

# Cesar Chavez High

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

William Nelson, Principal  
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## 2015-16 School Accountability Report Card Published During the 2016-17 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**

Eliseo Dávalos, Ph.D.  
**Superintendent**  
Mr. Thomas Anderson  
**Assistant Superintendent,  
Educational Services**

### **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 (RRR) curriculum that connects learning to their best possible future.
- Cesar Chavez High School is committed to providing an excellent education for 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:**

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 and 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	557
Grade 10	533
Grade 11	497
Grade 12	590
<b>Total Enrollment</b>	<b>2,177</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	16.1
American Indian or Alaska Native	2.9
Asian	18.6
Filipino	7.1
Hispanic or Latino	48.6
Native Hawaiian or Pacific Islander	0.8
White	4.9
Two or More Races	1
Socioeconomically Disadvantaged	79.6
English Learners	15.2
Students with Disabilities	10.2
Foster Youth	0.7

## 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	14-15	15-16	16-17
With Full Credential	91	85	70
Without Full Credential	3	9	15
Teaching Outside Subject Area of Competence	1	1	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez High	14-15	15-16	16-17
Teachers of English Learners	0	0	1
Total Teacher Misassignments	1	0	2
Vacant Teacher Positions	1	10	3

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	92.1	7.9
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The main fact about textbooks that the Williams legislation calls for describes 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: July 12, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>9-12 Math, Algebra I, II &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>CK-12 Earth Science Adopted in 2016</p> <p>Biology Adopted in 2007 CK-12 Biology Adopted in 2016</p> <p>Chemistry: Matter and Change Adopted in 2007</p> <p>Physics: Principles and Problems Adopted in 2007</p> <p>CK-12 Integrated Physical Science Adopted 2016</p> <p>Health Glencoe Adopted in 2005</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: July 12, 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	World History: The Modern World Adopted in 2007  The American Vision: Modern Times Adopted in 2006  CK-12 US History Adopted 2016  Magruder's American Government Adopted in 2006  Economics: Principles in Action Adopted in 2007  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Foreign Language</b>	French - Vista Learning Adopted in 2015  Spanish – Vista Learning Adopted in 2015  Chinese - Cheng-Tsui Co Adopted in 2009  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

**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: July 2016**

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				A-129: ceiling tiles-stains A-304: outlet cover-missing, ceiling tiles-stains D-224: ceiling tiles-stains E-105: domtar rips, outlet cover-missing E-222: outlet cover-missing, corner edge-repair and paint, ceiling tiles-stains G-121: floor in one area-not level, corner baseboards-re-glue Multipurpose/ Kitchen: Hvac intake-screen-repair, flooring and baseboard-repair
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				A-304: outlet cover-missing, ceiling tiles-stains B-202: outlet cover-missing E-105: domtar rips, outlet cover-missing E-222: outlet cover-missing, corner edge-repair and paint, ceiling tiles-stains
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				B-105: crack wall-east entrance door B-204: Cracks in walls G-113: Cracks-east wall G-121: floor in one area-not level, corner baseboards-re-glue G-122: walls-cracks Multipurpose/ Kitchen: Hvac intake-screen-repair, flooring and baseboard-repair
<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>	

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	35	35	24	25	44	48
Math	15	10	18	21	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	33	32	21	31	29	30	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.3	21.4	20.6

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	548	521	95.1	20.7
Male	284	267	94.0	22.5
Female	264	254	96.2	18.9
Black or African American	100	92	92.0	13.0
American Indian or Alaska Native	14	14	100.0	21.4
Asian	111	108	97.3	22.2
Filipino	35	35	100.0	40.0
Hispanic or Latino	258	243	94.2	17.3
White	20	19	95.0	36.8
Socioeconomically Disadvantaged	299	278	93.0	16.9
English Learners	71	66	93.0	6.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 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 Met or Exceeded
All Students	11	480	457	95.2	34.8
Male	11	246	236	95.9	24.9
Female	11	234	221	94.4	45.3
Black or African American	11	59	51	86.4	23.5
American Indian or Alaska Native	11	14	13	92.9	33.3
Asian	11	85	78	91.8	48.0
Filipino	11	34	34	100.0	47.1
Hispanic or Latino	11	254	251	98.8	30.8
White	11	25	22	88.0	40.9
Socioeconomically Disadvantaged	11	229	213	93.0	32.1
English Learners	11	70	66	94.3	1.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	479	456	95.2	9.9
Male	11	246	236	95.9	8.1
Female	11	233	220	94.4	11.8
Black or African American	11	59	52	88.1	
American Indian or Alaska Native	11	14	13	92.9	7.7
Asian	11	85	78	91.8	16.9
Filipino	11	34	34	100.0	17.6
Hispanic or Latino	11	253	249	98.4	8.0
White	11	25	22	88.0	22.7
Socioeconomically Disadvantaged	11	228	211	92.5	6.6
English Learners	11	70	66	94.3	1.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students

who participated in the test whether they received a score or not; 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 only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

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, school 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	2013-14	2014-15	2015-16
Suspensions Rate	13.1	8.7	7.0
Expulsions Rate	0.0	0.3	0.7
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.5
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
Nurse	0.4
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	395

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	28	24	26	10	16	19	28	27	20	19	11
Mathematics	27	29	18	13	10	30	18	11	20	18	26	10
Science	28	29	18	6	6	24	18	14	27	8	15	1
Social Science	25	30	20	10	6	28	9	5	20	18	23	7

\* 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.

#### Professional Development provided for Teachers

The 4X4 schedule provides the school with 40 minimum days in which 30 of the minimum days are used to develop our Professional Learning Communities (PLC's) and allow teachers to collaborate with each other. Fifteen of our 30 minimum days are used for PLC development (which are based on our Departments and Small Learning Communities) who meet to review formative and summative assessment data analysis to improve instruction and student learning. Core Department PLC's use 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. Fifteen minimum days are used for collaboration per the Stockton Teachers Association contract.

All teaching staff is provided various types of opportunities for instructional training and support throughout the year. Training and support include AVID methodologies, SDAIE methodologies, writing across the curriculum, instructional data analysis (known as Academic Conferences), PLC development, Direct Instruction, and new teacher support. These Professional Development activities take place via teacher pull-out from class during the instructional day.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
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/).

### 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 (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cesar Chavez High	2011-12	2013-14	2014-15
Dropout Rate	5.70	13.50	7.20
Graduation Rate	89.65	83.89	90.08
Stockton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	9.90	17.90	11.80
Graduation Rate	83.09	76.40	82.63
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	379
% of pupils completing a CTE program and earning a high school diploma	89%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6669.73	1376.94	5292.79	65715.20
District	♦	♦	6920.96	\$65,674
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-23.5	-15.0
Percent Difference: School Site/ State			-11.8	-20.2

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	89.71
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	28.6

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language	1	♦
Mathematics	2	♦
Science	2	♦
Social Science	3	♦
All courses	12	14

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	91	82	86
Black or African American	94	74	78
American Indian or Alaska Native	82	77	78
Asian	93	89	93
Filipino	100	97	93
Hispanic or Latino	90	82	83
Native Hawaiian/Pacific Islander	100	89	85
White	92	75	91
Two or More Races	67	81	89
Socioeconomically Disadvantaged	71	43	66
English Learners	72	60	54
Students with Disabilities	95	82	78

### Career Technical Education Programs

Our school vision is to ensure that ALL of our students are College ready, Career bound, Highly skilled and Successful citizens. ALL CCHS students have the opportunity to prepare themselves for Career and College the moment they start at our school. All students have access to courses that meet university requirements (A-G), Honors/Advance Placement courses, Dual Credit/Early College opportunities on campus (completing college courses while in high school), and participate in our Five Career Pathways which are based on California's 15 industry career growth sectors. Two of our career pathways are STEM (Science, Technology, Engineering, and Math) connected and two others pathways are part of the National Academy Foundation (NAF). Our Small Learning Communities (SLC's) and 4X4 schedule provide the academic guidance, support, and opportunity for ALL students so that they can reach their college and career goals after graduation.

Four of the five career pathways are Career Technical Education (CTE) based and supported with CTE funding, teacher certification, and teacher training. Students are introduced to rigorous, balanced standards reflecting the essential knowledge needed to transition to careers or postsecondary education or training. The CTE courses offered in our Small Learning Communities are:

- Introduction to Engineering Design (Engineering SLC & PTLW course)
- Principals of Engineering (Engineering SLC & PTLW course)
- Civil Engineering and Architecture (Engineering SLC & PTLW course)
- Engineering Design and Development (Engineering SLC & PTLW course)
- Stagecraft 1, 2, and 3 (Creative and Performing Arts SLC)
- Multimedia Technology I, II (Communication Technology SLC & NAF)
- Video Production I, II, and III (Communication Technology SLC & NAF)
- Foundations of Health Science (Health SLC course & NAF)
- Nutrition and Fitness (Health SLC course & NAF)

Dual Credit/Early College courses are offered on campus each Term. Over 200 students participate in this program in which they earn college credit while in high school. Dual Credit/Early College courses are provided by San Joaquin Delta College and are transferable to UC/CSU and most private four-year universities. The Dual Credit/Early College courses offered at CCHS are:

- English 79
- English 1A
- Psychology 1
- Criminal Justice
- Medical Terminology
- Health Careers

Advanced Placement courses are also offered for all students. Students who score 4 or 5 in these courses can receive college credit for the course. Our Advance Placement courses are:

- AP World History
- AP US History
- AP Economics
- AP American Government
- AP English
- AP Chemistry

- AP Physics
- AP Spanish
- AP French
- AP Music Theory
- AP Portfolio Art
- AP Calculus AB

As we continue to develop our AP, Dual Credit/Early College, and Small Learning Community pathways to ensure that we connect/articulate our academic programs to local colleges/universities and trade school programs. This aims at ensuring that all CCHS students are prepared for college and career.

#### **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 and the county. 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.