



Calexico Unified Calexico High

2022-2023 School Accountability Report Card



Published: January 2024

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

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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

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 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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	50.00
Male	49.90
Non-Binary	0.10
American Indian or Alaska Native	
Asian	0.20
Black or African American	0.10
Filipino	
Hispanic or Latino	99.30
Native Hawaiian or Pacific Islander	
White	0.20
Two or More Races	
EL Students	49.30
Foster Youth	0.20
Homeless	4.70
Military	
Socioeconomically Disadvantaged	82.10
Migrant Education	5.10
Students with Disabilities	7.70

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
9th	626
10th	738
11th	777
12th	695
Total	2836

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)	104.20	82.87	343.40	87.65	228,366.10	83.12
Intern Credential Holders Properly Assigned	2.00	1.59	5.00	1.28	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.30	5.83	18.50	4.73	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	2.07	5.40	1.39	12,115.80	4.41
Unknown	9.50	7.62	19.30	4.95	18,854.30	6.86
Total Teaching Positions	125.80	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)	103.40	80.95	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)	14.30	11.19	22.90	5.97	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	0.78	12.30	3.20	11,953.10	4.28
Unknown	9.00	7.07	11.50	2.99	15,831.90	5.67
Total Teaching Positions	127.80	100.00	384.80	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	6.30	14.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.30	14.30

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.60	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.60	1.00

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)	4.60	12.60
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.40	0.00

SCHOOL FACILITIES

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. At the present time, the school is undergoing demolition of the original buildings such as the main office, the counseling office, three wings of classrooms and the cafeteria. A groundbreaking ceremony is scheduled for the third week of November and the community awaits for the new buildings to be completed. Meanwhile some classrooms, the cafeteria, main office and counseling office are in temporary housing.

The school pool was 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.

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 - Main Campus	
Date of Last Inspection:	12/26/2023
Data Collected:	December 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results - Main Campus		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Room #106: 4: Carpet lifting up.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Law Enforcement: 7: 3 light fixtures out. Room #11: 7: 2 light switches do not turn on. Room #17: 7: Light switch missing Electric covers. Room #53: 7: Missing electrical cover. Room #56: 7: Missing electrical outlet cover.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	Room #113: 15: East door does not unlock with key card.

2023-24 School Facility Inspection Summary - 9th Grade Campus

Date of Last Inspection:	11/20/2023
Data Collected:	December 2023
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results - 9th Grade Campus

Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Main Office/HealthOffice/RR: 2: Dirty a/c vents (vents were cleaned during inspection).
INTERIOR: Interior Surfaces	Good	B 3: 4: 1 stained ceiling tile (It was replaced during inspection). C 2: 4: 1 stained ceiling tile (It was replaced during inspection). C 8: 4: 3 stained ceiling tiles (They were replaced during inspection). D 13: 4: 13 stain ceiling (replaced during inspection). D 6: 4: 1 stained ceiling tile (It was replaced during inspection). D-2: 4: 1 stained ceiling tile (It was replaced during inspection). E1: 4: 5 stained ceiling tiles (They were replaced during inspection). E2: 4: 5 stained ceiling tiles (They were replaced during inspection). E3: 4: 4 stained ceiling tiles (They were replaced during inspection). E5: 4: 5 stained (ceiling tiles (They were replaced during inspection). F 1: 4: 1 stained ceiling tile (It was replaced during inspection). F 2: 4: 9 stained ceiling tiles (They were replaced during inspection). F 3: 4: 20 stained ceiling tiles (They were replaced during inspection). F 4: 4: 2 stained ceiling tiles (They were replaced during inspection). F 5: 4: 3 stained ceiling tiles (They were replaced during inspection). F 6: 4: 8 stained ceiling tiles (They were replaced during inspection). F7: 4: 11 stained ceiling tiles (They were replaced during inspection). Main Office/HealthOffice/RR: 4: 1 stain ceiling tile (tiles replaced during inspection). Restrooms next to F1: 4: 1 stained ceiling tile (It was replaced during inspection). Work room in front of D-2: 4: 3 stained ceiling tiles (They were replaced during inspection).
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cafeteria: 6: spider webs (They were cleaned during inspection). Kitchen: 6: spider webs (They were cleaned during inspection). Student store: 6: spider webs (They were cleaned during inspection).
ELECTRICAL: Electrical	Good	C 8: 7: 1 light doesn't turn on. D 10: 7: 1 bad lamp. D 12: 7: 1 light doesn't turn on. D 9: 7: 1 bad lamp. Girls restrooms in gym: 7: 1 light is burned out. Janitor room in gym: 7: 1 light is burned out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	A wing girls restrooms: 8: door doesn't close. A wing girls restrooms: 9: one drinking fountain is not working. Main Office/HealthOffice/RR: 9: Dirty sinks need attention (sinks were cleaned during inspection).
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	D 12: 12: outside handrail is loose.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

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: 9th-12th / Course: English/Language Arts / Publisher: Pearson / Adoption: 2015	Yes	0
	Grades: 12th / Course: English Language Arts / Publisher: Commerce Printing / Adoption: 2017	Yes	0
	Grades: 9th-12th / Course: ELD / Publisher: SAVVAS/Pearson iLIT / Adoption: 2021	Yes	0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: College Preparatory Mathematics (CPM) / Adoption: 2015	Yes	0
History / Social Science	Grades: 10th-11th / Course: History/Social Science / Publisher: Houghton Mifflin/Harcourt / Adoption: 2017	Yes	0
	Grades: 12th / Course: History/Social Science / Publisher: McGraw-Hill / Adoption: 2017	Yes	0
Science	Grades: 9th-12th / Course: Science / Publisher: Houghton Mifflin/Harcourt / Adoption: 2019	Yes	0
Foreign Language	Grades: 9th-12th / Course: Foreign Language / Publisher: Glencoe/McGraw Hill / Adoption: 2003	Yes	0
	Grades: 10th-12th / Course: Foreign Language / Publisher: Pearson/Prentice Hall / Adoption: 2013	Yes	0
Visual / Performing Arts	Grades: 10th-12th / Course: Fine Arts / Publisher: McGraw-Hill / Adoption: 2005	Yes	0
	Grades: 10th-12th / Course: Fine Arts / Publisher: Thames and Hudson / Adoption: 2018	Yes	0
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)	47	49	26	28	47	46
Mathematics (Grades 3-8 and 11)	14	15	15	17	33	34
Science (Grades 5, 8, and 10)	12	12	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	740	701	94.73	5.27	48.79
Male	359	339	94.43	5.57	46.02
Female	380	361	95.00	5.00	51.52
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	732	694	94.81	5.19	48.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	362	329	90.88	9.12	17.63
Foster Youth	--	--	--	--	--
Homeless	18	15	83.33	16.67	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	600	568	94.67	5.33	46.13
Migrant Education	46	45	97.83	2.17	44.44
Students with Disabilities	54	51	94.44	5.56	13.73

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	733	707	96.45	3.55	14.57
Male	353	337	95.47	4.53	16.91
Female	379	369	97.36	2.64	12.47
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	725	700	96.55	3.45	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	358	339	94.69	5.31	3.24
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	593	571	96.29	3.71	12.43
Migrant Education	46	44	95.65	4.35	13.64
Students with Disabilities	54	52	96.30	3.70	1.92

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1374	1313	95.56	4.44	12.52
Male	646	613	94.89	5.11	12.89
Female	726	698	96.14	3.86	12.23
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	1361	1301	95.59	4.41	12.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	590	551	93.39	6.61	1.64
Foster Youth	--	--	--	--	--
Homeless	50	45	90.00	10.00	2.22
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1094	1040	95.06	4.94	11.48
Migrant Education	82	77	93.90	6.10	7.79
Students with Disabilities	110	106	96.36	3.64	1.89

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

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 website at <https://admission.universityofcalifornia.edu/>.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and 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 website at <https://www2.calstate.edu/>.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2022-23	99.44
Graduates Who Completed All Courses Required for UC/CSU Admission 2021-22	33.83

CAREER TECHNICAL EDUCATION PARTICIPATION

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

2022-23 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	954
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	92.3
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

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 Careers with Children Course. Students also learn about the Career Tech Pathways 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.

- A-G Environmental Science
- Agricultural Biology
- Agricultural Fabrication
- Apparel Manufacturing and Production
- Auto Shop
- Auto Shop - Advanced
- Careers with Children
- Child Psychology
- Computer Applications
- Computer Technician
- Digital Video Production
- Emergency Response - Advanced
- Entrepreneurship
- Family Living
- Fashion, Textiles and Apparel
- Food Technology
- Food Technology - Advanced
- Home Ec Careers
- Intro to Agricultural Mechanics
- Intro to Health Careers
- Housing and Interior Design
- Intro to Criminal Justice I
- Law Enforcement II
- Medical Office Assistant
- Medical Office Terminology
- Veterinary Technician
- Welding

- Welding - Advanced 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.

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
9th	98	99	99	99	99

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	3121	2941	947	32.2
Female	1557	1479	498	33.7
Male	1562	1460	448	30.7
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	6	1	16.7
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	3097	2917	938	32.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	9	9	4	44.4
Two or More Races	0	0	0	0.0
EL Students	1628	1514	578	38.2
Foster Youth	8	8	5	62.5
Homeless	169	153	62	40.5
Military	--	--	--	--
Socioeconomically Disadvantaged	2541	2413	816	33.8
Migrant Education	215	198	70	35.4
Students with Disabilities	249	235	97	41.3

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	9.2	15.1	12.4	86	80.6	87.3
District	11.6	15.9	16.8	75.8	78.6	81.5
State	9.4	7.8	8.2	83.6	87	86.2

Graduation Rates by Student Group			
2022-23	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	653	570	87.3
Female	353	316	89.5
Male	299	253	84.6
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	648	565	87.2
Native Hawaiian or Pacific Islander	0	0	0.00
White	--	--	--
Two or More Races	0	0	0.00
EL Students	314	255	81.2
Foster Youth	--	--	--
Homeless	68	55	80.9
Military	--	--	--
Socioeconomically Disadvantaged	568	489	86.1
Migrant Education	64	54	84.4
Students with Disabilities	58	56	96.6

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

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 Llueva 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 and 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 and 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.

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	6.79	8.33	0.00	0.22	0.13
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	8.33	0.13
Female	5.72	0.13
Male	10.95	0.13
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	8.30	0.13
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	11.24	0.18
Foster Youth	0.00	0.00
Homeless	15.98	0.00
Military	--	--
Socioeconomically Disadvantaged	9.17	0.16
Migrant Education	7.44	0.00
Students with Disabilities	18.47	1.20

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)	315.11

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)	9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	5.5

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 Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	28	27	26	31	37	33	52	61	70	52	43	33
Mathematics	29	25	25	14	21	34	41	66	37	38	14	29
Science	29	30	28	13	11	10	15	20	57	44	42	12
Social Science	30	32	29	11	10	12	25	15	35	49	63	43

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2022-23	Number of Courses
Computer Science	1
English	4
Fine and Performing Arts	1
Foreign Language	5
Mathematics	2
Science	2
Social Science	5
Totals	20
Percent of Students in AP Courses	12.6

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	\$ 10824
School: From Supplemental/Restricted Sources	\$ 475
School: From Basic/Unrestricted Sources	\$ 10350
District: From Basic/Unrestricted Sources	\$ 8664.37
Percentage of Variation between School & District	19.45 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	36.07 %

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	\$ 87254
District	\$ 89,969.00
Percentage of Variation between School & District	-3.02 %
All Similar School Districts	\$ 87,362.00
Percentage of Variation between School & State	-0.12 %