



Administration

Carlos R. Gonzales
Superintendent
cgonzales@cusdk12.org

Gabrielle Williams
Principal
gwilliams@cusdk12.org

District Office
901 Andrade Avenue
Calexico, CA 92231
(760) 768-3888
http://www.cusdk12.org/

Board of Trustees

Michael Castillo
President

Richard Romero
Vice President/Clerk

Ciro C. Calderon
Member

Lorenzo Calderon, Jr.
Member

Enrique Alvarado
Member



alexico Unified School District

Calexico High School

1030 Encinas Avenue • Calexico, CA 92231 • (760) 768-3980

Serving Grades Nine through Twelve

CDS Code: 13-63099-1332204

2017-2018 School Accountability Report Card

Published in the 2018-2019 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



District Vision Statement

We will create academic pathways and a supportive environment that empowers our students to realize their potential and dreams.

District Mission Statement

We are committed to increase student achievement through a purposeful and effective instructional program that engages all students in academically rigorous learning. All staff will be supported in the development of knowledge and skills to enhance professional practices that lead to the academic achievement of our students. Parents, community and staff will work collaboratively to support students in achieving their personal, social and career goals.

School Vision Statement

To provide all students with a stimulating curriculum which will give them life-long learning skills and technological skills which will prepare them for the challenges they will encounter in an everchanging society.

School Mission Statement

Our mission is to have a relevant broad-based curriculum with global applications which will prepare our students for future challenges. Therefore, our students will become life-long learners, capable of competing and collaborating successfully with others in a global society, utilizing critical thinking skills, using technology and making educated decisions. We will enhance our school culture by providing a safe and drug-free environment that fosters a healthy lifestyle and sustains a community of learners. We will honor traditions and create new ones. The school and community will be integrated in order to provide extra-curricular programs which will continue to develop pride, honor, and excellence.



School Profile (School Year 2018-19)

The Calexico Unified School District is located in the City of Calexico which is within walking distance of the international border. The City of Calexico is located within Imperial County which lies in the extreme southeastern desert region of California. The district consists of seven elementary schools, two junior high schools, one comprehensive high school, one continuation high school, one independent studies program, and one adult school.

Calexico High School (CHS), open since 1954, is the only comprehensive high school serving the border community of Calexico.

School Enrollment

The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2015-16	2016-17	2017-18
9th	811	765	787
10th	782	850	779
11th	754	732	811
12th	689	684	682
Total	3,036	3,031	3,059

Enrollment by Student Group

2017-18

	Percentage
Asian	0.2
Hispanic or Latino	99.5
White	0.3
EL Students	51.2
Socioeconomically Disadvantaged	84.0
Students with Disabilities	6.5
Foster Youth	0.3

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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	16-17	17-18	18-19	18-19
Fully Credentialed	124	128	125	387
Without Full Credentials	5	6	3	14
Teaching Outside Subject Area of Competence (with full credential)	0	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. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	1	0
Total Misassignments of Teachers	0	1	0
Vacant Teacher Positions	0	0	1

School Facilities (School Year 2018-19)

Calexico High School was originally constructed in 1954 and has undergone numerous modernization and renovation efforts. The main campus is currently comprised of 93 classrooms, a library media center, a Career Center, staff meeting room, cafeteria, two gyms, a Music Room, a Woodshop, a Welding Shop, Animal Pens, sports fields, and three computer labs. A high number of Calexico High School buildings show their age and have noticeable wear and tear that require considerable maintenance and repair. The Measure J Modernization project updated and expanded five buildings. The project was completed in November 2009.

The school pool has been completed and opened to the community and students of the Calexico Unified School District in 2016. Varner Gym was remodeled in the fall of 2016, and officially reopened in January 2017. The CHS main campus also recently opened its new conditioning and weight room in Godfrey Gym for all athletic programs and physical education classes.

Cleaning Process

In spite of the age and wear of Calexico High School, custodial and maintenance staff continue to develop efficient approaches to maintain the buildings and keep them clean and in good repair. Calexico High School has adopted a systematic cleaning routine as instructed by the California Association of School Business Officials. A complete checklist of custodial and ground services has been elaborated for every team member of our school maintenance work force. These custodial/grounds training techniques have been the standard of our workforce cleaning program since 1994. Since then, every custodial force employee at Calexico High School has had to undergo the various sessions of this custodial/grounds training to ensure the same and proper level of knowledge can be acquired by every team member and then safely applied to our school facilities.

Maintenance and Repair

Calexico High School administration has in place an intra-district work order procedure ranging in priority levels 1, 2, and 3, with level 1 being of highest priority. By these means, we ensure that the dilapidation and aging of the campus facilities are properly addressed to our department of Maintenance and Operations. The district maintenance or site custodial personnel appropriately respond to these work orders in a timely manner as directed by the administration in charge. The necessary repairs or restoration procedures are then in place to keep the school in good working condition while maintaining a safe learning environment. In the same fashion an intra-district vandalism report form is generated every time vandalism circumstances appear to be the cause of extreme damage to the facilities. Once damage has been assessed, noted and filed, custodial and maintenance personnel are directed to restore the damaged and tampered areas to its normal working condition or aesthetic appearance. As the work order procedure is generated by the school site operations department, it is revised and approved by our school site administration, then forwarded to the District Maintenance department, and a copy is kept on site for record and for revision of completion.

The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspections completed on September 17, 2018 and September 19, 2018. Work orders have been submitted for all deficiencies noted in the charts.

School Facility Conditions				
Date of Last Inspection: 09/19/2018				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Varner Gym: Lots of broken lockers. Gym floor wrinkling due to moisture. N.W. wall has a hole. Clutter and cracks in shower floor going E. to W. in Varsity locker room. Godfrey Gym: S.W. floor in front of door in gym is a trip hazard. Ceiling tile is broken. Hole in boiler room wall. Leak in south ceiling. Pool: Clean up storage room. Clean up pool equipment room. Room 1: Broken tile near door. Room 56: Window trim is missing. Wall cover is peeling. Room 61: Torn carpet. Room 90, Room 77: Broken light covers. Boys' RR next to Room 70: Missing floor tile in middle of floor. Shop Area: Clean this area. Room 26: Wall covering is peeling. Torn carpet. Room 11: Tile is missing on west wall. Boys' RR next to Room 10: Broken tile in first stall. Room 5: Paint peeling on East door. Main office: Hole in wall of projects office - west side. Godfrey Gym: Coaches' office - S. ceiling leak.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 27: Several lights are not working.
Restrooms/Fountains	X			Godfrey Gym: Hole in wall above toilet. Tile missing in last toilet stall north side. Pool: Clean dirty sinks. RR next to Room 61: Replace the linoleum.
Safety (Fire Safety, Hazardous Materials)	X			Room 96: Hang fire extinguisher and label it. Room 77: 2 broken light covers.
Structural (Structural Damage, Roofs)	X			Room 24: The portable platform is not safe because it is missing several pins which secure the wheels to the rest of the stand.
External (Grounds, Windows, Doors, Gates, Fences)	X			Varner Gym: Broken cement - court. Tennis Courts: Broken cement around fence. Tear down storage room. Fields: Clean up dugout. Room 58: There are areas of chipped/broken concrete throughout the northern half of the school. Room 25: Blacktop next to concrete is uneven and poses a tripping hazard.

School Facility Conditions				
Date of Last Inspection: 09/17/2018				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Boys' Locker Room: Remove the heavy items from the top of the cabinets. Library: Paint is peeling above the restroom door. Staff RR next to Room C10: The floors are buckled and torn. Room D6 - Admin. Conf.: Stained ceiling tile
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Girls' RR Across From F1: South hand dryer does not work. Boys' RR Across From F1: Neither hand dryer works.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Boys' Locker Room: The lock to the office is nearly impossible to unlock. Restroom C9: The door handle does not work properly. Staff RR next to Room C10: The bottom of the ramp needs to be resurfaced.

Instructional Materials (School Year 2018-19)

Calexico Unified School District held a public hearing on October 11, 2018, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and foreign languages for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in December 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

The district also uses supplemental ELD instructional materials for grades K-6. These include materials from SRA/McGraw-Hill (grades K-2) and Ballard and Tighe (for grades 3-6). Note: The district does not have a formal textbook adoption for health and visual/performing arts.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
9th-12th	ELD	Cengage Learning	2014	Yes	0.0%
12th	English Language Arts	Commerce Printing	2017	Yes	0.0%
9th-12th	English/Language Arts	Pearson	2016	Yes	0.0%
10th-12th	Fine Arts	McGraw-Hill	2005	Yes	0.0%
10th-12th	Fine Arts	Thames and Hudson	2018	Yes	0.0%
9th-12th	Foreign Language	Glencoe	2003	Yes	0.0%
10th-12th	Foreign Language	Holt McDougal	2013	Yes	0.0%
10th-12th	Foreign Language	McDougal	2003	Yes	0.0%
10th-12th	Foreign Language	NC Pearson	2013	Yes	0.0%
10th-12th	Foreign Language	Vista Higher Learning	2014	Yes	0.0%
10th	History/Social Science	Cengage Learning	2017	Yes	0.0%
12th	History/Social Science	Cengage Learning	2017	Yes	0.0%
10th-11th	History/Social Science	Houghton Mifflin/Harcourt	2017	Yes	0.0%
12th	History/Social Science	McGraw-Hill	2017	Yes	0.0%
9th-12th	Mathematics	College Preparatory Mathematics (CPM)	2015	Yes	0.0%
10th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
11th-12th	Mathematics	Wiley	2017	Yes	0.0%
10th-12th	Science	Cengage Learning	2017	Yes	0.0%
9th	Science	Goodheart/Wilcox	2017	Yes	0.0%
9th-10th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	Pearson	2018	Yes	0.0%
10th-12th	Science	Pearson/Prentice Hall	2006	Yes	0.0%
10th-12th	Science	Prentice Hall	2006	Yes	0.0%
10th-12th	Social Science/Psychology	McGraw-Hill	2018	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. The CAST will be administered operationally during the 2018–19 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	42	45	50	27	28	30	48	48	50
Mathematics (Grades 3-8 and 11)	18	22	27	18	19	22	36	37	38
Science (Grades 5, 8, and 10)	30	--	--	24	--	--	54	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	806	750	93.05	49.87	781	97.14	27.18
Male	394	370	93.91	46.76	382	97.20	27.23
Female	412	380	92.23	52.89	399	97.08	27.14
Hispanic or Latino	802	747	93.14	49.67	777	97.13	26.93
Socioeconomically Disadvantaged	676	635	93.93	46.77	657	97.33	24.85
English Learners	525	475	90.48	29.89	508	96.95	14
Students with Disabilities	53	53	100.00	11.32	52	100.00	3.85

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

College Entrance Info

University of California

Admission requirements for the 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 Web page at <http://admission.universityofcalifornia.edu/>.

California State University

Eligibility for admission to the 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2017-18)	97.85%
Graduates Who Completed All Courses Required for UC/CSU Admission (2016-17)	27.44%

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs (School Year 2017-18)

It is the goal of Calexico High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work readiness skills.

Through the 10th Grade Counseling Project, students are advised about their post-secondary options. Students are given opportunities to participate in a variety of educational experiences which help students become more informed about their career options. The CHS Work Experience Program is available through our ROP Careers with Children Course. Students also learn about the Career Tech Programs through our Annual Elective Fairs for all 10th-11th students. Other opportunities include field trips to vocational schools outside the Imperial Valley and ROP and Career Tech Programs.

Students may take the following CTE courses aligned to specific career sectors and career paths. Courses are offered on-site, and students are encouraged to take a sequence of courses to prepare them for the workforce and/or post secondary career technical programs.

- Agricultural Fabrication
 - Advanced Auto Shop
 - Auto Shop
 - Child Psychology
 - Computer Applications
 - Digital Video Production
 - Fashion, Textiles and Apparel
 - Home Ec Careers
 - Intro to Criminal Justice 1
 - Intro to Agricultural Mechanics
 - Law Enforcement II
 - Veterinary Technician
- ROP courses form an integral part of the career paths, usually as the capstone course. The following are the current ROP courses offered on-site:
- ROP Advanced Food Technology
 - ROP Food Technology
 - ROP Careers with Children
 - ROP Computer Technician
 - ROP Intro to Health Careers
 - ROP Medical Office Assistant
 - ROP Medical Office Terminology
 - ROP Welding
 - ROP Adv Welding
- All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of 1) mastery of employment readiness standards; 2) results of career/technical skills assessments; 3) participation in career/technical student organizations; and/or 4) placement of program completers in employment, post-secondary education, or the military.

Alex Jaime is the primary contact for Calexico High Schools' Career Technical Committee.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	836
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	34.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	10.0%

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2017-18)

In the spring of each year, Calexico Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh, and ninth grades. The physical fitness test measures each student's ability to perform fitness tasks in six major areas.

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

2017-18

Grade Level	Percent Tested	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	89.2%	21.1%	23.5%	31.3%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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 school site.

Parent Involvement (School Year 2018-19)

Parents at Calexico High School have various opportunities to interact with both the administration and staff. School site personnel are on site from 7:30 am – 4:30 pm in order to meet with parents. Open House and Back-to-School Night are held in the Fall and Spring in order to give parents the opportunity to meet students' teachers and discuss their son/daughter's course of study. Parents are also invited to attend various informational meetings regarding academic issues of our school community.

Parent and Student Connection Day takes place the first week of the month. Counselors are available to meet with parents regarding A-G courses, scholarships, financial aid, graduation requirements, counseling services, and other informational topics.

Parent involvement is highly encouraged throughout the year with the variety of meeting and event opportunities, such as:

- College-Going Initiative
- Cyber Bullying Parent Workshop
- Higher Education I and II
- Math CCSS/CPM Family Night
- Parent Center Invitation and Outreach Program Services Presentation
- Parent Vue Workshop,
- SARB
- Student Registration
- Student Study Teams
- Tutoring
- WASC Groups

Parent Community Organizations available at Calexico High School include:

- English Language Advisory Committee (ELAC)
- School Site Council

Future Farmers of America has a loosely organized parent group that meets quarterly to support FFA activities. Parents lend a voice to other committees such as the Action Planning Team and Technology Committee.

- 718 Foundation
- Albert Thielmann Scholarship
- Allied Waste Services of Imperial Valley
- Ana Montes Scholarship for Excellence in Foreign Language
- Associated Calexico Teachers
- Association of California School Administrators
- Border Patrol Union
- Brad Fowler Memorial Scholarship
- Burger King Scholars
- CAC Educational Scholarship Foundation
- Calexico Athletics Boosters Scholarship Calexico Desert Valley Bandits Scholarship

- Calexico Ed Foundation
- Calexico Educational Foundation
- California Association of Education Office Professionals (CAEOP)
- California School Employees Association
- Cheryl Miller Memorial Scholarship
- Chicano Correctional Workers Association
- Chinese Consolidated Benevolent Association
- Claddagh Club of Imperial Valley Ed Scholarship
- Claudio Carmona Memorial Scholarship
- Coca-Cola, Alumni Scholarships
- CORE - Que Llave Cafe Scholarship
- CSEA - \$200 (Seniors Only)
- CSEA Vocational
- Elk's Club
- Enrique Camarena Ed Foundation
- Frances Money Scholarship
- Futuros Ed Service – Scholarship
- George Woolery Triangle Achievement Scholarship
- H & R Block
- Horatio Alger Calif Scholarship
- Imperial Co. Farm Bureau Scholarship
- Imperial Co. Teachers Uniserv
- Imperial Valley Kennel Club
- Imperial Valley Scholarships
- Imperial Valley Vegetable Growers Association
- Inc-Irene B Rios Memorial Scholarship
- Italian Catholic Federation
- IV Baseball Network Scholarship
- IV Gem & Mineral Society Scholarship
- IV Produce Scholarship
- IVROP Community Foundation Fund
- Japanese American Citizen League
- MANA National Latina Organization
- Marine Corps Scholarship
- Mary Shinn Scholarship - \$500
- McDonalds
- Meadows Union School Scholarship
- MECHA
- National Organization of Professional Hispanics
- NCLR-Best Buy Emerg Latino Leaders
- NEVCO Scholar-Athlete Scholarship
- President's Diversity scholarship
- Soroptimist Club
- Student-View TM Scholarship Program
- US Senate Youth Program Competition

Some foundations such as the Calexico Educational Foundation support the school in times of crisis by collecting needed funds. The Elks Club provides a venue for several school activities and meetings.

Calexico High School forges school relationships with many businesses. The school is very proud of its heritage and recognizes the value of community support.

High school club fundraisers, Yearbook, ASB and Journalism are supported by local businesses. Coca-Cola publishes free banners for school advertising needs. Local businesses such as Home Town Buffet and Western Auto host a new teacher luncheon to show their appreciation to incoming teachers and to provide them with supplies and discounts.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates

Calexico Unified School District and schools believe that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. Dropout interventions at the school include Migrant PASS and Cyber High.

The table illustrates the school's dropout and graduation rates for the past three years. Data for the 2016-17 school year was not available at the time of publication. *Note: The National Center for Education Statistics graduation rate is provided in the table.*

	Graduation & Dropout Rates					
	Dropout			Graduation		
	14-15	15-16	16-17	14-15	15-16	16-17
School	13.3%	5.8%	3.8%	83.0%	92.0%	94.4%
District	13.7%	7.4%	4.6%	78.1%	86.8%	88.6%
State	10.7%	9.7%	9.1%	82.3%	83.8%	82.7%

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion. *Data from the 2016-17 school year is the most recent data available from the CDE.*

	Completion of High School Graduation Requirements		
	School	District	State
All Students	94.3%	98%	88.7%
Asian	100%	100%	94.9%
Hispanic or Latino	94.5%	98.2%	86.5%
White	60%	60%	92.1%
English Learners	74.6%	83.2%	56.7%
Socioeconomically Disadvantaged	94.8%	99.2%	88.6%
Students with Disabilities	87%	98%	67.1%

State Priority: School Climate

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

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

Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Calexico High School's discipline program. The goal of Calexico High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The staff works with parents to address behavior problems in a positive and productive manner. School rules and policies are distributed to parents and students in the student handbook and during registration.

CHS has implemented the Seven Habits for Successful Teenagers in grades 9-12. The program is offered to all students during lunch and after school. Twelve teachers, assistant principals, and counselors have been trained on implementing the program.

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program and promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Students can participate in the following enrichment activities:

- After School Homework Center (ASSETS)
- Athletics
- Cyber High
- Talent Search
- Upward Bound
- ASB
- AVID Tutoring
- Journalism
- Tutoring (ASSETS)
- Yearbook

Calexico High School has several student recognition programs that contribute to the positive environment of the school. Certificates, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	15-16	16-17	17-18	15-16	16-17	17-18
School	3.65	1.65	5.73	0.00	0.09	0.00
District	3.17	1.71	4.64	0.00	0.05	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

Safe School Plan (School Year 2018-19)

The safety of students and staff is a primary concern at Calexico High School. Each year Calexico High School, per Ed. Code 35294, reviews the status and incidents involving crime and violence on the school campus. Included in the CHS Safety Plan are: Child Abuse Reporting Procedures, disaster procedures both routine and emergency, procedures for notification of teachers of dangerous pupils, a sexual harassment policy and a school discipline policy.

The procedures are in the Faculty and Student Handbooks and/or the School Safety Plan and Disaster Plan Handbooks. Each year copies of the dress code policy and school discipline policy are given to students and parents in the form of an agenda and mailing. Calexico High School evaluates the plan annually and updates the plan as needed. The plan is reviewed with school staff each year. The plan was last updated and reviewed with school staff and approved by the School Site Council in January 2019. An updated copy is available to the public at the school office.

Calexico High School has six two full-time and eight part-time security guards who assist administrators and staff with supervision before, during, and after school. All visitors must sign in at the office, obtain a visitor's badge, and sign out upon leaving. Fire drills and earthquake drills are held on a regular basis. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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.

Class Size

The table indicates the average class size by grade and/or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	16	17	18	16	17	18	16	17	18	16	17	18
By Subject Area												
English	27	28	28	31	27	24	52	52	58	49	46	46
Mathematics	28	28	28	21	21	20	44	46	31	38	33	46
Science	29	27	28	12	15	13	33	42	48	31	17	14
Social Science	30	31	31	12	10	10	22	17	15	50	58	59

Advanced Placement Classes (School Year 2017-18)

Calexico High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
English	8
Foreign Language	11
Mathematics	4
Science	2
Social Science	9
Totals	34
Percent of Students in AP Courses	19%

Additional Internet Access/Public Libraries

Calexico Unified School District provides Enrique Camarena Public Library with free internet access available to all community members at both the main branch and the William Moreno Junior High School branch. Some community businesses may offer Internet availability to patrons who are able to access this service with their personal equipment.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then share their experiences and knowledge with district colleagues. For the past three years, there were three districtwide staff development days.

Counseling & Support Staff (School Year 2017-18)

It is the goal of Calexico Unified School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. An active Student Study Team (SST) meets regularly to discuss and plan for students' learning needs.

The academic counselor-to-pupil ratio is 1:437. The chart indicates the support staff available to assist all students at Calexico High School. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	7	7.0
Drug and Alcohol Counselor	1	1.0
Library Aide	2	2.0
Migrant Teacher	1	0.5
Nurse Technician	3	3.0
Proctor	6	6.0
Psychologist	3	3.0
Resource Specialist Program (RSP) Teacher	4	4.0
Special Day Class (SDC) Teacher	3	3.0
Special Education Aides	10	5.0
Speech and Language Specialist	1	0.5

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Calexico Unified receives state and federal funding for the following categorical, special education, and support programs:

- 21st Century Community Learning Centers (ASSETS)
- After School Education and Safety Program (ASES)
- Agricultural Career Technical Education Incentive Grant
- Carl Perkins Grant (CTE)
- LCAP
- Title I
- Title II
- Title III
- Career Technical Education Incentive Grant (CTEIG)

District Expenditures (Fiscal Year 2016-17)

At the time this report was published, the most recent 2016-17 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page 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 Web page 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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,444
From Supplemental/Restricted Sources	\$1,195
From Basic/Unrestricted Sources	\$6,249
District	
From Basic/Unrestricted Sources	\$4,158
Percentage of Variation between School & District	50.3%
State	
From Basic/Unrestricted Sources	\$11,548
Percentage of Variation between School & State	-45.9%

School Site Teacher Salaries (Fiscal Year 2016-17)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$76,343
District	\$75,860
Percentage of Variation	0.6%
School & State	
All Unified School Districts	\$76,522
Percentage of Variation	-0.2%

Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Website.

Average Salary Information		
Teachers - Principal - Superintendent		
2016-17		
	District	State
Beginning Teachers	\$41,638	\$47,547
Mid-Range Teachers	\$72,242	\$74,775
Highest Teachers	\$91,723	\$93,651
Elementary School Principals	\$110,739	\$116,377
Middle School Principals	\$121,291	\$122,978
High School Principals	\$130,853	\$135,565
Superintendent	\$180,000	\$222,853
Salaries as a Percentage of Total Budget		
Teacher Salaries	28.0%	35.0%
Administrative Salaries	4.0%	6.0%

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, the county, and the state. 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).