César E. Chávez High School

2128 South Cypress Ave. • Santa Ana, CA 92707 • (714) 430-5700 • Grades 9-12
Matthew Cruz, Principal
matthew.cruz@sausd.us
http://www.sausd.us/chavez

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
714-558-5501
www.sausd.us

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School Description

César E.Chávez 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 School received a six-year term of accreditation from Western Association of Schools and Colleges (WASC) in 2017. 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.

Students from throughout the district who are at least 16 years old enroll at Chavez High 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 (RFA) 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 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."
WELL / HAPPY / ORGANIZED / LEARNED / EXCELLENT

The school matrix provides a daily paradigm for every action and interaction between teachers, staff and students. WHOLE is the acronym for Well, Happy, Organized, Learned, and Excellent. 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 are Learned to achieve academic success. And we teach them the joy of being Excellent which is a natural result of being "WHOLE". 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. All of this happens in the context of a "Trauma Informed School Culture" of teachers and staff who understand the importance and impact of insuring that every interaction they have with students is a positive one.

To that end, Chavez High is committed to:

1. Providing all students a safe, clean and orderly environment with a calming and healing affect (Teachers commit to being an integral member of 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 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.

District Profile
Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 54,000 students in grades K-12, residing in the city of Santa Ana. As of 2016-17, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 87% enrolled in the Free or Reduced Price Meal program, 40% qualifying for English language learner support, and approximately 11% 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, 20 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parent, 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.

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 10	2
Grade 11	96
Grade 12	200
Total Enrollment	298

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.7
White	1.3
Two or More Races	0
Socioeconomically Disadvantaged	98
English Learners	34.2
Students with Disabilities	5
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair.

Teacher Credentials			
César E. Chávez High School	**15-16**	**16-17**	**17-18**
With Full Credential	17	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	2139
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
César E. Chávez High School	**15-16**	**16-17**	**17-18**
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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 September 12, 2017, 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. 17/18-3200 which certifies as required by Education Code §60119 that for the 2017-2018 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 including those 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.

Textbooks and Instructional Materials Year and month in which data were collected: August 25th, 2017		
Year Adopted	**High School Textbook Publisher**	**Grades**
Mathematics		
2017	CPM Math	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
2003	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	12
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

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

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/25/2017				
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			ROOM 203: Holes in wall: WOID#7975
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	14	15	40	41	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	4	3	31	31	48	48
Math	1	1	25	25	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	62	55	88.7	14.6
Male	35	32	91.4	18.8
Female	27	23	85.2	8.7
Hispanic or Latino	61	54	88.5	14.8
Socioeconomically Disadvantaged	52	46	88.5	13.0
English Learners	34	33	97.1	6.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 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	201	189	94.03	3.17
Male	119	111	93.28	4.5
Female	82	78	95.12	1.28
Hispanic or Latino	200	189	94.5	3.17
White	--	--	--	--
Socioeconomically Disadvantaged	181	170	93.92	2.35
English Learners	124	119	95.97	0.84
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	187	94.92	0.53
Male	114	107	93.86	0.93
Female	83	80	96.39	0
Hispanic or Latino	196	187	95.41	0.53
White	--	--	--	--
Socioeconomically Disadvantaged	178	169	94.94	0
English Learners	123	118	95.93	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
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. There is an active parent leadership group which formally meets weekly. Parents are always invited to help chaperone field trips. César E. Chávez 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

A Parent Leadership Group meets every Friday at 10:00 a.m. and is coordinated by the school's Community Liaison.
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:

• Communication through an Automated Phone System
• School web site and/or Parent Portal
• Public Service Channel 31 or 51
• School and/or class newsletters
• Flyers
• Letters
• School Banners
• New Student Orientations

"Vantage Point" (a weekly newsletter) is published weekly, and is accessible by parents through social media, or can be sent directly to their e-mail by simply signing up to receive them. "Vantage Point" informs parents of weekly events and opportunities for involvement at the school.

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
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 2016-2017 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.2	2.65	2.37
Expulsions Rate	0.2	0	0.34
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.46	2.98	3.13
Expulsions Rate	0.06	0.05	0.05
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		53
Percent of Schools Currently in Program Improvement		88.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.05
Social Worker	0
Nurse	.05
Speech/Language/Hearing Specialist	0
Resource Specialist	0
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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	14	14	16	15	15	16	12	12	7			
Mathematics	15	15	19	12	12	11	5	5	5			
Science	13	13	13	14	14	11						
Social Science	9	9	14	26	26	12	6	6	7			

* 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

All curricular and instructional improvement activities at César E. Chávez High School are aligned to the Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, LCAP 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 school wide area of focus.

Professional development activities at César E. Chávez High School are focused on meeting the school wide 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 2015 - 2016 school year, the Cesar Chavez High School staff attended a variety of professional development activities which provided learning experiences in the areas of a "Trauma Informed Culture", effective teaching strategies (Making Meaning Through Writing), data review and analysis (i.e MAP), student engagement, classroom management, online/blended learning model and the effective use of instructional technology resources. During the current 2017 - 2018 school year, Kaiser Permanenté selected Chávez High School to be one of 20 RISE (Resiliency in School Evironments) schools to continue its training and development of best practices for being a Model Trauma Informed School Culture.

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 Teacher Induction & Professional Support Program (TIPS) 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 TIPS Induction Program is available on www.sausdtips.org.

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 and supported when possible 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$56,263	$47,808
Mid-Range Teacher Salary	$85,920	$73,555
Highest Teacher Salary	$109,017	$95,850
Average Principal Salary (ES)	$129,866	$120,448
Average Principal Salary (MS)	$131,985	$125,592
Average Principal Salary (HS)	$147,384	$138,175
Superintendent Salary	$330,743	$264,457
Percent of District Budget		
Teacher Salaries	37%	35%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$9,565	$707	$8,858	$85,013
District	♦	♦	$6,674	$90,751
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			32.7	-6.3
Percent Difference: School Site/ State			34.7	7.3

* Cells with ♦ do not require data.

Types of Services Funded
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
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
César E. Chávez High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	18.5	18.6	10.7
Graduation Rate	64.61	69.95	76.14
Santa Ana Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	8.2	6.2	4.3
Graduation Rate	87.37	88.88	91.62
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	85
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.33
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

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

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	100	93.33	87.11
Black or African American	0	80.95	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	98.33	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	92.89	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	0	97.73	90.99
Two or More Races	0	97.37	90.59
Socioeconomically Disadvantaged	100	80.34	63.9
English Learners	92.42	65.24	55.44
Students with Disabilities	100	92.9	85.45
Foster Youth	0	88.89	68.19

Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers cutting-edge, rigorous and relevant courses to prepare all high school students to be both college and career ready. To meet this goal, students have the opportunity to take an integrated sequence of CTE courses called a CTE Pathway that is focused on an industry-specific program of study over a two to four year period. SAUSD has continued to expand CTE courses to include a wide range of high-wage, high-skill, and high-demand careers is the areas of science, technology, engineering, arts, and math (STEAM) pathways. We continue to focus on adding industry certifications and internship opportunities to many of our pathways. CTE courses and pathways are available to all high school students in the Santa Ana Unified School District.

CTE Pathways in Santa Ana 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 all students to be both college and career ready, we have updated almost all courses to satisfy the "a-g" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our CTE courses offer articulated credit with local colleges that allows students to receive both high school and college credit for the course. Most recently, we have focused on offering dual enrollment community college courses in our pathways. Furthermore, we offer industry internships to students to apply theories and skills acquired in the classroom to an actual job situation, further solidifying a real-world experience.

Prepared by Don Isbell, CTE Director
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DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.