Cesar Chavez High School

2128 South Cypress • Santa Ana, CA 92707 • (714) 430-5700 • Grades 9-12
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Santa Ana Unified School District

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School Description

Cesar E. Chavez High School (Chavez High) is located at 2128 South Cypress Avenue. Chavez High provides both a learning environment that enhances our students' achievement through a challenging and standards-based curriculum, and the support necessary to promote their social and emotional development. Chavez High received a six-year term of accreditation from Western Association of Schools and Colleges (WASC) in 2010. The College Board approved the rigor of our standards-based course offerings to meet four-year university admission requirements. Each year, over 60% of Chavez High's graduates enroll in institutions of higher learning. In 2005, the California Department of Education awarded Chavez High with the highest designation in the state as a "California Model School."

Students from throughout the district who are at least 16 years old enroll at Cesar Chavez High School so that they can earn high school course credits at an accelerated pace. The small-school setting allows students the opportunity to participate in a comprehensive yet individualized program. Currently in operation are many programs for students at risk of graduation, English learners, pregnant minors, teen parents, students with special needs, migrant education students and Gifted and Talented students (GATE). Enrollment in the school is arranged through a referral process initiated by site administrators at comprehensive high schools for students who are deficient in credits. Pupil Support Services may refer less than 5% of students for inter-district transfers, involuntary placements or readmission from expulsions. Students must complete 220 credits in required courses of study and pass the California High School Exit Exam to be able to graduate and receive a high school diploma. These are the same graduation requirements as the other high schools within the Santa Ana Unified School District.

SCHOOL VISION:

"Making Students WHOLE."
WELLNESS / HAPPINESS / ORGANIZATION / LEARNING / EXCELLENCE

The school matrix provides a daily paradigm for every action and interaction between teachers, staff and students. WHOLE is the acronym for Wellness, Happiness, Organization, Learning, and Excellence. We work with students to insure that they are Well. We will help students discover their purpose in life so that they will be Happy. We teach them how to be Organized so that they can work on a plan of study. We insure that they Learn what is necessary to achieve academic success. And we teach them the joy of being Excellent. Every student is an integral part of the success at Chavez High; and at Chavez High School, we prove that the WHOLE is greater than the sum of its parts. The greatness of Chavez High is making students WHOLE. After all, this is a place where eagles soar.

SCHOOL MISSION:

The mission of Chavez High is the holistic, continuous process of making students whole. Chavez High asserts that an empowering education is possible only within a scholastic context that is safe and therapeutic. Within that context, teacher and students work together to ensure that all efforts are aligned to our two prime directives: 1. To provide and participate in effective and engaging instruction, and 2. To build and maintain positive teacher/student relationships.

To that end, Cesar E. Chavez High School is committed to:
1. Providing all students a safe, clean and orderly environment with a calming and healing affect (Teachers practice being a "Therapeutic Web").
2. Delivering daily instruction that is effective and engaging because it is student-centered, and directly supports the academic efforts of students to achieve their A through G requirements.
3. Developing programs that will enhance every student's talents and abilities, including those that have special needs.
4. Supporting experiences that promote the multicultural, civic and environmental awareness of students.
5. Facilitating and developing opportunities for parents to meaningfully engage in the family dynamics and actions necessary to assist and encourage the success of their students for achieving their college and/or career goals.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (714) 430-5700.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 10	4
Gr. 11	48
Gr. 12	237
Total	289

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.0
Hispanic or Latino	98.3
Native Hawaiian/Pacific Islander	0.3
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	95.5
English Learners	54.7
Students with Disabilities	5.2

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Cesar Chavez High School	12-13	13-14	14-15
Fully Credentialed	17	14	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez High School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 14, 2014, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	High School Textbook Publisher	Grades
Mathematics		
2008	Pearson/Prentice Hall, *Algebra Readiness*	9-12
2008	Pearson/Prentice Hall, *Algebra 1*	9-12
2008	Holt, Rinehart, Winston, *Geometry*	9-12
2008	Pearson/Prentice Hall, *Algebra 2*	9-12
2008	McDougal Littell, *Precalculus with Limits: A Graphing Approach*	9-12
2008	McDougal Littell, *Calculus of a Single Variable*	9-12
2008	Addison Wesley, College Algebra-Elementary and Intermediate Algebra Concepts and Applications	9-12
2008	Prentice Hall, Probability & Statistics	9-12
Language Arts		
2010	Pearson Longman, *Keystone (KL, BB, D, E F)*	9
2002	Holt, Rinehart, Winston *Literature & Language Arts*	9-12
Science(s)		
2007	Holt *Earth Science*	9-12
2007	Glencoe *Biology*	9-12
2007	Prentice Hall *Chemistry*	9-12
2007	Prentice Hall *Essentials of Human Anatomy & Physiology*	9-12
2007	Prentice Hall *Conceptual Physics*	9-12
2007	Holt-Mcdougal, Physics Honor – Algebra/Trig	13
Social Science		
2006	McDougal-Littell *Modern World History*	9-12
2006	Prentice Hall *American Government - Magruders*	9-12
2006	Prentice Hall *Economics: Principles in Action*	9-12
2006	McDougal-Littell *The Americans - Reconstruction to the 21st Century*	9-12
2006	Glencoe/McGraw-Hill, Psychology – Understanding Psychology	9-12
2006	Holt. Sociology – The Study of Human Relationships	9-12
2006	Oxford University, Mexican American Studies – The course of Mexican History	9-12

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Cesar Chavez High School took place on 7/1/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/1/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	103: Floor in some areas is breaking apart s/c: 254369 105: Floor in some areas is breaking apart s/c: 254369
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Office Restrooms: Patching needed in women's rr s/c: 254368
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary** [ ]	**Good** [X]	**Fair** [ ]	**Poor** [ ]	

B. Pupil Outcomes

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)							
Subject	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	11		12	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)							
Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	6	4	5	43	45	44	54	56	55
Math	4	1	2	47	48	45	49	50	50
HSS	5	4	3	37	40	41	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	12
Male	13
Female	9
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	12
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	12
English Learners	5
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
	Actual API Change		
Group	10-11	11-12	12-13
All Students at the School	68	-21	-94
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents are encouraged to get involved in Cesar Chavez High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Parents are always invited to help chaperone field trips. Cesar Chavez High School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These may include:

- Back to School Night
- Open House
- Student performances
- School Site Council
- Career Speaker's Forum
- Field Trips
- Graduation activities
- Student recognition assemblies
- Academic and college advisement
- Parent education training and/or workshops

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- School Safety Committee
- English Language Advisory Council
- WASC's Parent Focus Groups

Parents seeking more information about becoming an active member in the school community may contact the school at (714) 430-5700.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- XTEND or Tell-A-Parent Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- School and/or class newsletters
- Flyers
- Letters
- School Banners
- New Student Orientations

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.4	1.7	2.4
Expulsions Rate	0.2	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	
Met Graduation Rate (if applicable)	No	

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
English	19.8	18	14	13	14	17	9	9	6	3		
Math	13.9	15	11	19	18	19	2	2		0		
Science	15.4	10	12	13	20	14	0			0		
SS	26.3	12	17	1	19	9	10	3	7	2		

* 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.

* Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.05
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	0
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	325

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,660	$41,761
Mid-Range Teacher Salary	$74,308	$66,895
Highest Teacher Salary	$94,284	$86,565
Average Principal Salary (ES)	$115,715	$108,011
Average Principal Salary (MS)	$118,268	$113,058
Average Principal Salary (HS)	$127,729	$123,217
Superintendent Salary	$265,000	$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,309	$734	$7,576	$83,531
District	♦	♦	$4,130	$78,285
State	♦	♦	$4,690	$70,720
Percent Difference: School Site/District			83.4	6.7
Percent Difference: School Site/ State			61.5	18.1

Types of Services Funded at Cesar Chavez High School

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Parnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

Professional Development provided for Teachers at Cesar Chavez High School

All curricular and instructional improvement activities at Cesar Chavez High School are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, professional development surveys, the Western Association of Schools and Colleges (WASC)-Action Plan, the School Plan for Student Achievement (SPSA), and the schoolwide area of focus.

Professional development activities at Cesar Chavez High School are focused on meeting the schoolwide student learning outcomes and implementing the Single Plan for Student Achievement, thus increasing student learning, attendance, and the number of students who graduate high school and ready for their post-secondary learning experiences. During the 2013 - 2014 school year, the Cesar Chavez High School staff attended a variety of professional development activities which provided learning experiences in the areas of Thinking Maps, writing methodology, effective teaching strategies, data review and analysis, student engagement, classroom management, online/blended learning model and the effective use of instructional technology resources.

The Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available on the SAUSD website.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Department of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	23	28	36	40	24
All Students at the School	100			100		
Male	100			100		
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	100			100		
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	100			100		
English Learners	100			100		
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Cesar Chavez High School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics		9	
Santa Ana Unified School District	2011-12	2012-13	2013-14
English-Language Arts	48	52	45
Mathematics	58	57	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	96.95	89.88	84.56
Black or African American	N/A	95.65	75.90
American Indian or Alaska Native	100.00	80.00	77.82
Asian	N/A	96.15	92.94
Filipino	N/A	88.24	92.20
Hispanic or Latino	97.42	89.17	80.83
Native Hawaiian/Pacific Islander	N/A	66.67	84.06
White	100.00	98.89	90.15
Two or More Races	N/A	96.15	89.03
Socioeconomically Disadvantaged	100.56	90.71	82.58
English Learners	82.08	67.09	53.68
Students with Disabilities	128.57	68.72	60.31

Dropout Rate and Graduation Rate			
Cesar Chavez High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	13.4	10.4	9.6
Graduation Rate	82.60	85.24	85.93
Santa Ana Unified School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	13.4	10.4	9.6
Graduation Rate	82.60	85.24	85.93
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

*   Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	73.80
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.52

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	245
% of pupils completing a CTE program and earning a high school diploma	78.50
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

Today's cutting-edge, rigorous and relevant Career Technical Education (CTE) courses prepare high school students to be both college and career ready. To meet this goal, students now have the opportunity to take an integrated sequence of CTE courses called a Program of Study that is focused on a specific career pathway over three or four years. We have continued to expand our CTE courses to include a wide range of high-wage, high-skill, high-demand careers is the areas of science, technology, engineering and math (STEM) pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District. The goals of the CTE program are aligned with those of the Carl D. Perkins Career and Technical Education Improvement Act which focuses primarily on the improvement of career and technical education programs, the integration and sequencing of courses, and, most importantly, serving special populations.

CTE Programs of Study combine academic rigor and real-world work-based relevance. Courses are aligned to both academic and CTE California State Standards with the main goal of preparing students for the workforce of the 21st century. To prepare students to be both college and career ready, we have updated many of the courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. Additionally, courses are articulated with colleges to establish a process for achieving dual credit as students attend high school courses and receive college credit at articulated schools. Furthermore, we offer many work-based learning opportunities to students to apply theories and skills learned in the classroom to an actual job situation, further solidifying a real-world experience.

The CTE advisory committee is comprised of all major stakeholders including CTE staff, high school principals, high school counselors and career technicians, parents, students, and industry representatives.

Prepared by Don Isbell, CTE Director
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