

Cesar Chavez High

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

William Nelson, Principal
wnelson@stocktonusd.net

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



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Ms. Julie Penn
Superintendent
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy 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, (RRR).
- 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, (CARE).

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, (CCHS).

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (209) 933-7480 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	554
Grade 10	513
Grade 11	565
Grade 12	525
Total Enrollment	2,157

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.7
American Indian or Alaska Native	3
Asian	18.8
Filipino	6.3
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0.6
White	5.7
Two or More Races	1.1
Socioeconomically Disadvantaged	84.7
English Learners	13.1
Students with Disabilities	9.4
Foster Youth	0.8

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	13-14	14-15	15-16
With Full Credential	91	91	85
Without Full Credential	4	3	9
Teaching Outside Subject Area of Competence	0	1	1
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez High	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	2	1	10

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

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

SOURCE: California Department of Education

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

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>Calculus HM Adopted in 2006</p> <p>PreCalculus Adopted in 2006</p> <p>Statistics McDougal Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>California Holt Earth Science Adopted in 2007</p> <p>Biology Adopted in 2007</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>Health Glencoe Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>World History: The Modern World Adopted in 2007</p> <p>The American Vision: Modern Times Adopted in 2006</p> <p>Magruder's American Government Adopted in 2006</p> <p>Economics: Principles in Action Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	French - McDougal Adopted in 2001
	Spanish – Prentice Hall Adopted in 2000
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 remolded 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: 8/5/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		C-202: wall outside of by door damage. D-119: hole on floor by teacher desk. F-107: corner of wall broken. Multipurpose/kitchen: flooring coming up in M.P
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/5/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				B-103: crack on wall by window B-105: crack on wall by window F-116: floor by sink sinking .broken floor tile.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	34	23	44
Math	14	17	33

* 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	34	33	32	32	31	29	59	60	56

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

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.00	22.80	22.80

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

SOURCE: California Department of Education

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	29
All Student at the School	32
Male	33
Female	31
Black or African American	19
American Indian or Alaska Native	27
Asian	44
Filipino	43
Hispanic or Latino	31
Native Hawaiian or Pacific	--
White	27
Two or More Races	--
Socioeconomically Disadvantaged	9
English Learners	8
Students with Disabilities	31
Students Receiving Migrant Education Services	--
Foster Youth	--

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

SOURCE: California Department of Education

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	572	537	93.9	33	31	25	9
Male	11	572	279	48.8	38	31	20	8
Female	11	572	258	45.1	28	30	30	11
Black or African American	11	572	94	16.4	35	37	19	7
American Indian or Alaska Native	11	572	17	3.0	35	53	0	6
Asian	11	572	108	18.9	17	30	37	16
Filipino	11	572	38	6.6	16	24	45	13
Hispanic or Latino	11	572	243	42.5	43	28	20	7
Native Hawaiian or Pacific Islander	11	572	3	0.5	--	--	--	--
White	11	572	30	5.2	33	30	23	13
Two or More Races	11	572	4	0.7	--	--	--	--
Socioeconomically Disadvantaged	11	572	441	77.1	35	31	25	7
Students with Disabilities	11	572	17	3.0	82	6	6	6
Students Receiving Migrant Education Services	11	572	4	0.7	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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

SOURCE: California Department of Education

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	572	524	91.6	62	22	12	2
Male	11	572	270	47.2	63	22	11	2
Female	11	572	254	44.4	62	22	13	3
Black or African American	11	572	90	15.7	72	20	7	1
American Indian or Alaska Native	11	572	14	2.4	64	29	7	0
Asian	11	572	108	18.9	47	26	20	6
Filipino	11	572	38	6.6	45	26	21	8
Hispanic or Latino	11	572	239	41.8	68	20	9	1
Native Hawaiian or Pacific Islander	11	572	3	0.5	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11	572	29	5.1	62	17	17	0
Two or More Races	11	572	3	0.5	--	--	--	--
Socioeconomically Disadvantaged	11	572	431	75.3	65	23	10	2
Students with Disabilities	11	572	15	2.6	87	7	0	7
Students Receiving Migrant Education Services	11	572	4	0.7	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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

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 school places 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	2012-13	2013-14	2014-15
Suspensions Rate	14.21	13.06	8.65
Expulsions Rate	0.00	0.00	0.25
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

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

SOURCE: California Department of Education

2015-16 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 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	18	22	28	47	26	10	23	19	28	10	20	19
Math	16	27	29	48	13	10	17	18	11	10	18	26
Science	23	28	29	16	6	6	15	18	14	10	8	15
SS	19	25	30	24	10	6	18	9	5	11	18	23

* 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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	430

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

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

SOURCE: California Department of Education

Types of Services Funded

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 (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6312.75	1595.82	4716.93	58194.81
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-5.4	-4.9
Percent Difference: School Site/ State			0.6	-17.7

* Cells with ◆ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.
◆ no data required.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	60	22	18	55	33	13
All Students at the School	59	25	16	56	34	10
Male	65	24	11	55	36	9

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Female	51	26	23	56	32	12
Black or African American	71	18	11	68	26	6
American Indian or Alaska Native	67	17	17	73	18	9
Asian	51	22	26	43	43	14
Filipino	47	27	27	45	32	23
Hispanic or Latino	59	28	13	55	37	8
White	52	24	24	67	8	25
Socioeconomically Disadvantaged	60	25	15	56	34	10
English Learners	93	4	3	74	23	3
Students with Disabilities	94	4	2	94	6	

* 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	2012-13	2013-14	2014-15
English-Language Arts	38	47	41
Mathematics	44	56	44
Stockton Unified School District	2012-13	2013-14	2014-15
English-Language Arts	44	35	34
Mathematics	49	42	38
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cesar Chavez High	2011-12	2012-13	2013-14
Dropout Rate	8.90	5.70	13.50
Graduation Rate	85.46	89.65	83.89
Stockton Unified School District	2011-12	2012-13	2013-14
Dropout Rate	19.40	9.90	17.90
Graduation Rate	71.09	83.09	76.40
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	644
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

SOURCE: This information is provided by the school district.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	87.68	75.95	84.6
Black or African American	73.17	67.21	76
American Indian or Alaska Native	76.19	58.72	78.07
Asian	88.33	82.39	92.62
Filipino	97.44	87.31	96.49
Hispanic or Latino	89.06	76.3	81.28
Native Hawaiian/Pacific Islander	133.33	100	83.58
White	103.45	76.53	89.93
Two or More Races	100	81.82	82.8
Socioeconomically Disadvantaged	55.32	40	61.28
English Learners	56.9	44.28	50.76
Students with Disabilities	91.3	76.64	81.36
Foster Youth	--	--	--

SOURCE: California Department of Education

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	89.71
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.2

SOURCE: California Department of Education

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	5	♦
Fine and Performing Arts	1	♦
Foreign Language		♦
Mathematics		♦
Science	1	♦
Social Science		♦
All courses	7	.6

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work; "College Bound, Career Ready" 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:

Engineering I, II, III, IV (Environmental and Engineering SLC)
 Practical Theater I (Creative and Performing Arts SLC)
 Drama Production (Creative and Performing Arts SLC)
 Multi Media Technology I, II (Communication Technology SLC)
 Video Production I, II (Communication Technology SLC)
 Animation I, II (Communication Technology SLC)
 Web Design (Communication Technology SLC)
 Business I, II (Business SLC)
 Accounting I, II (Business SLC)
 Entrepreneurship I (Business SLC)
 Medical Office I, II (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.

DataQuest

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

Internet Access

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