

Calipatria High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 and 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 and the county. 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 (School Year 2018-19)

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 (School Year 2018-19)

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 100 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 have also added numerous CTE courses in order to prepare our students for the future. 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 2017-18)

Grade Level	Number of Students
Grade 9	82
Grade 10	94
Grade 11	95
Grade 12	95
Total Enrollment	366

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	88.3
Native Hawaiian or Pacific Islander	0.0
White	9.6
Socioeconomically Disadvantaged	81.7
English Learners	26.8
Students with Disabilities	7.1
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	21	20	58
Without Full Credential	4	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	2	2	2	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives ELA Adopted in 2016 Pearson Jolliffe Writing America AP Adopted in 2016 American Guidance Basic English Comp Adopted in 2005	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	MacMillan-McGraw Hill Glencoe Math Accelerated Adopted in 2016 MacMillan-McGraw Hill Integrated Math I, II, III, IV Adopted in 2016 W.H Freeman & Company AP Stats Adopted 2015 American Guidance Algebra Adopted in 2005	Yes	0
Science	HRW, Biology Adopted in 2007 Campbell Reece, AP Biology Adopted 2010 Glencoe Science, Chemistry: Matter and Change Adopted in 2006 Pearson, Earth Science Adopted in 2006 American Guidance Earth Science Adopted in 2005 American Guidance Biology Adopted in 2005	Yes	0
History-Social Science	Pearson US History Adopted in 2016 Pearson World History Adopted in 2016 Pearson Fraser: By the People: A History of the United States (AP) Adopted in 2016 McGraw-Hill Education, Principles of American Democracy Adopted 2018 McGraw-Hill Education, Principles of Economics Adopted 03/12/18 American Guidance United States History Adopted 2017 American Guidance World History Adopted 2005	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
Visual and Performing Arts	McGraw Hill Art Fundamentals: Theory and Practice (Ocvirk), 11th Edition, Adopted 5/10/10	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is maintained 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/or in the process of being mitigated. We scored between 88 to 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 96% (90-98.99%) and school rating of Good.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 5, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 12 is noted as missing ceiling tile. Hairline crack on west wall of room 16 and room 18. ROP Shop is noted to need to be organized. Maintenance staff will work with site administration to plan for improvement.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 11 is noted as paint stains on walls. Need to organize ROP Shop area. Clutter is noted in room 32. Maintenance staff will work with site administration to plan for improved cleanliness.
Electrical: Electrical	Good	Clock needs new motor in Room 7. It is noted that wire hanging needs light bulb in the office. ROP Shop notes issues with light fixture hanging. Winter maintenance to address clean up.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 5, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Unidentified issues noted for ROP SHOP.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roll roofing blew off half the roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 5, 2018	
Overall Rating	Good

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] System, which 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); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	78.0	65.0	44.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	34.0	24.0	26.0	25.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	94	97.92	64.89
Male	50	49	98.00	61.22
Female	46	45	97.83	68.89
Black or African American	--	--	--	--
Hispanic or Latino	83	82	98.80	64.63
White	12	11	91.67	72.73
Socioeconomically Disadvantaged	76	74	97.37	59.46
English Learners	35	34	97.14	44.12
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	15	15	100.00	60.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	95	98.96	24.21
Male	50	49	98	22.45
Female	46	46	100	26.09
Black or African American	--	--	--	--
Hispanic or Latino	83	83	100	25.3
White	12	11	91.67	18.18
Socioeconomically Disadvantaged	76	75	98.68	22.67
English Learners	35	35	100	8.57
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	15	15	100	26.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Calipatria High School offers vocational education classes in Agriculture and Agricultural Science, Information Technology, and Hospitality. 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 university, workforce, military or trade schools. 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.

Our CTE program is aligning with workforce and industry standards to ensure our students are prepared for real-world work. Students that are special needs are accommodated in our CTE classes through their IEPs.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	227
% of pupils completing a CTE program and earning a high school diploma	10.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.5	16.0	38.3

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents serve on our School Site Council (SSC), English Learner Advisory Committee (ELAC), 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	7.9	4.9	2.3	7.9	4.9	2.3	10.7	9.7	9.1
Graduation Rate	85.5	89.0	92.0	85.5	89.0	92.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	95.4	95.4	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	95.1	95.1	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	95.6	95.6	88.6
English Learners	88.9	88.9	56.7
Students with Disabilities	83.3	83.3	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.2	5.0	7.2	5.3	4.9	4.4	3.7	3.7	3.5
Expulsions	0.3	0.3	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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. Our site principal is a certified 1st Aide and CPR instructor. We annually review our site safety plan and update it every year. The plan covers disaster procedures, sexual harassment policies, the dress code, discipline policies, and safe-school strategies and programs.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	21.0	12	10		21.0	11	12		19.0	15	9	
Mathematics	23.0	8	6	2	21.0	9	8		19.0	10	8	
Science	21.0	6	7		21.0	6	7		20.0	9	4	
Social Science	23.0	4	6	2	26.0	3	5	3	27.0	4	3	4

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 2017-18)

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 (non-teaching)	0	N/A
Other	3.5	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,358	\$1,651	\$6,707	\$62,051
District	N/A	N/A	\$10,276	\$72,434
Percent Difference: School Site and District	N/A	N/A	-42.0	-15.4
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	-6.0	-2.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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, and Migrant. CHS also received a USDA grant for mathematics instruction/materials. We also received CTEIG Funds for the past 3 years.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,612	\$42,990
Mid-Range Teacher Salary	\$63,107	\$61,614
Highest Teacher Salary	\$92,057	\$85,083
Average Principal Salary (Elementary)	\$128,294	\$100,802
Average Principal Salary (Middle)	\$130,570	\$105,404
Average Principal Salary (High)	\$138,549	\$106,243
Superintendent Salary	\$156,594	\$132,653
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	6	15.3

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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. We have conducted professional development for all core areas to include Science, Math, ELA and History. We are working in conjunction with our county office of education in the area of Math for the 2018-19 academic year.