

# Calipatria High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians 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).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

| <b>School Contact Information</b> |                              |
|-----------------------------------|------------------------------|
| <b>School Name</b>                | Calipatria High School       |
| <b>Street</b>                     | 601 West Main Street         |
| <b>City, State, Zip</b>           | Calipatria, California 92233 |
| <b>Phone Number</b>               | (760) 348-2254               |
| <b>Principal</b>                  | Joe Derma III                |
| <b>E-mail Address</b>             | jderma@calipat.com           |
| <b>Web Site</b>                   |                              |
| <b>Grades Served</b>              | 9-12                         |
| <b>CDS Code</b>                   | 13-63107-1332501             |

| <b>District Contact Information</b> |                                    |
|-------------------------------------|------------------------------------|
| <b>District Name</b>                | Calipatria Unified School District |
| <b>Phone Number</b>                 | (760) 348-2892                     |
| <b>Superintendent</b>               | Douglas Kline                      |
| <b>E-mail Address</b>               | dkline@calipat.com                 |
| <b>Web Site</b>                     | 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 schoolwide 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 schoolwide 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 2014-15)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| Grade 9                 | 102                       |
| Grade 10                | 98                        |
| Grade 11                | 91                        |
| Grade 12                | 73                        |
| <b>Total Enrollment</b> | <b>364</b>                |

### Student Enrollment by Group (School Year 2014-15)

| <b>Student Group</b>            | <b>Percent of Total Enrollment</b> |
|---------------------------------|------------------------------------|
| Black or African American       | 3.6                                |
| Asian                           | 0.5                                |
| Hispanic or Latino              | 84.1                               |
| White                           | 10.4                               |
| Two or More Races               | 1.4                                |
| Socioeconomically Disadvantaged | 77.7                               |
| English Learners                | 25.3                               |
| Students with Disabilities      | 6.3                                |
| Foster Youth                    | 0.5                                |

## 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 |
|--|---------|---------|---------|----------|
|  | 2013-14 | 2014-15 | 2015-16 | 2015-16  |
| With Full Credential   | 16      | 17      | 17      | 53       |
| Without Full Credential  | 3       | 3       | 4       | 10       |
| Teaching Outside Subject Area of Competence (with full credential) | 1       | 1       | 1       | 3        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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 2014-15)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 86.6   | 13.4                                    |
| All Schools in District          | 95.3   | 4.7                                     |
| High-Poverty Schools in District | 95.3   | 4.7                                     |
| Low-Poverty Schools in District  | 0.0  | 0.0                                     |

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 2015-16)

Year and month in which data were collected: October, 2015

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/<br>Year of Adoption   | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|---|
| Reading/Language Arts | McDougal Littell California Literature<br>Adopted in 2010<br><br>American Guidance Basic English Comp<br>Adopted in 2005 | Yes                        | 0   |

| Core Curriculum Area          | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| <b>Mathematics</b>            | Glencoe, California Algebra Readiness<br>Adopted in 2008<br><br>Holt-Rinehart, Algebra 1, Algebra 2, Geometry<br>Adopted in 2008<br><br>Glencoe, Pre-Calculus<br>Adopted in 2008<br><br>Contemporary Pre Calculus<br>Adopted in 2005<br><br>Pearson, Elementary Statistics<br>Adopted in 2008<br><br>American Guidance Algebra<br>Adopted in 2005  | Yes                              | 0   |
| <b>Science</b>                | HRW, Biology<br>Adopted in 2007<br><br>Glencoe Science, Chemistry: Matter and Change<br>Adopted in 2006<br><br>Glencoe/McGraw, Physics Principals And Problems<br>Adopted in 2004<br><br>Pearson, Earth Science<br>Adopted in 2006<br><br>American Guidance World History<br>Adopted in 2005<br><br>American Guidance Earth Science<br>Adopted in 2005<br><br>American Guidance Biology<br>Adopted in 2005 | Yes                              | 0   |
| <b>History-Social Science</b> | Contemporary Economics<br>Adopted in 2006<br><br>McDougal Littell, World History, The Americans<br>Adopted in 2005<br><br>Glencoe/McGraw Hill, US Government<br>Adopted in 2005<br><br>Bedford, Freeman, & Worth, Psychology, AP<br>Adopted in 2006<br><br>Pearson, World Civilizations-AP, the Am. Pageant-AP<br>Adopted in 2006  | Yes                              | 0   |

| Core Curriculum Area | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|----------------------|--|----------------------------------|---|
| Foreign Language     | Holt McDougal, Avancemos<br>Adopted in 2013<br><br>Cengage Learning, De Paseo<br>Adopted in 2013<br><br>Houghton Mifflin Harcourt, Abriendo Puertas<br>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 91 and 100 percent on the 15 categories of our evaluation. The overall school rating on 8 categories is 96% (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: December 30, 2015          |               |      |      |  |
| System Inspected  | Repair Status |      |      | Repair Needed and<br>Action Taken or Planned   |
|   | Good          | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      | Exhaust fans don't work in Old Gymnasium.  |
| <b>Interior:</b> Interior Surfaces                                      | X             |      |      | Ceiling tiles stained in room13. Crack on westside floor in Wirt Auditorium. Old Gymnasium 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. |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X             |      |      | Sink dirty in room 11. Shop area is dirty. Will address with routine maintenance.  |
| <b>Electrical:</b> Electrical   | X             |      |      | Electrical panels need upgrading and lighting. Old gym is pending Williams replacement repair. Lights burnt out in Room 6and will be replaced with regular maintenance.  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X             |      |      | Sinks stained with paint in Room 11. Monitor with routine maintenance.   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      |  |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      | Wood rot in old gym. Up for Williams replacement repair.<br>Old gym in need of repair-roof leaks. Potential Williams replacement repair.   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      | Window broken on entrance door to Erickson Gym. Windows broken in Shop rooms 30 and 31. Will be replaced with winter maintenance.<br>Windows are not sealed in old gym. Old gym is pending Williams replacement repair.  |

## Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: December 30, 2015 |           |      |      |      |
|--|-----------|------|------|------|
| Overall Rating   | Exemplary | Good | Fair | Poor |
|  |           |      | X    |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

| Subject                        | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |          |       |
|--------------------------------|---|----------|-------|
|                                | School  | District | State |
| English Language Arts/Literacy | 61  | 33       | 44    |
| Mathematics                    | 30  | 24       | 33    |

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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group                                 | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|   |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                                  | 11    | 89                 | 87     | 97.8                | 15               | 22                  | 33           | 28                |
| Male  | 11    | 89                 | 47     | 52.8                | 13               | 28                  | 36           | 21                |
| Female  | 11    | 89                 | 40     | 44.9                | 18               | 15                  | 30           | 35                |
| Black or African American                     | 11    | 89                 | 2      | 2.2                 | --               | --                  | --           | --                |
| Asian   | 11    | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |
| Hispanic or Latino                            | 11    | 89                 | 70     | 78.7                | 11               | 23                  | 37           | 27                |
| White   | 11    | 89                 | 12     | 13.5                | 33               | 17                  | 17           | 25                |
| Two or More Races                             | 11    | 89                 | 2      | 2.2                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged               | 11    | 89                 | 66     | 74.2                | 14               | 24                  | 33           | 26                |
| English Learners                              | 11    | 89                 | 18     | 20.2                | 33               | 33                  | 28           | 6                 |
| Students with Disabilities                    | 11    | 89                 | 5      | 5.6                 | --               | --                  | --           | --                |
| Students Receiving Migrant Education Services | 11    | 89                 | 21     | 23.6                | 19               | 24                  | 29           | 24                |
| Foster Youth                                  | 11    | --                 | --     | --                  | --               | --                  | --           | --                |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group                                 | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|   |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students                                  | 11    | 89                 | 86     | 96.6                | 37               | 31                  | 28           | 2                 |
| Male  | 11    | 89                 | 46     | 51.7                | 28               | 43                  | 28           | 0                 |
| Female  | 11    | 89                 | 40     | 44.9                | 48               | 18                  | 28           | 5                 |
| Black or African American                     | 11    | 89                 | 2      | 2.2                 | --               | --                  | --           | --                |
| Asian   | 11    | 89                 | 1      | 1.1                 | --               | --                  | --           | --                |
| Hispanic or Latino                            | 11    | 89                 | 70     | 78.7                | 37               | 31                  | 29           | 1                 |
| White   | 11    | 89                 | 11     | 12.4                | 36               | 36                  | 18           | 9                 |
| Two or More Races                             | 11    | 89                 | 2      | 2.2                 | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged               | 11    | 89                 | 65     | 73.0                | 37               | 28                  | 32           | 2                 |
| English Learners                              | 11    | 89                 | 18     | 20.2                | 78               | 11                  | 11           | 0                 |
| Students with Disabilities                    | 11    | 89                 | 5      | 5.6                 | --               | --                  | --           | --                |
| Students Receiving Migrant Education Services | 11    | 89                 | 21     | 23.6                | 43               | 19                  | 33           | 0                 |
| Foster Youth                                  | 11    | --                 | --     | --                  | --               | --                  | --           | --                |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

#### California Standards Tests 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   |         |         |
|                               | 2012-13  | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 47   | 77      | 65      | 58       | 62      | 62      | 59      | 60      | 56      |

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)**

| Student Group                                 | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA                       | 62  |
| All Students at the School                    | 65  |
| Male  | 75  |
| Female  | 57  |
| Black or African American                     | --  |
| Hispanic or Latino                            | 64  |
| White   | --  |
| Two or More Races                             | --  |
| Socioeconomically Disadvantaged               | --  |
| English Learners                              | 34  |
| Students with Disabilities                    | 63  |
| Students Receiving Migrant Education Services | 61  |
| Foster Youth                                  | --  |

Note: 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.

**Career Technical Education Programs (School Year 2014-15)**

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 2014-15)**

| 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 |
|---|---------|
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission        | 99.18   |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 35.85   |

**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 Grade Ten Students (Three-Year Comparison)

| Subject               | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | School  |         |         | District |         |         | State   |         |         |
|                       | 2012-13   | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 52  | 59      | 56      | 52       | 59      | 56      | 57      | 56      | 58      |
| Mathematics           | 45  | 66      | 51      | 45       | 66      | 51      | 60      | 62      | 59      |

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 2014-15)

| Group   | English-Language Arts  |                    |                  | Mathematics            |                    |                  |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
|   | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA                       | 44                     | 27                 | 28               | 49                     | 28                 | 23               |
| All Students at the School                    | 44                     | 27                 | 28               | 49                     | 28                 | 23               |
| Male  | 45                     | 27                 | 27               | 47                     | 33                 | 20               |
| Female  | 43                     | 27                 | 29               | 51                     | 24                 | 25               |
| Hispanic or Latino                            | 44                     | 27                 | 29               | 46                     | 30                 | 24               |
| Socioeconomically Disadvantaged               | 46                     | 27                 | 27               | 51                     | 28                 | 22               |
| English Learners                              | 76                     | 17                 | 7                | 83                     | 17                 |                  |
| Students Receiving Migrant Education Services | 56                     | 25                 | 19               | 58                     | 22                 | 19               |

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 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 9           | 23.70   | 19.60                 | 42.30                |

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   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate    | 3.90    | 7.50    | 6.80    | 3.90     | 7.50    | 6.80    | 13.10   | 11.40   | 11.50   |
| Graduation Rate | 93.42   | 90.32   | 89.83   | 93.42    | 90.32   | 89.83   | 78.87   | 80.44   | 80.95   |

### Completion of High School Graduation Requirements (Graduating Class of 2014)

| Group                            | Graduating Class of 2014 |          |       |
|----------------------------------|--------------------------|----------|-------|
|                                  | School                   | District | State |
| All Students                     | 86.89                    | 86.89    | 84.6  |
| Black or African American        |                          |          | 76    |
| American Indian or Alaska Native |                          |          | 78.07 |
| Asian                            | 100                      | 100      | 92.62 |
| Filipino                         |                          |          | 96.49 |
| Hispanic or Latino               | 86.79                    | 86.79    | 81.28 |
| Native Hawaiian/Pacific Islander |                          |          | 83.58 |
| White                            | 100                      | 100      | 89.93 |
| Two or More Races                |                          |          | 82.8  |
| Socioeconomically Disadvantaged  | 83.33                    | 83.33    | 61.28 |
| English Learners                 | 75                       | 75       | 50.76 |
| Students with Disabilities       | 86.36                    | 86.36    | 81.36 |
| Foster Youth                     | --                       | --       | --    |

### 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   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2012-13 | 2013-14 | 2014-15 | 2012-13  | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 25.13   | 8.22    | 6.58    | 10.89    | 6.54    | 5.61    | 5.07    | 4.36    | 3.80    |
| Expulsions  | 0.00    | 0.00    | 0.00    | 0.23     | 0.08    | 0.00    | 0.13    | 0.10    | 0.09    |

### 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 November of 2015 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 2014-15)

| AYP Criteria                                  | School | District | State |
|---|--------|----------|-------|
| Made AYP Overall                              | Yes    | Yes      | Yes   |
| Met Participation Rate: English-Language Arts | Yes    | Yes      | Yes   |
| Met Participation Rate: Mathematics           | Yes    | Yes      | Yes   |
| Met Percent Proficient: English-Language Arts | N/A    | N/A      | N/A   |
| Met Percent Proficient: Mathematics           | N/A    | N/A      | N/A   |
| Met Attendance Rate                           | N/A    | Yes      | Yes   |
| Met Graduation Rate                           | Yes    | Yes      | Yes   |

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

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | Not In PI |
| First Year of Program Improvement                   |           |           |
| Year in Program Improvement*                        |           |           |
| Number of Schools Currently in Program Improvement  | N/A       | 1         |
| Percent of Schools Currently in Program Improvement | N/A       | 25.0      |

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2012-13         |                      |       | Avg. Class Size | 2013-14         |                      |      | Avg. Class Size | 2014-15         |                      |     |      |       |     |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
|                | 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        | 22              | 11                   | 8     | 21              | 10              | 10                   | 23   | 9               | 11              |                      |     |      |       |     |
| Mathematics    | 19              | 10                   | 6     | 20              | 11              | 5                    | 22   | 7               | 9               |                      |     |      |       |     |
| Science        | 23              | 4                    | 7     | 24              | 2               | 10                   | 24   | 2               | 9               |                      |     |      |       |     |
| Social Science | 23              | 5                    | 6     | 20              | 6               | 6                    | 26   | 1               | 9               |                      |     |      |       |     |

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 2014-15)**

| 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                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | 0                                | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0                                | N/A   |
| Speech/Language/Hearing Specialist                  | 0                                | N/A   |
| Resource Specialist                                 | 0                                | N/A   |
| Other   | 0                                | N/A   |

Note: Cells with N/A values 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 2013-14)**

| Level  | Expenditures Per Pupil |                         |                    | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
|  | Total                  | Supplemental/Restricted | Basic/Unrestricted |                        |
| School Site                                  | 6,148                  | 893                     | 5,255              | \$71,750               |
| District                                     | N/A                    | N/A                     | 6,019              | \$61,378               |
| Percent Difference: School Site and District | N/A                    | N/A                     | -12.7              | 21.0                   |
| State  | N/A                    | N/A                     | \$5,348            | \$59,460               |
| Percent Difference: School Site and State    | N/A                    | N/A                     | 12.0               | 23.9                   |

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

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 2013-14)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$39,378        | \$38,953                                     |
| Mid-Range Teacher Salary                      | \$63,595        | \$57,103                                     |
| Highest Teacher Salary                        | \$77,770        | \$74,127                                     |
| Average Principal Salary (Elementary)         | \$102,690       | \$90,225                                     |
| Average Principal Salary (Middle)             | \$107,271       | \$98,146                                     |
| Average Principal Salary (High)               | \$113,694       | \$97,758                                     |
| Superintendent Salary                         | \$127,465       | \$117,803                                    |
| Percent of Budget for Teacher Salaries        | 39%             | 34%  |
| Percent of Budget for Administrative Salaries | 7%              | 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 (AP) Courses (School Year 2014-15)**

| <b>Subject</b>           | <b>Number of AP Courses Offered*</b> | <b>Percent of Students In AP Courses</b> |
|--------------------------|--------------------------------------|--|
| Computer Science         |                                      | N/A                                      |
| English                  | 1                                    | N/A                                      |
| Fine and Performing Arts |                                      | N/A                                      |
| Foreign Language         | 1                                    | N/A                                      |
| Mathematics              | 1                                    | N/A                                      |
| Science                  | 1                                    | N/A                                      |
| Social Science           | 2                                    | N/A                                      |
| All courses              | 6                                    | 2.1                                      |

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

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.