

# Cesar Chavez High

2929 Windflower Lane • Stockton, CA 95212 • (209) 933-7480 • Grades 9-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
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#### District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

#### District Administration

Ms. Julie Penn  
Superintendent

### Cesar Chavez High School Mission:

- Cesar Chavez High School is a community of learners who are dedicated to developing a school atmosphere that builds Relationships among stakeholders (students, parents, community members, teachers and staff) to provide our students with Rigorous and Relevant curriculum that connects learning to their best possible future.
- Cesar Chavez High School is committed to providing an excellent education to all of its students. Our school is a richly diverse community of learners that value ALL its stakeholders and is dedicated to provide a safe and productive learning environment in which students will think Critically, will be Ambitious to pursue long term and short term goals, will be Responsible to themselves and others and will be Educationally Competent to confront and solve any challenge presented to them.

### Cesar Chavez High School Vision:

This year over 60 of our students, parents and staff came together to revise and improve our school vision. Our vision was modified and based on our Cesar Chavez High School acronym (CCHS) to ensure that all stakeholders can cite it and that it provides guidance to the school programs and activities we do every day to ensure our students are prepared for college and career after high school. Our vision is to prepare all students to be College ready, Career bound, Highly skilled, and Successful citizens.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (209) 933-7480.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	512
Gr. 10	567
Gr. 11	500
Gr. 12	560
<b>Total</b>	<b>2,139</b>

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.2
American Indian or Alaska Native	3.4
Asian	20.1
Filipino	6.4
Hispanic or Latino	46.7
Native Hawaiian/Pacific Islander	0.6
White	6.7
Two or More Races	0.9
Socioeconomically Disadvantaged	82.1
English Learners	11.5
Students with Disabilities	9.1

SOURCE: California Department of Education

## 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 Chavez High	12-13	13-14	14-15
Fully Credentialed	95	91	91
Without Full Credential	3	4	3
Teaching Outside Subject Area of Competence	0	0	1
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez High	12-13	13-14	14-15
Teachers of English Learners	3	0	0
Total Teacher Misassignments	3	0	1
Vacant Teacher Positions	3	2	1

\* "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.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 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	98.14	1.86
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

\* 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.

SOURCE: California Department of Education

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 23, 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>9-12 Math, Algebra I, II &amp; Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> <p>Calculus HM</p> <p>Adopted in 2006</p> <p>PreCalculus</p> <p>Adopted in 2006</p> <p>Statistics McDougal</p> <p>Adopted in 2008</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Holt Earth Science</p> <p>Adopted in 2007</p> <p>Biology</p> <p>Adopted in 2007</p> <p>Chemistry: Matter and Change</p> <p>Adopted in 2007</p> <p>Physics: Principles and Problems</p> <p>Adopted in 2007</p> <p>Health Glencoe</p> <p>Adopted in 2005</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World History: The Modern World</p> <p>Adopted in 2007</p> <p>The American Vision: Modern Times</p> <p>Adopted in 2006</p> <p>Magruder's American Government</p> <p>Adopted in 2006</p> <p>Economics: Principles in Action</p> <p>Adopted in 2007</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>French - McDougal</p> <p>Adopted in 2001</p> <p>Spanish – Prentice Hall</p> <p>Adopted in 2000</p>

## School Facility Conditions and Planned Improvements (Most Recent Year)

### Age of buildings

Cesar Chavez high school main campus buildings are ten years old and in good condition. There are 8 buildings containing offices, classrooms, science labs, and computer labs. During the 2007-2008 academic year, a new wing of 21 classrooms was built on the north end of campus and are in very good condition. Cesar Chavez has one gym, a theater, a multipurpose room, eight computer labs (located in 6 various classroom buildings) and a three story administration building which contains our school library, career center, Health office, and classrooms on the third floor.

With the passage of a local bond measure in 2008, our football and softball stadiums were remodeled and modernized. The football field was converted to full artificial turf and all weather mondo track, additional seating capacity (over 3,000 seats), ticket booth, restrooms, and score/announcers booth. The Softball field was totally redesigned with full artificial turf, dirt picture mound and backstop, new bullpen/batter cages, new dugouts, and lights. As bond funding becomes available from the State, new baseball stadium with the same design as the softball stadium, install a pool/aquatics center and landscaping of all of the school athletic fields.

### Maintenance and Repair

School site and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

A scheduled maintenance program is administered by the school site administrative team and district facilities department to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. Our site administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/19/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	boys & girls restrooms: flooring lifting in various areas D-104: missing outlet D-120: door closure leaking. D-125: south wall crack. E-104: floor tile broken northwest corner. E-123: baseboard coming off, E-222: west wall data cover missing, ceiling tile stained. F-137: walls need painting. G-113: crack on east wal, stained ceiling tile. G-121: floor shifting northeast wall OVERALL: stained ceiling tile in hallway by rm.125,dry grass areas, bldg B 1st floor hallway cracks.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/19/2014**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		G-121: floor shifting northeast wall OVERALL: stained ceiling tile in hallway by rm.125,dry grass areas, bldg B 1st floor hallway cracks.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[X]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	40	35	32	35	34	34	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

#### STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	36	36	37	36	38	37	54	56	55
Math	10	8	6	34	34	34	49	50	50
HSS	28	26	23	26	27	27	48	49	49

\* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	1	1	1

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.7	23.7	25.9

\* 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.

SOURCE: California Department of Education

#### 2013-14 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	34
All Student at the School	32
Male	33
Female	32
Black or African American	29
American Indian or Alaska Native	28
Asian	39
Filipino	39
Hispanic or Latino	27
Native Hawaiian/Pacific Islander	
White	48
Two or More Races	
Socioeconomically Disadvantaged	28
English Learners	4
Students with Disabilities	8
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

SOURCE: California Department of Education

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	12	-6	0
Black or African American	29	9	-31
American Indian or Alaska Native			
Asian	1	1	-13
Filipino	-4	16	
Hispanic or Latino	14	-18	15
Native Hawaiian/Pacific Islander			
White	31	-13	9
Two or More Races			
Socioeconomically Disadvantaged	18	-5	5
English Learners	11	-2	24
Students with Disabilities	-56	65	4

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

## 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

Cesar Chavez High School recognizes that parents and the community play an important role in the success and education of their students. Our school has established partnerships with community businesses and organizations to increase parent participation. Due to ongoing budget constraints, the school site lost our site Parent coordinator in 2009 that organized and ran our Parent Center; however, parents have stepped up in 2014 to re-establish our Parent Center and ongoing parent training's and informational meetings. Our school offers several opportunities and programs to encourage parent involvement.

- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- Family Health Centers and programs when and where available
- Advance Placement
- Parent Resource Center
- Parent/Student conferences when possible
- Parent/Teacher organizations (PTA/PTO/PTC)
- School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television and video game viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering at the school

Parents and community members who wish to become a part of the school community and participate should call the school's office and talk with anyone on our administration team.

### 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

Our schools place a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, during either the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Campus Security Monitors, teachers, site administrators and school support staff provide supervision for students throughout the school day. All common areas for students are safe and closely supervised. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	9.6	14.2	13.1
Expulsions Rate	0.6	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**SOURCE: California Department of Education**

### 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	51	
Percent of Schools Currently in Program Improvement	87.9	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0.0
Nurse	.40
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	500

\* 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.

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24.1	18	22	14	47	26	23	23	19	11	10	20
Math	26.8	16	27	10	48	13	25	17	18	9	10	18
Science	29.9	23	28	2	16	6	17	15	18	10	10	8
SS	25.2	19	25	9	24	10	12	18	9	10	11	18

\* 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.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

SOURCE: California Department of Education



**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,502	\$2,040	\$8,462	\$62,887
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			69.9	2.8
Percent Difference: School Site/ State			80.4	-11.1

**SOURCE: Information is provided by the school district and California Department of Education.**

◆ no data required.

**Types of Services Funded at Cesar Chavez High**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**Professional Development provided for Teachers at Cesar Chavez High**

The 4X4 schedule provide the school with 40 minimum days in which 31 of the minimum days allows our Professional Learning Communities (which are based on our Departments and Small Learning Communities) to meet and utilize this time for weekly professional development and data analysis to improve instruction and student learning. Core Department PLC's utilize the Data Team process (collect data, analyze the data, create SMART goals, identify common strategies, and identify result indicators) to improve instruction to increase student academic achievement. Small Learning Communities PLC's provide teachers with cross curricular professional development via their career pathways and our school homeroom program to support student achievement. The 31 professional development day are required for teachers to attend and participate in the PLC activities.

In addition to the 31 minimum days, Stockton Unified School District has provided all teachers an additional one hour a week of paid time to support the PLC Data Team process. This additional time is voluntary and not all teachers at the school have to participate.

**2013-14 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	59	23	18	49	35	17
All Students at the School	53	26	20	44	39	17
Male	61	23	16	42	41	17
Female	46	30	24	47	37	16
Black or African American	64	23	13	61	29	11
American Indian or Alaska Native	72	17	11	74	26	
Asian	44	29	27	31	45	25
Filipino	24	38	38	21	41	38
Hispanic or Latino	59	25	16	45	42	13
Native Hawaiian/Pacific Islander						
White	38	31	31	50	32	18
Two or More Races						
Socioeconomically Disadvantaged	56	27	17	45	42	13
English Learners	98	2		74	24	2
Students with Disabilities	81	16	3	77	17	6
Students Receiving Migrant Education Services						

\* 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.

**SOURCE: California Department of Education**

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Cesar Chavez High	2011-12	2012-13	2013-14
English-Language Arts	47	38	47
Mathematics	50	44	56
Stockton Unified School District	2011-12	2012-13	2013-14
English-Language Arts	42	44	35
Mathematics	46	49	42
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

**SOURCE: California Department of Education**

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	89.22	85.27	84.56
Black or African American	83.33	83.67	75.90
American Indian or Alaska Native	83.33	83.50	77.82
Asian	91.67	91.12	92.94
Filipino	100.00	96.25	92.20
Hispanic or Latino	89.64	84.50	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	82.05	77.11	90.15
Two or More Races	0.00	62.50	89.03
Socioeconomically Disadvantaged	85.92	82.94	82.58
English Learners	62.00	73.11	53.68
Students with Disabilities	34.62	66.15	60.31

**SOURCE: California Department of Education**

Dropout Rate and Graduation Rate			
<b>Cesar Chavez High</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.8	8.9	5.7
Graduation Rate	83.54	85.46	89.65
<b>Stockton Unified School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	24.2	19.4	9.9
Graduation Rate	70.99	71.09	83.09
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

SOURCE: California Department of Education

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	5	♦
All courses	12	0.6

\* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	54.67
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	23.52

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	605
% of pupils completing a CTE program and earning a high school diploma	66%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

SOURCE: This information is provided by the school district.

### Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 605 students in career technical education courses.

Cesar Chavez High School offers various Career Technical Education courses in our Small Learning Communities career pathways to prepare our students for both career and college after high school. Career Technical Education courses engage students in a dynamic learning experience resulting in mastery of career and grade level academic skills. Students are introduced to rigorous, balanced standards reflecting the essential knowledge needed to transition to careers or postsecondary education or training. The courses offered in our Small Learning communities are:

- Practical Theater 1-2 (Creative and Performing Arts SLC)
- Drama Production (Creative and Performing Arts SLC)
- Multi Media Technology 1-2 and 3-4 (Communication Technology SLC)
- Beginning Video Production (Communication Technology SLC)
- Advance Video Production (Communication Technology SLC)
- Animation 1-2 and Animation 3-4 (Communication Technology SLC)
- Web Design (Communication Technology SLC)
- Business 1-2 and Business 3-4 (Business SLC)
- Accounting 1-2 and Accounting 3-4 (Business SLC)
- Entrepreneurship 1-2 (Business SLC)
- Medical Office 1-2 and Medical Office 3-4 (Health SLC)

As we continue to develop our Small Learning Community pathways, we will continue to support existing CTE courses, develop new CTE courses, and connect/articulate our pathways to local colleges/universities and trade school program to ensure that our students are prepared for career and college. You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.