



Cesar Chavez High

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

Sherry Jackson, Principal

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<https://www.stocktonusd.net/Chavez>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
Candelaria Vargas

District Administration

John E. Deasy, Ph.D.
Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
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).

The focus this year at Chavez is on the further development of culture and climate, as well as growth in academic rigor and student engagement. 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	518
Grade 10	557
Grade 11	536
Grade 12	505
Total Enrollment	2,116

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.3
American Indian or Alaska Native	1.7
Asian	18.7
Filipino	6.7
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	1.3
White	5.1
Socioeconomically Disadvantaged	73.4
English Learners	12.5
Students with Disabilities	12.0
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	16-17	17-18	18-19
With Full Credential	70	84	74
Without Full Credential	15	19	19
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez High	16-17	17-18	18-19
Teachers of English Learners	1	1	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	3	3	0

* Note: "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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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>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>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: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	10-12 California Houghton Mifflin Harcourt 10 English Modern World History 11 US History Reconstruction to the Present Adopted in 2017 12 Houghton Mifflin Harcourt 12 Economics and American Government Adopted in 2017 10-12 Advanced Placement 10 AP Modern World History 11 AP US History 12 AP American Government Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	French - Vista Learning Adopted in 2015 Spanish – Vista Learning Adopted in 2015 Chinese - Cheng-Tsui Co Adopted in 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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 13 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.

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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	A-building R/R: wall tile holes-repair, partitions-replace B-104: some crack floor tiles-replace Cafeteria/ Kitchen: interior walls-paint, entrance doors and frames both sides-paint D-125: east and south walls -patch and paint, interior doors and frames both sides-paint, D-222: entrance door and frame both sides-paint, west wall-paint E-103: interior walls- paint E-223: south and north walls-paint, ceiling light ballast/ lamp-repair or replace, F-116: interior walls -paint, entrance door and frame both sides-paint, F-147: interior walls-paint, entrance door and frame both sides-paint G-121: hole in walls-patch and paint, entrance door and frame both sides-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Boys locker room R/R: wall next to showers-patch and paint, exit door areas walls-paint, locker room insects- treat areas Girls locker room R/R: locker room insects- treat areas
Electrical: Electrical	Good	E-223: south and north walls-paint, ceiling light ballast/ lamp-repair or replace,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Cafeteria/ Kitchen: interior walls-paint, entrance doors and frames both sides-paint C-building R/R: entrance door and frame-paint, partitions-replace, wall tiles stained-clean D-125: east and south walls -patch and paint, interior doors and frames both sides-paint, D-222: entrance door and frame both sides-paint, west wall-paint E-104: door and frames both sides-paint F-116: interior walls -paint, entrance door and frame both sides-paint, F-147: interior walls-paint, entrance door and frame both sides-paint G-107: entrance door and frame both sides-paint G-121: hole in walls-patch and paint, entrance door and frame both sides-paint M-10: entrance door and frame both sides-paint, north cabinettop cabinet door-repair
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	27.0	25.0	26.0	28.0	48.0	50.0
Math	15.0	11.0	20.0	21.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.0	18.4	22.5

* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	537	505	94.04	24.70
Male	287	270	94.08	19.62
Female	250	235	94.00	30.47
Black or African American	74	67	90.54	20.00
American Indian or Alaska Native	--	--	--	--
Asian	105	101	96.19	30.69
Filipino	50	48	96.00	33.33
Hispanic or Latino	267	250	93.63	21.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15	29.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	382	357	93.46	24.15
English Learners	129	121	93.80	5.08
Students with Disabilities	53	44	83.02	2.27
Foster Youth	12	9	75.00	0.00

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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	539	505	93.69	10.8
Male	288	273	94.79	11.19
Female	251	232	92.43	10.34
Black or African American	74	68	91.89	5.97
American Indian or Alaska Native	--	--	--	--
Asian	105	102	97.14	17.65
Filipino	50	48	96	20.83
Hispanic or Latino	269	247	91.82	7
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100	11.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	383	357	93.21	10.48
English Learners	130	120	92.31	1.71
Students with Disabilities	54	46	85.19	0

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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. We have monthly parent trainings 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)
- Parent/Student conferences
- Booster Organizations
- 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, 93 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 show ID at the front gate and then sign in at the office to receive proper authorization to be on campus, and must display their visitor pass.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.0	8.3	7.1
Expulsions Rate	0.7	0.3	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0.25
Nurse	0.40
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	424

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	27.0	23.0	16	12	21	27	16	17	11	21	21
Mathematics	18.0	30.0	27.0	30	6	13	20	10	14	10	21	19
Science	18.0	28.0	26.0	24	11	9	27	8	17	1	21	11
Social Science	20.0	33.0	29.0	28	2	8	20	10	10	7	23	28

* 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7684.52	1303.40	6381.12	76806.90
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			2.8	10.9
Percent Difference: School Site/ State			-3.0	-3.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cesar Chavez High	2014-15	2015-16	2016-17
Dropout Rate	7.2	10.0	9.4
Graduation Rate	90.1	89.1	87.6
Stockton Unified School District	2014-15	2015-16	2016-17
Dropout Rate	11.8	12.4	10.4
Graduation Rate	82.6	83.6	79.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	726
% of pupils completing a CTE program and earning a high school diploma	6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	91.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.9

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	1	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	1	♦
Science	0	♦
Social Science	1	♦
All courses	3	3.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	92.8	83.7	88.7
Black or African American	86.2	75.6	82.2
American Indian or Alaska Native	84.6	73.9	82.8
Asian	96.4	90.0	94.9
Filipino	94.1	93.8	93.5
Hispanic or Latino	94.9	83.7	86.5
Native Hawaiian/Pacific Islander	75.0	100.0	88.6
White	80.0	74.5	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	93.4	84.0	88.6
English Learners	53.1	50.6	56.7
Students with Disabilities	58.8	50.8	67.1
Foster Youth	60.0	68.2	74.1

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 <https://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.