



Chavez High School

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2010-11 School Accountability Report Card Published During the 2011-12 School Year



Santa Ana Unified School District

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School Description and Mission Statement

Cesar E. Chavez High School is located at 2128 S.Cypress Avenue. Cesar Chavez High School 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. Cesar Chavez High School 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. 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

Cesar Chavez High School will provide all students with the meaningful experiences necessary for the acquisition of Expected Schoolwide Learning Results (ESLR), in a safe and nurturing environment. Working together, we will prepare our graduates to:

- Serve the community responsibly and contribute to its enhancement
- Operate as effective, resourceful and productive consumers
- Apply knowledge and skills toward wellness and lifelong learning
- Respect and value diversity and preserve the environment

School mission

The staff at Cesar Chavez High School believes that all students have the potential to learn the knowledge and skills that ultimately lead to a productive and successful lifestyle. Therefore,

- We are committed to provide all students, within a safe, clean and orderly environment, equal access to the core curriculum.
- We are committed to develop effective programs to enhance every student's talents and abilities, including programs for students with special needs.
- We are committed to provide experiences for our students that promote multicultural, civic, and environmental awareness.
- We are committed to facilitate avenues for parent and community involvement in our students' education.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently servicing over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district currently 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 approximately 89.4% enrolled in the Free or Reduced Price Meal program, 56.7% 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 school programs. Over 25 schools have received the Golden Bell Award.

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

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

District Vision

The Santa Ana Unified School District is recognized as one of the leading American urban school districts, notable for the achievement of its students, the quality of its teachers, support staff, and administrators, the engagement of its community, the clarity of its strategies, and the effectiveness and efficiency of its systems. The District is on the cutting edge of equipping all students to succeed in their life goals, in American society, and in the free-market economy.

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

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Student Enrollment by Grade Level

Grade Level	Number of Students
11	39
12	213
Total Enrollment	252

Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	0.8
Black or African American	0
English Learners	46.8
Filipino	0.4
Hispanic or Latino	97.6
Native Hawaiian/Pacific Islander	0
Socioeconomically Disadvantaged	79.8
Students with Disabilities	5.2
Two or More Races	0
White	0.8

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
English	22.8	9	9	0
Mathematics	16.8	16	2	0
Science	16.2	11	1	0
Social Science	27.7	1	11	0
2009-2010				
English	19.64	17	1	0
Mathematics	18.47	18	6	0
Science	15.25	12	0	0
Social Science	26.43	0	12	0
2008-2009				
English	25.1	5	13	0
Mathematics	18.5	12	6	0
Science	21.3	8	4	0
Social Science	30.4	1	8	4

* 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.

School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was developed for Chavez High School 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 2010-2011 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0	5.41	21.43	0.1	12.11	10.14
Expulsions	0.34	0.54	0.4	0.21	0.34	0.25

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

School Facilities

School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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 Chavez High School 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 day custodian inspects 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 and administrators check restrooms throughout the 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.

The most recent facilities inspection at Chavez High School took place on 7/22/10. 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

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Plumbing issues in Girls Restrooms: Service Call issued
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	15	16	15
Without Full Credential	0	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	2,417
Without Full Credential	---	---	25

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 ESLRs 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 2010 - 2011 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, 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 at <http://www.sausd.us/14431028114350867/site/default.asp>

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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	
Counselor (Social/Behavioral or		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff		---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing	0	---
Resource Specialist (non-	0	---
Other	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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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 most recent 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 11, 2011, 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 11/12-2900 which certifies as required by Education Code §60119 that for the 2011-2012 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, <i>Algebra Readiness</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 1</i>	9-12
2008	Holt, Rinehart, Winston, <i>Geometry</i>	9-12
2008	Pearson/Prentice Hall, <i>Algebra 2</i>	9-12
2008	McDougal Littell, <i>Precalculus with Limits: A Graphing Approach</i>	9-12
2008	McDougal Littell, <i>Calculus of a Single Variable</i>	9-12
2008	Addison Wesley, <i>College Algebra-Elementary and Intermediate Algebra Concepts and Applications</i>	9-12
2008	Prentice Hall, <i>Probability & Statistics</i>	9-12
Language Arts		
2009	Pearson Longman, <i>Keystone (KL, BB, D, E F)</i>	9
2002	Holt, Rinehart, Winston <i>Literature & Language Arts</i>	9-12

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

Year Adopted	High School Textbook Publisher	Grades
Science(s)		
2007	Holt <i>Earth Science</i>	9-12
2007	Glencoe <i>Biology</i>	9-12
2007	Prentice Hall <i>Chemistry</i>	9-12
2007	Prentice Hall <i>Essentials of Human Anatomy & Physiology</i>	9-12
2007	Prentice Hall <i>Conceptual Physics</i>	9-12
2007	Holt-McDougal, Physics Honor – Algebra/Trig	12
Social Science		
2006	McDougal-Littell <i>Modern World History</i>	9-12
2006	Prentice Hall <i>American Government - Magruder's</i>	9-12
2006	Prentice Hall <i>Economics: Principles in Action</i>	9-12
2006	McDougal-Littell <i>The Americans - Reconstruction to the 21st Century</i>	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 Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,052	\$896	\$8,156	\$78,725
District	---	---	\$5,070	\$76,886
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and District			60.9%	-1.4%
Percent Difference: School Site and State			49.5%	16.3%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the District received approximately \$3,725 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education
- Reading First

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher	\$48,083	\$42,017
Mid-Range Teacher	\$73,427	\$67,294
Highest Teacher	\$93,166	\$86,776
Average Principal (ES)	\$113,655	\$108,534
Average Principal (MS)	\$112,895	\$112,893
Average Principal (HS)	\$123,596	\$123,331
Superintendent	\$241,718	\$226,417
Percent of District Budget (FY 2009-10)		
Teacher Salaries	43%	38%
Administrative Salaries	4%	5%

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

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results for All Students - School			
English-Language Arts	9	7	6
Mathematics	1	3	4
Science	0	0	0
History-Social Science	11	7	5
STAR Results for All Students - District			
English-Language Arts	37	40	43
Mathematics	39	43	47
Science	37	40	44
History-Social Science	31	34	37
STAR Results for All Students - State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science	50	54	57
History-Social Science	41	44	48

* 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 by Student Group - Most Recent Year				
Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	47	44	37
All Student at the School	6	4	0	5
Male	9	6	0	6
Female	2	0	0	4
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	6	4	0	5
Native Hawaiian/Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	7	4	0	5
English Learners	0	0	0	0
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

* 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six	Five of Six	Six of Six

* 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.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	35	654	39,697	740	4,683,676	778
Black or African American	0		169	779	317,856	696
American Indian or Alaska Native	0		12	747	33,774	733
Asian	0		948	890	398,869	898
Filipino	0		83	872	123,245	859
Hispanic or Latino	34	657	37,822	734	2,406,749	729
Native Hawaiian/Pacific Islander	0		42	816	26,953	764
White	1		490	836	1,258,831	845
Two or More Races	0		105	876	76,766	836
Socioeconomically Disadvantaged	33	642	34,819	732	2,731,843	726
English Learners	28	650	29,939	708	1,521,844	707
Students with Disabilities	1		3,970	584	521,815	595

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide		B	B
Similar Schools		B	B

API Growth by Student Group - Three-Year Comparison			
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	B	-82	71
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
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.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

School Completion and Postsecondary Preparation

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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		43
Percent of Schools Currently in Program Improvement		71.7

CAHSEE Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
CAHSEE Results for All Students - School			
English-Language Arts			
Mathematics			
CAHSEE Results for All Students - District			
English-Language Arts	42	45	54
Mathematics	50	51	56
CAHSEE Results for All Students - State			
English-Language Arts	52	54	59
Mathematics	53	54	56

* 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.

CAHSEE Grade Ten Results by Student Group - Most Recent Year

Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	26	28	44	37	19
All Students at the School	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate			
Indicator	School		
	2007-08	2008-09	2009-10
Dropout Rate and Graduation Rate - School			
Dropout Rate (1-year)	14	16.9	13
Graduation Rate	83.7	83.63	83.98
Dropout Rate and Graduation Rate - District			
Dropout Rate (1-year)	1.8	3.5	3.8
Graduation Rate	83.7	83.63	83.98
Dropout Rate and Graduation Rate - State			
Dropout Rate (1-year)	4.9	5.7	4.6
Graduation Rate	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	42.2%	80.1%	N/D
Black or African American		71.4%	N/D
American Indian or Alaska Native	*	*	N/D
Asian	*	90.6%	N/D
Filipino	*	*	N/D
Hispanic or Latino	41.5%	79.9%	N/D
Native Hawaiian/Pacific Islander		*	N/D
White	*	79.4%	N/D
Socioeconomically Disadvantaged	14.6%	92.7%	N/D
English Learners	38.4%	61.6%	N/D
Students with Disabilities	*	77.9%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

School-to-career plans integrate academic studies with real work applications and work-based learning experiences through a partnership between teachers, parents, students, and local businesses. Students are introduced to Chavez High's work-at-school program, regional occupational programs and workability programs through orientation. Career education courses comply with state-adopted content standards and are integrated into the student's academic plan as core curriculum and elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Regional Occupational Programs (ROP) are offered in partnership with the Central County Regional Occupational Program. A variety of ROP courses are available to help prepare high school students (16 year and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

The Career Technical Education Program table in this report shows the total number of students participating in the district's vocational education and regional occupation programs and their completion rates. For more information on career technical programs and ROP, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	318
% of pupils completing a CTE program and earning a high school diploma	66%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	45%

Courses for UC/CSU Admission (School Year 2009-10)	
UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for Admission	73.7
Graduates Who Completed All Courses Required Admission	0