dropout Rate (%)	3.0	4.4	2.5
Graduation Rate (%)	85.7	79.5	84.8
California			
Dropout Rate (%)	3.5	4.4	3.9
Graduation Rate (%)	83.4	80.6	80.2

Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Chavez	DJUHSD	California
98.3%	91.2%	80.4%
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

Teaching Load Distribution

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

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2006-07		
		Number of Classrooms		
		1-20	21-32	33+
English	23.1	61	35	10
Math	24.5	39	22	11
Science	30.5	2	30	11
Social Science	30.7	1	31	13
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		English	23.4	62
Math	24.3	40	28	9
Science	31.0	2	19	22
Social Science	31.0	4	23	18
2008-09				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
		English	24.1	34
Math	24.0	26	35	6
Science	27.0	12	30	8
Social Science	30.6	2	22	17

Curriculum & Instruction

Staff Development

All curriculum and instructional improvement activities at Delano Joint Union High School District are aligned to the California State Content Standards and Frameworks. District representatives, site administrators, and teacher representatives work as a collaborative unit to select staff programs and concentrations. Detailed analysis of standardized test results, ACES results, CAHSEE exam results, and teacher survey results are key to identifying areas of need and training programs that will support the school's efforts to increase student performance levels.

Teaching staff within each department collaborate on a regular basis to develop subject-specific standards-based assessments, evaluate and modify ACES implementation, develop sound teaching practices, and align the curriculum to the standards. Each department cohort consists of the department resource teacher, the learning director, and all teachers who teach the same subject.

All staff development activities at Cesar E. Chavez High School are focused on improving 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. Training takes place on teacher duty days at the beginning of the school year, January staff development days, Saturdays, after school, and during holiday recesses.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
4	3	1

Delano Joint Union High School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies, and methodologies.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assessment) is a state-approved program that offers comprehensive support and training for new teachers with a preliminary credential; after successful completion of the two-year BTSA training, teachers may apply for their clear teaching credential. All program participants are assigned to a Support Provider (mentor teacher) for individualized support and guidance.

To support veteran teachers as well as new teachers to the district, Delano Joint Union High School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

School Leadership

Leadership is a responsibility shared among school administrators, the leadership team, school staff, and parents. Principal Saul Gonzalez is responsible for the day-to-day operations of the school and overall instructional program. The principal, assistant principal, learning director, athletic director, ASB director, and special projects facilitator for English Language Development work closely as a collaborative body to fulfill the many responsibilities associated with running a comprehensive high school while taking responsibility for designated areas.

Cesar E. Chavez High School's leadership team is comprised of the principal, assistant principal, learning director, athletic director, ASB director, department chairpersons, and resource teacher. The team meets monthly as a collaborative decision-making body to address schoolwide curriculum, academic culture, social issues, and current classroom climate. Team members support the principal in leading program implementation and serve as a liaison to respective departments.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, parents, and students. The SSC meets regularly to assist in the decision-making process as well as take an advisory role in evaluating school programs, services for underachieving students, and progress in meeting school goals. Team members serve as a liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

Instructional Materials

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

District Adopted Textbooks	
Subject & Adoption Year	Publisher/Series
Math	
2009	Pearson; <i>Pre-Algebra</i> McDougal Littell; <i>California Math Concepts and Skills</i> McDougal Littell; <i>Algebra I Concepts and Skills</i> Glencoe; <i>Algebra II</i> Glencoe; <i>Geometry</i> Glencoe; <i>Geometry Concepts & Applications</i>
Language Arts	
	Holt; <i>Literature & Language Arts</i> Buckle Down; <i>Buckle Down California Secondary English Language Arts</i> Write Source; <i>All Write</i> Heinie; <i>Visions, Language, Literature</i>
Science	
2008	Glencoe McGraw Hill; <i>Science</i> Holt Rinehart & Winston; <i>Earth Science</i> Holt Rinehart & Winston; <i>Biology</i> Holt Rinehart & Winston; <i>Modern Biology</i>
Social Science	
	Prentice Hall; <i>Economics Principles in Action</i> Glencoe McGraw Hill; <i>United States Government</i> McDougal Littell; <i>The Americans</i> McDougal Littell; <i>Modern World History</i>
Health	
	Glencoe; <i>Glencoe Health</i>
Foreign Language	
	Glencoe McGraw Hill; <i>Buen Viaje!</i> Holt, Rinehart Winston; <i>Nuevas Vistas</i> McDougal Littell; <i>Discovering French</i>

On September 8, 2009, the Delano Joint Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2009/10-05 which certifies as required by Education Code §60119 that (1) sufficient textbooks or instructional materials, or both, have been provided to each student, including English learners, within the district to use in class and to take home, 2) textbooks and instructional

materials are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: history/social science, mathematics, English/language arts (including the English language development component of an adopted program), and science, (3) sufficient textbooks and instructional materials is also defined as all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (5) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2009-10 school year, Delano Joint Union High School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Cesar E. Chavez High School structures its course offerings so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Special Education

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. A team of special education teachers and special education aides provide full-period support for all core subject areas. Students with severe disabilities are provided instruction in a full-day self-contained special day class with highly qualified special education staff. A team of resource specialist teachers provide full-period support in four Academic Support Classes. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities and is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

English Language Learners

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed in a classroom with a teacher who has been certified to teach English learners. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts in core classes to accommodate the limitations of English learners. Beginning level English learners may be placed in one or more periods of ELD (English Language Development) which fulfills and/or supplements their core language arts requirements. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program.

Under the direction of classroom teachers, bilingual aides provide in-class support in students' areas of need. Teachers use the *Visions* curriculum for both ELD and reading intervention activities. As students increase fluency, progress is measured through classroom performance and CELDT results. Instruction is subsequently adjusted to meet the current learning needs of each student.

At Risk Interventions

Cesar E. Chavez High School offers unique programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are

provided during school hours as part of the core curriculum and after school. Analyzing and identifying students who need additional academic assistance is a top priority among school administration, counselors, teachers, and special education staff. Teachers use student assessment results from the CAHSEE exam, ACES, CELDT (California English Language Development Test), and CST to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math.

A Student Study Team, comprised of school administrators, teachers, and parents, works together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- After-school Tutorial
- Americorp Tutoring
- AVID (Advancement via Individual Determination)
- CAHSEE Classes
- Extended Day Classes
- High Intensity Math and Language Arts
- TAP - CAHSEE Prep (targeted almost proficient tenth grade students)
- Tutoring
- Writing Support

Professional Staff

Teacher Assignment

Cesar E. Chavez High School recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, the school employed 63 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

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

Teacher Evaluations

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Probationary/temporary teachers are formally evaluated once a year; permanent teachers are evaluated once every two years. Teachers who 1) have been with the district for at least 10 years, 2) are "highly qualified", and 3) have met or exceeded teaching standards in previous evaluations may elect to be evaluated once every five years. Evaluations are conducted by the principal, assistant principal, or learning director; all administrators have been trained and certified for competency to perform teacher evaluations.

Substitute Teachers

Cesar E. Chavez High School does not experience any difficulty in obtaining a qualified substitute teacher to fill in for an absent teacher. If this situation should occur, teachers share the responsibility and cover the absent teacher's class during their prep period.

The district makes every effort to select the most qualified substitute teacher for the respective day's assignment. Delano Joint Union High School District recruits substitutes from the Kern County Superintendent of School's pool of substitutes. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

Support Services Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselors	4	4.0
Campus Security Officers	3	3.0
Career Technician	1	1.0
Health Aide	1	1.0
Intern Psychologist	1	1.0
Librarian	1	1.0
Nurse	1	1.0
Psychologist	1	1.0
Student Affairs Specialists	2	2.0

FTE = Full-Time Equivalent
Counselor to Student Ratio: 1:412

College & Work Readiness

College Preparation Courses

Students meet with their counselor annually to establish and review their four-year plan and evaluate progress in meeting personal goals and graduation requirements. Throughout the year, counselors continue to provide college and career related information and guidance to students and their parents at: 1) the annual Title I meeting, 2) Back to School Night, 3) Parent Empowerment meetings, 4) parent conferences, and 5) Parent Project training sessions. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

*Enrollment In and Completion of UC/CSU-Required Courses 2007-08	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	52.2
Graduates Who Completed All Courses Required for UC/CSU Admission	28.8

*Most current data available.

University of California Admission Requirements

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

California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or

Teacher Credentials & Assignments

	Chavez				DJUHSD			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total Teachers	88	88	77		190	191	201	
Teachers with Full Credential	65	72	63		152	162	163	
Teachers without Full Credential	23	16	14		38	29	38	
Teachers in Alternative Routes to Certification	18	11	10		31	20	28	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	4	4	0		5	8	0	
Teachers with Waivers	1	1	0		2	1	5	
Teachers Teaching Outside Subject Area	2	1	0		4	3	2	
Other Misassignments of Certificated Staff	0	0	0	0	0	1	3	0
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Teacher Misassignments - Total	0	0	0	0	0	1	3	0
Teacher Vacancies	0	0	1	0	0	0	1	0

Percentage of Core Classes:

	Not Taught by	
	Taught by NCLB-Compliant Teachers	NCLB-Compliant Teachers
2008-09		
Chavez	98.2	1.8
District Totals		
All Schools	98.5	1.5
High-Poverty Sch.	100.0	0
Low-Poverty Sch.	0	0

Teacher Education Levels

	2008-09	
	Chavez	DJUHSD
Doctorate	0.0%	1.0%
Master's Degree plus 30 or more semester hours	1.3%	3.0%
Master's Degree	6.5%	11.9%
Bachelor's Degree plus 30 or more semester hours	37.7%	35.3%
Bachelor's Degree	53.2%	48.3%
Less than a Bachelor's Degree	1.3%	0.5%

students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Advanced Placement

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

Advanced Placement Courses Offered & Student Participation 2008-09

	No. of Courses Offered	% of Students in AP Courses
Science	2	3.58%
English	2	7.88%
Foreign Language	2	6.42%
Math	1	1.52%
Social Science	2	7.88%
All Courses	9	27.27%

Workforce Preparation

Cesar E. Chavez High School's career technical education programs offer a diverse range of opportunities for students to get a head start on their future. All career 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. 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. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and classroom observation.

Vocational Education Courses

Careers in Child Development	Information Processing
Fashion Textiles & Apparel	Keyboarding
Food & Hospitality Services	Other Consumer/Family Studies
Food & Nutrition	Other Finance & Business
General Office Occupations	Technical Drafting

Career Pathway Sequences

Computer Technology Education
Home Economics

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

Regional Occupational Programs (ROP) are offered off campus through the North Kern Vocational Training Center. 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

The statistical information disclosed in this report is obtained from the California Department of Education and the Delano Joint Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Documentation for school facilities and instructional materials sections was acquired in September and August 2009, respectively. SARC preparation services provided by enVision Consulting Group, Inc.

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.

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

For the 2007-08 school year, Delano Joint Union High School District spent \$8,519 of total general funds to educate each student (based on 2007-08 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil

Expenditures Per Pupil	2007-08				
	Dollars Spent per Student				
	Chavez	DJUHSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$8,950	\$9,474	94.5%	N/A	N/A
Restricted (Supplemental)	\$3,445	\$3,400	101.3%	N/A	N/A
Unrestricted (Basic)	\$5,505	\$6,074	90.6%	\$5,512	99.9%
Average Teacher Salary	\$56,866	\$55,698	102.1%	\$68,332	83.2%

In addition to general fund state funding, Delano Joint Union High School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received approximately \$3,153 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- CAHSEE
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers
- Cal-SAFE
- Class Size Reduction, Grade 9
- Discretionary Block Grant
- Economic Impact Aide
- Gifted & Talented Education
- Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupational Centers/Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, V
- Transportation
- Vocational Programs
- Workforce Investment Act

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

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

Phone (661) 725-1078.
Hours: M-Th 11-7; Sun. 10-6
Number of Computers Available: 5
Printers Available: Yes

Career Technical Education (CTE) Program Participation 2007-08*

Total Number of Students Participating in CTE Programs	2,415**
Percentage of Students Completing CTE Program and Earning a High School Diploma	100%**
CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14

*Most current data available at the time this report was published.

**District totals.

Salary Comparison 2007-08

	DJUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$33,672	\$42,810
Mid-Range Teacher Salary	\$59,263	\$69,375
Highest Teacher Salary	\$86,184	\$89,104
Average Principal Salaries:		
High School	\$120,731	\$126,901
Superintendent Salary	\$145,452	\$198,563
Percentage of General Fund Expenditures For:		
Teacher Salaries	32.5%	37.3%
Administrative Salaries	6.2%	5.2%