

Calipatria High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 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 an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Calipatria High School
Street	601 West Main Street
City, State, Zip	Calipatria, California 92233
Phone Number	(760) 348-2254
Principal	Joe Derma III
E-mail Address	jderma@calipat.com
Web Site	chs.calipatriahornets.org
CDS Code	13-63107-1332501

District Contact Information	
District Name	Calipatria Unified School District
Phone Number	(760) 348-2892
Superintendent	Douglas Kline
E-mail Address	dkline@calipat.com
Web Site	calipatriahornets.org

School Description and Mission Statement (Most Recent Year)

Our mission is to provide a well-balanced curriculum, complimented by high quality instruction and leadership; to graduate career-oriented learners who are able to cope with the lifelong challenges of our global society. Calipatria High School (CHS) has a rich tradition of academic excellence and school pride. For 95 years, we have prepared our students for careers and the workforce and have sent them on to colleges and universities. This year we continued with Advanced Placement (AP) U.S. History, Language Arts, Spanish Language/Literature, Statistics, Government, and Biology in our repertoire of college preparatory offerings. We continuously work to increase student achievement school wide using strategies that address the needs of our diverse student population. These include extra-help programs in language arts and math for students struggling in these areas and tutorial programs created in collaboration with a variety of community partners. Calipatria's curricular emphasis is on meeting grade-level standards in the core subject areas and expected school wide learning results. This year we also continued to increase parent and community involvement through a variety of parent workshops and school site committees and organizations. We welcome parents and community to participate in all school activities. Students enjoy having members of the community participate in their learning experiences.

Joe Derma, III, PRINCIPAL

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	98
Grade 10	97
Grade 11	80
Grade 12	61
Total Enrollment	336

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.0
Asian	0.9
Filipino	0.3
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.0
White	8.3
Two or More Races	1.8
Socioeconomically Disadvantaged	75.0
English Learners	27.1
Students with Disabilities	8.0

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; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	16	17	58
Without Full Credential	2	3	3	6
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.00	10.00
All Schools in District	95.63	4.37
High-Poverty Schools in District	95.63	4.37
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October, 2014

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell California Literature Adopted in 2010 American Guidance Basic English Comp Adopted in 2005	Yes	0
Mathematics	Glencoe, California Algebra Readiness Adopted in 2008 Holt-Rinehart, Algebra 1, Algebra 2, Geometry Adopted in 2008 Glencoe, Pre-Calculus Adopted in 2008 Contemporary Pre Calculus Adopted in 2005 Pearson, Elementary Statistics Adopted in 2008 American Guidance Algebra Adopted in 2005	Yes	0
Science	HRW, Biology Adopted in 2007 Glencoe Science, Chemistry: Matter and Change Adopted in 2006 Glencoe/McGraw, Physics Principals And Problems Adopted in 2004 Pearson, Earth Science Adopted in 2006 American Guidance World History Adopted in 2005 American Guidance Earth Science Adopted in 2005 American Guidance Biology Adopted in 2005	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Contemporary Economics Adopted in 2006 McDougal Littell, World History, The Americans Adopted in 2005 Glencoe/McGraw Hill, US Government Adopted in 2005 Bedford, Freeman, & Worth, Psychology, AP Adopted in 2006 Pearson, World Civilizations-AP, the Am. Pageant-AP Adopted in 2006	Yes	0
Foreign Language	Holt McDougal, Avancemos Adopted in 2013 Cengage Learning, De Paseo Adopted in 2013 Houghton Mifflin Harcourt, Abriendo Puertas Adopted in 2013	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 73 and 100 percent on the 15 categories of our evaluation. The overall school rating on 8 categories is 90% (90-98.99%), with an overall school rating of Good.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 26, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Dirty AC vents in room 15. Work order to be completed and addressed during maintenance schedule. An issue is noted in the Old Gymnasium with sewer in the girls locker room. This facility is not accessed by students. Old gym is pending Williams replacement repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November 26, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	[]	[X]	[]	Ceiling tiles stained in room14. ROP Shop interior surfaces are identified as having an issue and restrooms need to be painted. Crack on westside floor in Wirt Auditorium. Old Gymnasiums has several issues with locker area, roof leaks, basketball court floor uneven, baseboard rotted and windows not sealed. Work orders will be made to address tiles as part of regular maintenance. Old Gym and Wirt Auditorium awaiting Williams funding repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Shop area needs organizing. Old gym has wood rot. Old gym is pending Williams replacement repair. Shop area will be addressed through regular maintenance.
Electrical: Electrical	[]	[]	[X]	Electrical does not work in old gym on girl's side. Old gym is pending Williams replacement repair. Lights burnt out in Room 17, 5, 4, , and will be replaced with regular maintenance. No clocks in nurse's station in office and in Library/media center. Issue identified in Rm 27 will be reviewed by site maintenance to repair or replace.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Sinks stained with paint in Room 11. Girls sink missing cap in Girls restroom. Restrooms need to be painted in ROP shop area. Restrooms Repair with regular spring maintenance. A deficiency is noted in Old gym restrooms. Old gym is pending Williams replacement repair.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	Need fire extinguisher in boy's locker area in Erickson gym. Will be replaced in Winter 2015.
Structural: Structural Damage, Roofs	[X]	[]	[]	Hairline crack on west wall in Room 18 and 16. Will be monitored and repaired by maintenance in Spring 2015 if necessary. Wood rot in old gym. Up for Williams replacement repair. Old gym in need of repair-roof leaks. Potential Williams replacement repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Broken window in Room 28. Repair in Spring 2015. Windows are not sealed in old gym. Old gym is pending Williams replacement repair.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

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 successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- 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 / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	47	47	77	58	59	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	77
Male	86
Female	65
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	69
English Learners	50
Students with Disabilities	
Students Receiving Migrant Education Services	62

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49	51	52	47	52	51	54	56	55
Mathematics	12	8	18	47	44	50	49	50	50
History-Social Science	63	60	44	57	58	44	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	5	5
Similar Schools	10	9	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-12	-12	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-16	-15	-10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-36	5	-6
English Learners	-6	-16	-6
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

Calipatria High School offers vocational education classes that include Ag Mechanics, Welding, Graphic Design, Desktop Publishing, and agriculture in science courses. Students may enroll in vocational courses offered at other local high schools through our partnership with the Imperial Valley Regional Occupational Program. All of our students develop resume writing and interview skills through the regular English and technology courses. Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	198
% of pupils completing a CTE program and earning a high school diploma	17%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	69.77
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	31.40

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.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	58	52	59	58	52	59	56	57	56
Mathematics	40	45	66	40	45	66	58	60	62

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41	24	35	34	45	22
All Students at the School	41	24	35	34	45	22
Male	47	21	32	26	53	21
Female	33	28	38	44	33	23
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	43	24	33	37	39	24
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	41	24	35	34	45	22
English Learners	83	13	4	71	21	8
Students with Disabilities						
Students Receiving Migrant Education Services	55	14	32	45	32	23

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

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.8	14.9	30.7

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

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 schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents serve on our School Site Council (SSC), English Learner Advisory Committee (ELAC), Vocational Advisory Committee, Career Technology Education Advisory, and school-community organizations. They also attend parent workshops. Our SSC includes parent members; the council approves the school’s annual plan and budget expenditures. We strongly encourage parents to participate in all school events and include reminders in our site webpage, school newsletters, flyers, and phone calls home. For more information about becoming involved in our school, please contact Joe Derma at (760) 348-2254.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	1.3	3.9	7.5	1.3	3.9	7.5	14.7	13.1	11.4
Graduation Rate	92.31	93.42	90.32	92.31	93.42	90.32	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	94.51	94.51	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	93.75	93.75	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	100.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	94.51	94.51	82.58
English Learners	80.00	80.00	53.68
Students with Disabilities	114.29	114.29	60.31

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; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	36.4	25.1	8.2	13.9	10.9	6.5	5.7	5.1	4.4
Expulsions	0.6	0.0	0.0	0.6	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Our staff monitors school grounds ten minutes before school begins and after dismissal. The staff also monitors the hallways during passing periods. We have a disaster preparedness plan and conduct fire and disaster drills on a regular basis. Most staff members have been trained in the FEMA and National Incident Management System for working with government agencies in the event of natural disasters or emergencies. Also most of our staff is trained in CPR/First Aid techniques. We reviewed our site safety plan in September 2014 and update it every year. The plan covers disaster procedures, sexual harassment policies, the dress code, discipline policies, and safe-school strategies and programs.

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 Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement*	Year 1	
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.4	13	6	0	22	11	8		21	10	10	
Mathematics	22.8	6	9	0	19	10	6		20	11	5	
Science	27	1	8	0	23	4	7		24	2	10	
Social Science	22.2	3	6	0	23	5	6		20	6	6	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	180
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6,148	893	5,255	\$71,750
District	---	---	6,019	\$59,320
Percent Difference: School Site and District	---	---	-12.7	21.0
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	12.0	23.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Calipatria High School offers general and categorical funded services. Resources utilized to support staff include general, LCFF, Title One, Title II, Title III, Special Education, Migrant, and ASES. Additional funds from Lottery and Common core supported services in 13-14.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,863	\$38,152
Mid-Range Teacher Salary	\$61,149	\$55,573
Highest Teacher Salary	\$74,779	\$71,908
Average Principal Salary (Elementary)	\$96,603	\$87,660
Average Principal Salary (Middle)	\$103,571	\$92,424
Average Principal Salary (High)	\$109,747	\$93,606
Superintendent Salary	\$124,217	\$116,538
Percent of Budget for Teacher Salaries	38	34
Percent of Budget for Administrative Salaries	8	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science	1	---
Social Science	2	---
All courses	6	1.4

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

The major focus of our staff development is increasing student achievement by providing staff with research-based instructional methods and practices that support our students' needs. Staff members improve their teaching skills by participating in conferences and workshops throughout the year and sharing their knowledge with colleagues. Our district offers two to three staff development days annually, providing teachers with a broad variety of teaching strategies and methods. In addition, our staff meets weekly on Wednesday, from 1:45 p.m. to 3:30 p.m., for staff training and planning.