

# Cesar Chavez High

2929 Windflower Lane • Stockton, CA 95212 • (209) 933-7480 • Grades 9-12  
Sherry Jackson, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Stockton Unified School District**

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

#### **District Governing Board**

Cecilia Mendez  
Andrea Burrise  
Kathleen Garcia  
Lange P. Luntao  
Maria Mendez  
Angela Phillips  
Steve Smith

#### **District Administration**

Dan Wright, Acting Superintendent  
**Superintendent**  
Dr. Ward Andrus  
**Assistant Superintendent,  
Educational Services**

### **School Description**

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).

The focus this year at Chavez is on the further development of culture and climate. The staff, students and parents work closely together to increase school engagement in both academics and social programs. Staff members and administrators are approachable and accessible to students and each other. There is a strong sense of community at Chavez, as students and staff look out for each other, are respectful of each other and have a strong sense of belonging. There is a great deal of intermingling of ages and interests, which leads to development of culture, character, and intellect. Chavez is truly a place to grow and learn about diversity, 21st Century Learning Skills, and individual social-emotional development.

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	571
Grade 10	559
Grade 11	522
Grade 12	475
<b>Total Enrollment</b>	<b>2,127</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.9
American Indian or Alaska Native	2.3
Asian	19.1
Filipino	6.6
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	0.8
White	4.4
Two or More Races	1.2
Socioeconomically Disadvantaged	79.8
English Learners	15.4
Students with Disabilities	11.6
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
With Full Credential	85	70	84
Without Full Credential	9	15	19
Teaching Outside Subject Area of Competence	1	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez High	15-16	16-17	17-18
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	2	1
Vacant Teacher Positions	10	3	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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>
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:      N/A</b>

Note: Cells with N/A values do not require data.

**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: 7/28/2017**

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	A212: entrance door and frame-paint, walls -patch and paint B-100: entrance door and frame-paint, interior walls-patch and paint, stain ceiling tiles-replace B-103: entrance door and frame-paint, north and south wall-patch and paint B-202: entrance door and frame-paint, interior walls corners-patch and paint B-204: entrance door and frame-paint, north and south wall-patch and paint by B-105 Boys R/R: toilet partitions some are stained and faded-replace,entrance door and frame-paint C-102: interior walls corners-patch and paint, entrance door and frame-paint C-104: west wall dumtar-repair, entrance door and frame-paint, east wall-paint C-205: entrance door and frame-paint, by door walls and corners-patch and paint G-102: entrance door and frame-paint, floor tiles crack -replace, west wall under counter top-paint G-113: interior walls-paint, south east by double door carpet lifting-re-glue down G-building Boys R/R: entrance door and frame-paint, toilets partitions carved into and stains-replace,hand dryer not operating-repair G-building Girls R/R: plaque womens missing-replace, west wall crack tiles-replace,toilet stalls some crack floor tiles-replace, entrance door and frame-paint M-1: entrance door and frame-paint, north wall baseboard missing-replace M-6: entrance door and frame-paint, south wall baseboard replace Multipurpose/ Kitchen: interior walls-paint, entrances doors and frames-paint, west and east wall hvac vent screens-replace bent, west double door does not close properly -re-alignment needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			G-building Boys R/R: entrance door and frame-paint, toilets partitions carved into and stains-replace,hand dryer not operating-repair
<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: 7/28/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/28/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	A-129: entrance door and frame-paint, walls corners-patch and paint A212: entrance door and frame-paint, walls -patch and paint B-100: entrance door and frame-paint, interior walls-patch and paint, stain ceiling tiles-replace B-103: entrance door and frame-paint, north and south wall-patch and paint B-202: entrance door and frame-paint, interior walls corners-patch and paint B-204: entrance door and frame-paint, north and south wall-patch and paint by B-105 Boys R/R: toilet partitions some are stained and faded-replace,entrance door and frame-paint C-102: interior walls corners-patch and paint, entrance door and frame-paint C-104: west wall dumtar-repair, entrance door and frame-paint, east wall-paint C-205: entrance door and frame-paint, by door walls and corners-patch and paint G-102: entrance door and frame-paint, floor tiles crack -replace, west wall under counter top-paint G-107: entrance door and frame-paint, interior walls -paint G-113: interior walls-paint, south east by double door carpet lifting-re-glue down G-building Boys R/R: entrance door and frame-paint, toilets partitions carved into and stains-replace,hand dryer not operating-repair G-building Girls R/R: plaque womens missing-replace, west wall crack tiles-replace,toilet stalls some crack floor tiles-replace, entrance door and frame-paint M-1: entrance door and frame-paint, north wall baseboard missing-replace M-4: entrance door and frame paint, south exterior wall fire alarm horn casing crack-replace M-6: entrance door and frame-paint, south wall baseboard replace Multipurpose/ Kitchen: interior walls-paint, entrances doors and frames-paint, west and east wall hvac vent screens-replace bent, west double door does not close properly -re-alignment needed
<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 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	35	27	25	26	48	48
Math	10	15	21	20	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	32	21	29	30	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.2	21	26.2

\* 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.



**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	505	495	98.02	27.09
<b>Male</b>	256	249	97.27	23.58
<b>Female</b>	249	246	98.8	30.61
<b>Black or African American</b>	87	83	95.4	14.46
<b>American Indian or Alaska Native</b>	11	11	100	18.18
<b>Asian</b>	109	107	98.17	31.78
<b>Filipino</b>	39	39	100	55.26
<b>Hispanic or Latino</b>	233	230	98.71	24.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	18	17	94.44	29.41
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	390	384	98.46	24.21
<b>English Learners</b>	98	96	97.96	6.32
<b>Students with Disabilities</b>	70	68	97.14	1.49
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	506	498	98.42	14.66
Male	256	252	98.44	11.38
Female	250	246	98.4	17.96
Black or African American	87	84	96.55	13.75
American Indian or Alaska Native	11	11	100	0
Asian	109	107	98.17	16.82
Filipino	39	39	100	38.46
Hispanic or Latino	234	231	98.72	11.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100	5.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	391	385	98.47	13.42
English Learners	99	97	97.98	7.22
Students with Disabilities	69	69	100	2.9
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

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  
 English Language Parent Involvement Committee (ELPIC)  
 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 can support the learning environment of the school and their students by:

- Monitoring student progress, grades and credits
- Monitoring student attendance
- Monitoring completion of student homework

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 State priority: School Climate (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. 7 Campus Security Monitors, 88 teachers, 5 school administrators and numerous school support staff provide supervision for students throughout the school day. All common areas for students are safe and closely supervised. Students and staff must wear ID badges at all times. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their visitor pass.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	8.7	7.0	8.3
Expulsions Rate	0.2	0.7	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	5.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.25
Nurse	0.40
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	425

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	24	27	10	16	12	28	27	16	19	11	21
Mathematics	29	18	30	10	30	6	11	20	10	26	10	21
Science	29	18	28	6	24	11	14	27	8	15	1	21
Social Science	30	20	33	6	28	2	5	20	10	23	7	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.

### Professional Development provided for Teachers

The 4X4 block 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 Data Digs), 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
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	2013-14	2014-15	2015-16
Dropout Rate	13.5	7.2	10
Graduation Rate	83.89	90.08	89.12
Stockton Unified School District	2013-14	2014-15	2015-16
Dropout Rate	17.9	11.8	12.4
Graduation Rate	76.4	82.63	83.59
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1008
% of pupils completing a CTE program and earning a high school diploma	72%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7113.67	1195.51	5918.16	62406.79
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-18.3	-9.4
Percent Difference: School Site/ State			-10.0	-21.2

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	92.29
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	37.69

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science		♦
Social Science	2	♦
All courses	4	5.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	89.49	83.16	87.11
Black or African American	87.13	78.78	79.19
American Indian or Alaska Native	94.12	83.1	80.17
Asian	96.61	92	94.42
Filipino	83.72	89.17	93.76
Hispanic or Latino	88.35	82.17	84.58
Native Hawaiian/Pacific Islander	100	92.31	86.57
White	88.24	79.66	90.99
Two or More Races	71.43	77.78	90.59
Socioeconomically Disadvantaged	89.66	84.91	85.45
English Learners	72.46	63.37	55.44
Students with Disabilities	44.44	43.81	63.9
Foster Youth	66.67	73.68	68.19

### 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.