



Cesar Chavez High

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

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

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District Governing Board

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Superintendent

Nik Howard

**Interim Assistant Superintendent
of Human Resources**

MaryJo Cowan
**Assistant Superintendent of
Educational Support Services**

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 curriculum and instruction 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 at Chavez is on the further development of culture and climate, as well as grow 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.

Career Technical Education Programs

Stockton Unified School District's (SUSD) Career & Technical Education (CTE) program prepares students to be College and Career Ready through three main activities: Career Awareness, Career Exploration and Career Preparation. Once known as "Shop Class," Career and Technical Education (CTE) was once called Vocational Education and School to Career. Today's CTE is very demanding due to changes in the modern industry and a global economy. Simple hands-on skills are no longer enough to get a living-wage job. Today's workforce must have strong academic skills coupled with in-demand technical skills that go beyond just a high school diploma. This training includes continued learning at trade schools, apprenticeship programs, community colleges, and universities.

- Career Awareness begins in preschool through the primary grades (Preschool-5) and beyond. This is simply recognizing that there are jobs all around in our community and what those people do.
- Career Exploration begins in the Intermediate Grades (6-9) and continues for many years. This is where young people learn about their interests and abilities and explore careers related to the things they like to do. They develop an educational plan that will take them through a career pathway from school to the workplace.
- Career Preparation overlaps Career Exploration and begins in the 9th grade when students begin to select their courses in high school. The academic and "elective" courses they choose start to shape their college and career preparation. All schools offer the courses to graduate high school and most schools offer at least one formal career pathway.

At Chavez for the 2019-20 school year, we offer pathways for Design, Visual, and Media Arts, Education, Engineering Design, Patient Care, Performing Arts, Production and Managerial Arts, Public Safety, and Performing Arts. Information on individual courses available in our course catalog.

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	647
Grade 10	528
Grade 11	546
Grade 12	521
Total Enrollment	2,242

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	1.4
Asian	18.5
Filipino	6.9
Hispanic or Latino	50.6
Native Hawaiian or Pacific Islander	1.2
White	5.9
Two or More Races	1.5
Socioeconomically Disadvantaged	69.2
English Learners	11.9
Students with Disabilities	12
Foster Youth	0.8
Homeless	2.8

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 for Cesar Chavez High	17-18	18-19	19-20
With Full Credential	84	74	86
Without Full Credential	19	19	21
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Cesar Chavez High

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	1
Vacant Teacher Positions	3	0	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.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 9-12 ELA, Pearson myPerspectives, Adopted in 2019 9-12 ELD ELD Level 1 and 2, Pearson Education, Inc., CA Pearson iLit ELL, Adopted in 2019 9-12 ELD ELD Level 3 and 4, California State University, ERWC Expository Reading and Writing Course (ERWC) Pilot ELD Course, , Adopted in 2019</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, Algebra 1, Pearson, Adopted in 2019 9-12, Geometry, Pearson, Adopted in 2019 9-12, Algebra 2, Pearson, Adopted in 2019 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>Physics 9-12, CK-12, Adopted in 2016 Biology 9-12, CK-12, Adopted in 2016 Chemistry 9-12, CK-12, Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>10-12 California Houghton Mifflin Harcourt, Adopted in 2017 10 - Modern World History, Adopted in 2017 11 - American History: Reconstruction to the Present, Adopted in 2017 12 - United States Government, Adopted in 2017 12 - Economics, Adopted in 2017</p> <p>10-12 McGraw Hill Advanced Placement, Adopted in 2017 10 - AP Modern World History, Updated Traditions and Encounters, Adopted in 2017 11- AP US History, American History Connecting with the Past, Adopted in 2017 12 - AP American Government, American Democracy Now, Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>French - Vista Learning, D'Accord Level 1 & 2, Adopted in 2015</p> <p>Spanish – Vista Learning, Descubre Level 1, 2, & 3, Adopted in 2015</p> <p>Chinese - Cheng-Tsui Co, Integrated Chinese, I, II, III, Adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health, Glencoe 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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: 7/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	A- 300: entrance door & frame-paint, walls-paint, window frames-paint A- building Girls R/R: trash receptacle-replace, partitions-replace A-302: entrance door & frame-paint, walls-paint A-building Boys R/R: entrance door & frame-paint, partition-replace, wall tiles holes-fill in or replace C-102: entrance door & frame-paint, walls-paint C-205: entrance door & frame-paint, dumtar-repair, walls-patch holes & paint, video cover plate west wall missing-replace D-108: entrance door & frame-paint, walls patch-paint, dumtar-repair D-224: entrance door & frame-paint, walls patch-paint, ceiling tiles stained-replace some F-115: entrance door & frame-paint, walls patch holes-paint, floor metal cover plate for electrical sockets missing-replace 5, F-116: entrance & interior doors & frames-paint, walls patch-paint G-Building Boys R/R: entrance door & frame-paint, ceiling-paint, partitions - replace G-Building Girls R/R: entrance door & frame-paint, metal trash receptacle-paint, handicap stall sanitary receptacle -replace Hall of Fame Boys R/R: hand drier carved into-replace, trash receptacle-paint

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Hall of Fame Girls R/R: wall tiles- grout small section, trash receptacle-paint Kitchen: entrance & exit doors & frames-paint, walls-patch & paint, interior doors & frames-paint, restroom mens-linoluem floor-repair, sink facuets-2 leaks-repair, doors windows crved into-replace M-13: entrance door & frame-paint, dumtar south wall-repair, Multipurpose Room: entrance & exit doors & frames-paint, walls-patch & paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Multipurpose Room: entrance & exit doors & frames-paint, walls-patch & paint
Electrical: Electrical	Fair	C-205: entrance door & frame-paint, dumtar-repair, walls-patch holes & paint, video cover plate west wall missing-replace F-115: entrance door & frame-paint, walls patch holes-paint, floor metal cover plate for electrical sockets missing-replace 5, Hall of Fame Boys R/R: hand drier carved into-replace, trash receptacle-paint
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Kitchen: entrance & exit doors & frames-paint, walls-patch & paint, interior doors & frames-paint, restroom mens-linoluem floor-repair, sink facuets-2 leaks-repair, doors windows crved into-replace
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	A- 300: entrance door & frame-paint, walls-paint, window frames-paint A- building Girls R/R: trash receptacle-replace, partitions-replace A-302: entrance door & frame-paint, walls-paint A-building Boys R/R: entrance door & frame-paint, partition-replace, wall tiles holes-fill in or replace C-102: entrance door & frame-paint, walls-paint C-205: entrance door & frame-paint, dumtar-repair, walls-patch holes & paint, video cover plate west wall missing-replace D-108: entrance door & frame-paint, walls patch-paint, dumtar-repair D-224: entrance door & frame-paint, walls patch-paint, ceiling tiles stained-replace some F-115: entrance door & frame-paint, walls patch holes-paint, floor metal cover plate for electrical sockets missing-replace 5, F-116: entrance & interior doors & frames-paint, walls patch-paint

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		G-Building Boys R/R: entrance door & frame-paint, ceiling-paint, partitions - replace G-Building Girls R/R: entrance door & frame-paint, metal trash receptacle-paint, handicap stall sanitary receptacle -replace Kitchen: entrance & exit doors & frames-paint, walls-patch & paint, interior doors & frames-paint, restroom mens-linoluem floor-repair, sink facuets-2 leaks-repair, doors windows crved into-replace M-12: entrance door & frame-paint, M-13: entrance door & frame-paint, dumtar south wall-repair, Multipurpose Room: entrance & exit doors & frames-paint, walls-patch & paint
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	25	44	28	31	50	50
Math	11	18	21	21	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	20.6	18.6	22.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	520	491	94.42	43.67
Male	265	246	92.83	39.18
Female	255	245	96.08	48.16
Black or African American	72	66	91.67	31.82
American Indian or Alaska Native	--	--	--	--
Asian	101	99	98.02	52.53
Filipino	33	32	96.97	56.25
Hispanic or Latino	263	247	93.92	41.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	22	88.00	59.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	354	335	94.63	42.39
English Learners	115	106	92.17	9.43
Students with Disabilities	48	36	75.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	19	15	78.95	21.05

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 2018-19 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	520	491	94.42	17.92
Male	265	245	92.45	20.00
Female	255	246	96.47	15.85
Black or African American	72	66	91.67	10.61
American Indian or Alaska Native	--	--	--	--
Asian	101	99	98.02	31.31
Filipino	33	32	96.97	40.63
Hispanic or Latino	263	247	93.92	12.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	22	88.00	13.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	354	335	94.63	14.33
English Learners	115	108	93.91	3.70
Students with Disabilities	48	36	75.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	19	15	78.95	21.05

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 2019-20)

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 Advisory Committee (ELPAC)
- 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.3	7.1	6.4
Expulsions Rate	0.3	0.4	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	315.8

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	7.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	3.0

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	12	16	21	23	21	17	21	24	21	28	19
Mathematics	30	6	10	21	27	13	14	19	27	14	9	27
Science	28	11	8	21	26	9	17	11	28	8	11	15
Social Science	33	2	10	23	29	8	10	28	29	10	7	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Cesar Chavez High	2015-16	2016-17	2017-18
Dropout Rate	10	9.4	6.6
Graduation Rate	89.1	87.6	87.8

Rate for Stockton Unified School	2015-16	2016-17	2017-18
Dropout Rate	12.4	10.4	9.7
Graduation Rate	83.6	79.5	78.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,450	\$1,615	\$6,835	\$72,959
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.4	0.1
School Site/ State	-11.0	-10.2

Note: Cells with N/A values 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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	89.38
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	35.67

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	1	1.5

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

*Where there are student course enrollments of at least one student.