



**Administration**

**Maria Ambriz**  
*Superintendent*

*mambriz@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**

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*Calexico 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*

## 2014-2015 School Accountability Report Card

*Published in the 2015-2016 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/>.
- To view this SARC online at the school and/or LEA websites.
- 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.

### District Vision & Mission Statement

**Vision:**

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

**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.

### School Vision & Mission Statement

**Vision:**

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.

**Mission:**

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.



## District & School Profile (School Year 2015-16)

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, and one independent studies program.

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

## School Enrollment (School Year 2014-15)

In the 2014-15 school year, the school served 2,981 students in grades ten through twelve. The charts display school enrollment broken down by grade and student group.

### Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	766	745	736
10th	795	744	781
11th	741	804	753
12th	630	642	711

### Enrollment by Student Group

2014-15

	Percentage
Asian	0.3%
Hispanic or Latino	99.2%
White	0.5%
English Learners	50.8%
Socioeconomically Disadvantaged	100.1%
Students with Disabilities	6.5%
Foster Youth	0.1%

## A. Conditions of Learning

### State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching
- Pupils have access to standards-aligned instructional materials
- School facilities are maintained in good repair

### Teacher Assignment

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

### Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	134	139	138	439
Without Full Credentials	2	0	5	27
Teaching Outside Subject Area of Competence (with full credential)	15	1	0	0

## Teacher Misassignments & Vacancies

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

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	4	1	0
<b>Total Misassignments of Teachers</b>	<b>6</b>	<b>1</b>	<b>0</b>
Vacant Teacher Positions	0	2	0

## Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.*

### NCLB Compliant Teachers

School	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	93.1%	6.9%
All Schools in District	94.4%	5.6%
High-Poverty Schools in District	94.4%	5.6%
Low-Poverty Schools in District	N/A	N/A

## Instructional Materials (School Year 2015-16)

Calexico Unified School District held a public hearing on December 10, 2015, 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.**

The table displays information collected in April 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
10th-12th	ELD	Marylou McClosky	2005	Yes	0.0%
9th-12th	English/Language Arts	Holt	2002	Yes	0.0%
9th-12th	Foreign Language	Glencoe	2003	Yes	0.0%
10th-12th	Foreign Language	Heinle & Heinle	2005	Yes	0.0%
10th-12th	Foreign Language	McDougal Littell	2002	Yes	0.0%
10th-12th	Foreign Language	McGraw-Hill	2002	Yes	0.0%
10th-12th	Foreign Language	Nextext	2004	Yes	0.0%
9th-12th	Foreign Language	Prentice Hall	2005	Yes	0.0%
10th-12th	History/Social Science	Addison Wesley Prentice Hall	2005	Yes	0.0%
12th	History/Social Science	Glencoe/McGraw Hill	2005	Yes	0.0%
10th-12th	History/Social Science	Globe Fearson	2005	Yes	0.0%
11th	History/Social Science	Houghton Mifflin	2000	Yes	0.0%
12th	History/Social Science	Houghton Mifflin	2001	Yes	0.0%
12th	History/Social Science	Longman	2004	Yes	0.0%
12th	History/Social Science	McDougal Littell	1991	Yes	0.0%
10th	History/Social Science	McDougal Littell	2002	Yes	0.0%
11th	History/Social Science	McDougal Littell	2003	Yes	0.0%
10th	History/Social Science	McGraw-Hill	2003	Yes	0.0%
12th	History/Social Science	Prentice Hall	2002	Yes	0.0%
10th	History/Social Science	Prentice Hall	2000	Yes	0.0%
11th	History/Social Science	Thompson	2000	Yes	0.0%
9th-12th	Mathematics	College Preparatory Mathematics (CPM)	2015	Yes	0.0%
10th-12th	Science	Addison Wesley Prentice Hall	2000	Yes	0.0%
9th-10th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
11th-12th	Science	Merrill	1996	Yes	0.0%
10th-12th	Science	Pearson/Prentice Hall	2006	Yes	0.0%
10th-12th	Science	Prentice Hall	2006	Yes	0.0%
10th-12th	Science	Scott Foresman	2002	Yes	0.0%

### School Facilities (School Year 2015-16)

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 CHS main campus is opening a stage at Varner Gym for different presentations, including recognition assemblies, musical and dance presentation, and drama class presentations. In addition, the CHS main campus also opened its new conditioning and weight room in Godfrey Gym for all athletic programs and physical education classes. The facility strongly supports teaching and learning through its ample classroom and playground space.

### 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

revised and approved by our school site administration, it is then forwarded to the District Maintenance department, and a copy is kept on site for record and for revision of completion.

The charts display the results of the most recent facilities inspections at both campuses. Facilities information was collected in March 2016.

School Facility Conditions - Ninth Grade Campus				
Date of Last Inspection: 09/03/2015				
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: Cracks in the floor. Fitness Center: Broken tiles in restroom; floor slopes to the south; repair the moulding above the mirror; hole in wall of storage room. Boys Restroom next to B5: Cracking on south west wall. Library: Carpet is separating; tiles in west stack broken; floor sloping in west stack; crack up and down by west door. Rm D9: Wall is peeling by the door. Girls Restroom next to D5: Cracks above the door. Boys Restroom next to E5: Tile broken by the door; crack in the ceiling. Girls Restroom: Tile missing by door. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Girls Locker Room: Floor not swept, ants on floor, dead bird outside north east door; straighten up storage room. Boys Locker Room: Clean the shower area; straighten up the office. Fitness Center: Clean storage room. Girls Locker Room, Fitness Center: The area has pigeon droppings. (Work orders submitted.)
Electrical		X		Boys Locker Room: 2 lights in storage area not working. Fitness Center: 1 light out in restroom; 8 lights out in main room; 3 lights out in storage room. Library: 1 light out by west door. Cafeteria: Lights not working, install direct lighting. (Work orders submitted.)
Restrooms/Fountains	X			Girls Restroom next to D5: First stall toilet seat is broken; 1 sensor is out. Cafeteria: Snack bar sink needs to be scrubbed and cleaned. Rm E1: 4 faucets are leaking need replacement parts. (Work order submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Fitness Center: Replace the roof as it is in very bad shape. D-6: Soffits on north and south are missing. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			Fields: Several sets of bleachers have the bottom step bent or broken. Parking Lot: Cement to west gate needs to be replaced, tripping hazard; the parking lot is in bad shape and needs to be completely resurfaced or torn out and replaced, Serious tripping hazard. (Work orders submitted.)

### School Facility Conditions - Main Campus

Date of Last Inspection: 09/08/2015

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Rm 29: Cluttered A/C units on overhangs presents possibility of falling due to weight on structure/could injure students; should look into moving them. (Work order submitted.)
Interior			X	<p>Staff Workroom: Women's restroom stall wall is torn; crack in floor and raised at connecting door; leak in east ceiling; tile missing on ceiling. Rm 23: South wall is peeling. Rm 22A: tile broken at door; overhang needs to be painted. Girls Restroom next to ISS: Tiles missing on east wall. Cafeteria: Walls are peeling and need to be painted; hole in the west wall; ceiling is stained possible leaks. Kitchen: Tile cracked at doorway; tile is cracked in doorway of w. restroom; clean kitchen sinks; walk-in floor is cracked; tile cracked in front of surplus walk-in and tile is missing. Rm 8: Ceiling is stained. Godfrey Gym: W. entry floor is tripping hazard; coach's office - ceiling needs ceiling tiles; tile missing; water heater room - paint is peeling, hole in floor; cover hole where clock was located; coaches office north - needs ceiling tiles; repair wall around equipment room; tile missing in womens rr; south wall peeling in restroom.</p> <p>Varner Gym: Tile cracked at doorway; tile is cracked in doorway of w. restroom; Football equipment room ceiling is cracking; Dressing room ceiling water damage; Hole in wall by dressing room door; Cracks in wall, and floor, down middle of shower, cracks by shower entrance hole in wall; Restroom floor has cracks; Repair wall above sinks; Broken mirror; Brick missing off back wall. Library: Stained ceiling tiles. Rm 16: Replace broken ceiling tiles. Rm 82: Stains on carpet, stains on ceiling, stains on wall. Bandroom: Floor is dirty, stains in ceiling tile entry. Rm 74: Dirty floor in storage room. Rm 73: Dirty floor in storage room. Restroom next to Rm 73: Graffiti in handicap stall. Rm 69: Stain on ceiling, stains on carpet, stains on carpet. Rm 65: Stains on carpet. Rm 62: Stain on ceiling, stain on carpet. Rm 45: Stains on ceiling walls damaged on north and south side. Rm 58: Stains on ceiling, stains on carpet wall, damage by door carpet is separating. Rm 57: Wrinkled carpet, stains on ceiling, missing receptacle, stains on carpet. Rm 54: Remove boxes. Rm 52: Resurface ramp at entry, stains on ceiling, carpet wrinkled. Rm 49: Stains on carpet, carpet is wrinkled. Rm 42: Stains on ceiling, carpet is separating, holes in wall. Restroom next to Rm 40: hole in linoleum, coping coming off, coping coming down, wall is dirty, linoleum is splitting. Rm 35: Surface damage on wall, ceiling stains, boxes down. Boys Restroom by ISS: tiles missing on east wall. Counseling Office: Tile missing, womens restroom w. wall is peeling, clean back office, glue coming up on floor. Bandroom 2: Carpet stains, carpet split. Rm 25: Stain on ceiling, cover cord. Electrical Room: Paint, raise water heater off floor. Rm 2: frame is broken. (Work orders submitted.)</p>
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			<p>Godfrey Gym: Clean pigeon poop and feathers off concrete on north side; water heater room - needs to be cleaned, remove oil mops. Varner Gym: Clean pigeon droppings and feathers outside. Rm 29: Take boxes down. Rm 16: Cover or replace LAN coer box clutter under student desks. Electrical Room: Reorganize, label. (Work orders submitted.) Cafeteria: Pigeon droppings. Godfrey Gym, Varner Gym: Pigeons. Bandroom: NW side of band room roof has pigeon feathers and poop stains in access. (Work orders submitted.)</p>
Electrical			X	<p>Main Office: Cover entryway lights. Staff Workroom: 7 lights out. Rm 23: 7 lights are out. Rm 22A: 9 lights are out. Cafeteria: 1 light out. Kitchen: Need junction box cover; 1 light out in surplus room. Rm 8: 2 lights out. Godfrey Gym: Remove wire. Varner Gym: Need junction box cover; 1 light out, remove wiring hanging out. Rm 4: Lights out. Rms 2, 17: 2 lights out. Rm 12: 4 lights out. Library: 2 banks of lights out. Rm 86: Exposed cords, lights out. Rm 82: Exposed electrical cord, 2 banks of lights out. Bandroom: Room ceiling lights out in storage room. Rm 69: Exposed cords front of classroom; faceplate missing on outlet. Rm 45: cord needs to be covered in front of classroom. Rm 57: bank of lights out. Rm 52: bank of lights out, 7 cat5 covers missing. Bandroom 2: lights out, replace light cover. (Work orders submitted.)</p>
Restrooms/Fountains			X	<p>Girls Restroom next to ISS: Repair third urinal. Girls Restroom next to Rm 76: Leak around base of toilet in stall. Boys Restroom next to Rm 75: Low water pressure in both sinks, 1 urinal out of order. Restroom next to Rm 60: 1 toilet does not flush, 2 stall w/o locks. Restroom next to Rm 40: Womens loose faucet. (Work orders submitted.) Rm 22A: Faucet handle missing; clean the sinks. Girls Restroom next to Rm 21: Clean fountains outside. Boys Restroom next to Rm 21: Sink hole cover missing; clean sinks. Girls Restroom next to ISS: Second sink faucet is loose. Cafeteria: Clean drinking fountains. Rm 8: Drinking fountains need to be cleaned. Varner Gym: Clean sink in equipment mgr office; shower not connected. Rm 4: Clean drinking fountains. Rm 2: Clean sinks, drain stopped up, outside water bib is filthy. Girls Restroom next to Rm 12: Sink plugged and restroom was closed. Tech Center, Rm 20: Clean fountains outside. Girls Restroom next to Rm 76: 1 faucet in sink 1 does not work. Rm 74: Clean sinks. Rm 73: Clean sinks replace sink trap by door. Restroom next to Rm 60: Sink and faucet loose, 3 valves leaking on faucets. Restroom next to Rm 40: Loose seat in handicap stall, Mens urinal does not flush. Boys Restroom by ISS: Repair third urinal, second sink faucet is loose. Counseling Office: no water to fountains outside. Rm 25: dirty sinks, replace faucets in 2 and 4. (Work orders submitted.)</p>

### School Facility Conditions - Main Campus

Date of Last Inspection: 09/08/2015

Overall Summary of School Facility Conditions: Fair

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Rm 25: Threshold loose and lifting. Cafeteria: Clean ramada. Godfrey Gym: Coach' Office South - replace roof. Rm 29: paint outside overhang. (Work order submitted.)
External (Grounds, Windows, Doors, Gates, Fences)		X		Rm 23: Cement hole at doorway; big hole in cement outside. Cafeteria: Holes in cement on south side. Godfrey Gym: Repair asphalt. Varner Gym: Cement cracked gaps in north flooring of gym and nails coming up. Rm 58: Ramp side needs new skirting. Rm 47: Ramp needs a skirting. Tennis Courts: Trash trapped between fence and storage, Torn screens. Athletic Fields: Clean up softball and baseball fields, dugouts and remove motorized vehicles, The restrooms and snack bar are undergoing renovation. Cafeteria: Clean south patio. Godfrey Gym: Back door knob is off. Varner Gym: East door has no handle; Lock on custodian door does not open. Counseling Office: west door window broken in 1 office. Rm 25: Doorway rotting. (Work orders submitted.)

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	16	19	44
Mathematics (Grades 3-8 and 11)	12	15	33

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

*Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.*

*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.*

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	766	725	94.6	52	25	13	3	720	94	61	23	10	2
Male	766	371	48.4	54	22	13	4	366	47.8	63	22	10	2
Female	766	354	46.2	51	27	12	3	354	46.2	60	24	10	1
Asian	766	2	0.3	--	--	--	--	2	0.3	--	--	--	--
Hispanic or Latino	766	719	93.9	52	25	13	3	714	93.2	62	23	10	2
White	766	3	0.4	--	--	--	--	3	0.4	--	--	--	--
Socioeconomically Disadvantaged	766	714	93.2	52	25	13	3	708	92.4	62	23	10	2
English Learners	766	342	44.6	75	18	2	0	340	44.4	83	12	0	0
Students with Disabilities	766	34	4.4	94	3	0	0	34	4.4	97	3	0	0

### California Standards Test - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	37	37	29	30	28	25	59	60	56

#### California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	25
School	29
Hispanic or Latino	28
Males	31
Females	26
Socioeconomically Disadvantaged	28
English Learners	9
Students with Disabilities	3

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

## College Preparation

Calexico High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school. Through the UC Berkeley Extension, students can take the following internet courses before and after school as well as during summer: Honors Sociology and Environmental Science. Concurrent enrollment in IVC classes is also available to any student 16 years of age or older.

Students at Calexico High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	97.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	25.8%

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

## Career Technical Education Programs & Participation (School Year 2014-15)

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 Systems Technology (Wood and Fabrication I)
- Advanced Ag Systems Technology (Wood and Fabrication)
- Agriculture Communication Leadership Technology
- Agricultural Biology
- Agriculture Environmental Science
- Agricultural Mechanics & Welding
- Clothing/Designs in Textiles
- Computer Design and Animation
- Computer Applications
- Developmental Psychology of Children
- Digital Video Production
- Family Living/Human Relations
- Foods/Nutrition
- Fashion Design, Manufacturing & Merchandising
- Interior Design
- Web Page Design

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 Auto Mechanics
- ROP Advanced Auto Mechanics
- ROP Auto Mechanics 2
- ROP Advanced Food Technology
- ROP Food Technology
- ROP Agricultural Welding and Fabrication
- ROP Careers with Children
- ROP Computer Technician
- ROP Medical Office Assistant
- ROP Medical Office Terminology

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.

### 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?	995
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	10.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	50.0%

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## Physical Fitness (School Year 2014-15)

In the spring of each year, Calexico High School is required by the state to administer a physical fitness test to all students in ninth grade. 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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.0%	22.9%	27.4%

## California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	40	40	57	41	40	56	37	37	58
Mathematics	50	49	60	49	48	62	38	38	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	63	21	16	62	25	13
All Students School	63	21	16	62	26	13
Male	66	21	13	59	26	15
Female	60	21	20	64	26	10
Hispanic or Latino	63	21	16	62	26	13
English Learners	92	7	1	87	11	2
Socioeconomically Disadvantaged	63	21	16	62	26	13
Students with Disabilities	100	0	0	98	2	0

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent Involvement (School Year 2015-16)

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 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.

Various community programs, organizations and foundations contribute scholarships, educational opportunities, student competitions with awards, and donations. Scholarships are provided to students through various community foundations, organizations and individuals such as:

- 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 Lluvea 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.

## Contact Information

Parents who wish to participate in Calexico High School's leadership teams, school committees, school activities, or become volunteers may contact the main office at (760) 768-3980.

## State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates

## Dropout & Graduation Rates (Four-Year Cohort Rate)

Calexico High School believes 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 2014-15 school year was not available at the time of publication.

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

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	11.9%	11.4%	15.0%	85.3%	86.0%	81.1%
District	13.8%	12.7%	17.4%	78.7%	75.4%	74.0%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

## Completion of High School Graduation Requirements - Class of 2014

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 meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Data from the 2013-14 school year is the most recent data available from the CDE.*

	Completion of High School Graduation Requirements		
	School	District	State
All Students	84.6%	88.3%	84.6%
American Indian or Alaska Native	100.0%	100.0%	78.1%
Asian	100.0%	100.0%	92.6%
Filipino	100.0%	100.0%	96.5%
Hispanic or Latino	84.4%	88.3%	81.3%
English Learners	66.7%	75.6%	50.8%
Socioeconomically Disadvantaged	82.6%	87.0%	81.4%
Students with Disabilities	100.0%	100.0%	61.3%

## State Priority: School Climate

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

- Pupil suspension rates
- Pupil expulsion rates
- 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15
School	19.7%	2.5%	2.4%	0.0%	0.0%	0.0%
District	10.8%	2.6%	2.7%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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)
- ASB
- Athletics
- AVID Tutoring
- Cyber High
- Journalism
- Talent Search
- Tutoring (ASSETS)
- Upward Bound
- 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.

### Safe School Plan (School Year 2015-16)

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. An updated copy is available to the public at the school office. The School Site Safety plan was last reviewed and updated in June 2015 and reviewed with staff in August 2015.

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.

## 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.

### Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	No		Yes		Yes	

### Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2009-2010
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	11
% of Title I Schools Currently In PI	-	100.0%

## School Leadership

Leadership at Calexico High School is a responsibility shared among District administration, the Principal, instructional staff, students, and parents. Principal Gabrielle Williams joined the school in the fall of 2015.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. The following are groups of teachers, staff, administrators, students and parents which meet on a regular basis to address the needs of the school:

- Action Plan Team
- Bulldog Council (department chairs, ASB, Administration, students)
- Departments: English, Math, Social Science, Science, Fine Arts/PE, Career and Technical Education, Counseling, Foreign Language
- Discipline/Attendance Committees
- School Site Council
- WASC Focus Groups

## Class Size

The table indicates the average class size by 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					
	13	14	15	13	14	15	13	14	15			
By Subject Area												
English	29	29	28	25	25	38	48	48	41	68	68	50
Mathematics	31	31	27	11	11	26	16	16	43	58	58	32
Science	28	28	28	11	11	14	46	46	41	13	13	16
Social Science	31	31	31	10	10	10	14	14	14	57	57	58

## Advanced Placement Classes (School Year 2014-15)

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	3
Mathematics	3
Science	1
Social Science	6
Totals	21
Percent of Students in AP Courses	0.5%

## Counseling & Support Staff (School Year 2014-15)

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 1:426. 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

## 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. In the 2012-13 and 2013-14 school years, the district provided four staff development days. In the 2014-15 school year, there were three staff development days.

## 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 Wm. 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.

## 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).

## School Revenue Sources (Fiscal Year 2014-15)

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

- 21st Century Community Learning Centers (ASSETS)
- Agricultural Career Technical Education Incentive Grant
- Carl Perkins Grant (CTE)
- CAHSEE Tutoring
- Common Core
- Economic Impact Aid (EIA-LEP and EIA-SCE)
- LCAP
- ROP
- Title I

## District Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent 2013-14 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.

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	
<b>School</b>	
Total Expenditures Per Pupil	\$2,264
From Supplemental/Restricted Sources	\$980
From Basic/Unrestricted Sources	\$1,284
<b>District</b>	
From Basic/Unrestricted Sources	\$3,439
Percentage of Variation between School & District	-62.7%
<b>State</b>	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-76.0%

## School Site Teacher Salaries (Fiscal Year 2013-14)

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	
<b>School &amp; District</b>	
School	\$63,622
District	\$66,086
Percentage of Variation	-3.7%
<b>School &amp; State</b>	
All Unified School Districts	\$69,257
Percentage of Variation	-8.1%

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

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		
2013-14		
	District	State
Beginning Teachers	\$35,302	\$42,315
Mid-Range Teachers	\$61,249	\$66,451
Highest Teachers	\$77,709	\$85,603
Elementary School Principals	\$100,923	\$105,079
Middle School Principals	\$110,088	\$111,005
High School Principals	\$116,460	\$121,310
Superintendent	\$150,000	\$189,899
<b>Salaries as a Percentage of Total Budget</b>		
Teacher Salaries	34.0%	39.0%
Administrative Salaries	4.0%	6.0%