



Calexico Unified Cesar Chavez Elementary

2022-2023 School Accountability Report Card



Published: January 2024

SCHOOL ADMINISTRATION

Mayra Molina
mmolina@cusdk12.org

SCHOOL INFORMATION

13630990113985
1251 East Zapata St.
Calexico, CA 92231-9677
(760) 768-6400
<http://www2.cusdk12.org>

DISTRICT INFORMATION

Calexico Unified
901 Andrade Ave.
Calexico, CA 92231-3015
(760) 768-3888

BOARD OF EDUCATION

Enrique Alvarado,
President
Margarita Magallanes,
Clerk
Lorenzo Calderon, Jr.,
Member
Carols Contreras,
Member
Lewis Pacheco,
Member

DISTRICT ADMINISTRATION

Arturo Jimenez
Superintendent
ajimenez@cusdk12.org
Maribel Paez,
Assistant Superintendent,
Business Services
Elisa Ramirez
Assistant Superintendent,
Educational Services
Rommel Guerrero
Assistant Superintendent,
Human Resources & Risk Management

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.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

DISTRICT MISSION

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.

DISTRICT VISION

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

SCHOOL PROFILE

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.

SCHOOL STATEMENTS

School Mission:

The mission of César Chávez Elementary School's students, staff, parents and community members is to provide a safe learning environment where diversity is celebrated and all members demonstrate responsibility and respect to each other and the learning community. As a dedicated staff we will establish, promote and sustain a learning culture by providing a well balanced, standards based curriculum and data driven instruction which motivates all students to become successful academic achievers and social participants and life long learners.

School Vision:

At César Chávez we will create a community of English proficient speakers, readers and writers in all academic areas to prepare our students to reach academic, technological, personal and social success as productive citizens in our ever changing society.

SCHOOL PROFILE

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. César Chávez Elementary School is the newest elementary school in the Calexico Unified School District. It was inaugurated on August 27, 2007. It serves children in grades Kindergarten through sixth grade in a state-of-the-art facility named after the famous civil rights leader César E. Chávez.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	47.50
Male	52.40
Non-Binary	0.10
American Indian or Alaska Native	0.10
Asian	0.30
Black or African American	
Filipino	
Hispanic or Latino	97.80
Native Hawaiian or Pacific Islander	
White	1.00
Two or More Races	
EL Students	58.60
Foster Youth	0.50
Homeless	2.70
Military	
Socioeconomically Disadvantaged	75.80
Migrant Education	2.20
Students with Disabilities	10.40

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	122
1st	100
2nd	121
3rd	117
4th	96
5th	111
6th	123
Total	790

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.00	94.12	343.40	87.65	228,366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.94	5.00	1.28	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.50	4.73	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.40	1.39	12,115.80	4.41
Unknown	1.00	2.94	19.30	4.95	18,854.30	6.86
Total Teaching Positions	34.00	100.00	391.80	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.50	94.20	336.00	87.32	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.52	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	5.80	22.90	5.97	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.30	3.20	11,953.10	4.28
Unknown	0.00	0.00	11.50	2.99	15,831.90	5.67
Total Teaching Positions	34.50	100.00	384.80	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	0.00

SCHOOL FACILITIES

César Chávez Elementary School consists of 41 permanent classrooms. The school is a state-of-the-art facility that opened in August 2007. The facility strongly supports teaching and learning through its ample classroom and playground space.

Cleaning Process

The administration works daily with the custodian staff members to ensure classrooms, restrooms, and campus grounds are kept clean and safe.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	12/5/2023
Data Collected:	December 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Boys D: 4: hole in a wall. Room 23: 4: 2 ceiling tiles stained (It was replaced during inspection). Room 24: 4: 2 stained tiles (they were replaced during inspection). Room 35: 4: 2 stained ceiling tiles (They were replaced during inspection).
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Boys restrooms: 8: 1 toilet is out of service. Girls D: 8: Replacement needed for hand soap dispenser / Toilet needs to be repair (Both replaced during inspection). Room 41: 8: Replace soap dispenser. Room 24: 9: drinking fountain not working. Room 39: 9: water fountain not working.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	mens restrooms: 15: door locks are not properly working. womens restrooms: 15: door locks are not properly working.

INSTRUCTIONAL MATERIALS

Calexico Unified School District held a public hearing on October 12, 2023, 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 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.

TEXTBOOKS

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

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: Reading/Language Arts/ELD/ELD (Spanish) / Publisher: Benchmark Advance / Adoption: 2016	Yes	0
	Grades: 6th / Course: Reading/Language Arts/ELD/ELD (Spanish) / Publisher: McGraw-Hill / Adoption: 2016	Yes	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Go Math! / Adoption: 2015	Yes	0
	Grades: 6th / Course: Mathematics / Publisher: College Preparatory Mathematics (CPM) / Adoption: 2015	Yes	0
History / Social Science	Grades: K-5th / Course: History/Social Science / Publisher: Study Weekly / Adoption: 2022	Yes	0
	Grades: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Adoption: 2018	Yes	0
Science	Grades: K-6th / Course: Science / Publisher: SAVVAS / Adoption: 2021	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	29	27	26	28	47	46
Mathematics (Grades 3-8 and 11)	22	21	15	17	33	34
Science (Grades 5, 8, and 10)	15	19	11	11	29	30

Assessment Results by Student Group - English Language Arts

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	450	447	99.33	0.67	27.29
Male	233	233	100.00	0.00	27.47
Female	216	213	98.61	1.39	27.23
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	447	444	99.33	0.67	27.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	216	213	98.61	1.39	10.33
Foster Youth	--	--	--	--	--
Homeless	61	59	96.72	3.28	20.34
Military	0	0	0	0	0
Socioeconomically Disadvantaged	341	338	99.12	0.88	25.15
Migrant Education	14	14	100.00	0.00	28.57
Students with Disabilities	59	59	100.00	0.00	5.08

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	450	445	98.89	1.11	20.90
Male	233	233	100.00	0.00	25.32
Female	216	211	97.69	2.31	16.11
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	447	442	98.88	1.12	21.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	216	213	98.61	1.39	10.33
Foster Youth	--	--	--	--	--
Homeless	61	59	96.72	3.28	10.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	341	336	98.53	1.47	18.15
Migrant Education	14	14	100.00	0.00	7.14
Students with Disabilities	59	59	100.00	0.00	1.69

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	108	108	100.00	0.00	18.52
Male	48	48	100.00	0.00	22.92
Female	59	59	100.00	0.00	15.25
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	107	107	100.00	0.00	18.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	0	0	0	0	0
Two or More Races	--	--	--	--	--
EL Students	47	47	100.00	0.00	6.38
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	21.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	85	100.00	0.00	16.47
Migrant Education	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

OTHER OUTCOMES

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 ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	99	97	98

PUPIL ENGAGEMENT

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

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a “chronic absentee”. Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	840	811	260	32.1
Female	406	386	119	30.8
Male	433	424	140	33.0
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	2	1	50.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	823	795	256	32.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	10	10	3	30.0
Two or More Races	1	1	0	0.0
EL Students	491	477	183	38.4
Foster Youth	6	4	0	0.0
Homeless	95	92	43	46.7
Military	--	--	--	--
Socioeconomically Disadvantaged	640	620	219	35.3
Migrant Education	28	26	14	53.8
Students with Disabilities	108	105	45	42.9

PARENT ENGAGEMENT

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

César Chávez Elementary School encourages parents to participate in parent committees and meetings at the school and district level. Committees include the School Site Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), Migrant Advisory Committee, General Parent meetings, and CC Lobos Parent Association meetings. Parents are also invited to become volunteers in their child's classroom, school library, or afterschool programs.

Parents and community members are welcome at various events throughout the school year, including Back-to-School Night, Open House, Literacy or Math Nights, Book Fairs, Redesignation Celebrations, Halloween Carnival, Winter Program, César Chávez Day, Talent Show, and Student of the Month assemblies.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Calexico Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

Protecting the health and safety of our staff, students and families is a priority. Calexico Unified has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2023. An updated copy of the plan is available to the public at the school and District offices. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Disaster procedures/routine and emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress and egress of pupils, parents/guardians, and school employees

SUSPENSIONS AND EXPULSIONS

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. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.00	0.12	0.36	0.00	0.00	0.00
District	0.00	3.98	5.37	0.00	0.12	0.15
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.36	0.00
Female	0.49	0.00
Male	0.23	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.41	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.31	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.93	0.00

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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	27	28	141

PROFESSIONAL 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 full-day districtwide staff development days with many additional partial-day opportunities.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	790

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the 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 and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
K	23	25	24	1			4	5	5			
1st	24	21	24				4	5	4			
2nd	24	25	23				4	4	5			
3rd	24	23	22				5	4	5			
4th	30	27	32				4	4	2			
5th	33	30	26					4	5			
6th	31	31	31				4	4	4			
Other	11	10	11	2	2	2						

DISTRICT REVENUE SOURCES

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
- Career Technical Education Incentive Grant (CTEIG)
- Carl Perkins Grant (CTE)
- ESSER III (one-time funds)
- Expanded Learning Opportunity Program (ELOP)
- Learning Recovery Block Grant (one-time funds)
- LCAP
- Title I
- Title II
- Title III
- Title IV

SCHOOL AND DISTRICT EXPENDITURES

The 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.

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>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 8541
School: From Supplemental/Restricted Sources	\$ 829
School: From Basic/Unrestricted Sources	\$ 7711
District: From Basic/Unrestricted Sources	\$ 8664.37
Percentage of Variation between School & District	-11 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	1.37 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 47,513.00	\$ 54,190.13
Mid-Range Teachers	\$ 82,435.00	\$ 85,111.12
Highest Teachers	\$ 104,665.00	\$ 104,998.96
Elementary School Principals	\$ 106,578.00	\$ 132,492.38
Middle School Principals	\$ 132,475.00	\$ 140,986.75
High School Principals	\$ 140,144.00	\$ 153,884.46
Superintendent	\$ 200,430.00	\$ 255,502.97
Teacher Salaries	25.25 %	32.09 %
Administrative Salaries	3.4 %	5.25 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	\$ 94442
District	\$ 89,969.00
Percentage of Variation between School & District	4.97 %
All Similar School Districts	\$ 87,362.00
Percentage of Variation between School & State	8.1 %