CHAPTER I

STUDENT/COMMUNITY PROFILE
DEMOGRAPHIC DATA AND FINDINGS

1. General Description of the school and community

Community and School Description:

Calexico High School is located in the border community of Calexico. It is the southernmost city in Imperial County, California. The city has an approximate population of 36,274 and shares a border with Mexicali, Mexico. The median income is $28,915, median family income is $30,277 and per capita income is $10,048. Calexico High School (CHS) was established in 1912 and has been at the present site since 1954. It is the only comprehensive high school serving the border community of Calexico. There are 93 classrooms and instructional spaces including a library, Career Center, three PC labs, a math computer lab, a woodshop, a welding shop, a greenhouse, and animal pens to which students have access. There are approximately 400 computers used in instruction at the school as well 77 laptops. Several LCD projectors are available for faculty use.

Students at Calexico High School are offered rigorous standards-based core courses that foster critical thinking and prepare them for college. Electives focus on various areas of interest to round out the Core offerings and expose students to possible career paths. Advanced Placement, EL, ELD, and Special Education courses allow CHS to address the needs of all students. The majority of Calexico High School’s students are English Learners. Many classes are offered to meet their needs and support English Language Development. Primary language and sheltered English courses are offered in the core areas. Students are placed in ELD courses based on assessments in the CELDT, the SLEP test, and a writing sample. Newcomers take two concurrent ELD courses: ELD IA and IB, ELD IIA and IIB, or ELD IIIA and ELD IIIB. The ELD A course use Visions and the B course use Write Institute materials. CAHSEE preparation materials are embedded in the ELD curriculum. Students who are not enrolled in ELD, honors, or AP classes are assigned to English 10, English 11, or English 12. These are college-prep classes based on the California English-Language Arts Standards.

In previous years, students who scored below the 15th percentile in reading on the SAT 9 and/or who failed the CAHSEE test were eligible for placement in CAHSEE English courses. These courses focused on developing skills to pass the examination. The CAHSEE course was taken as an elective concurrently with core English. Starting in 2002-2003, all incoming sophomores and juniors who scored at the “Far Below Basic” and “Below Basic” levels on the CST in reading were tested with the DAR (Diagnostic Assessment of Reading.) Testing took place under the direction of our IIUSP/HPSG consultant, WestEd. Student data from this test, the CELDT and other sources was evaluated by literacy consultant Leslie McPeak who made recommendations for student placement into five-tiered Academic Support...
program. Students are placed in these programs which focus on reading, enhancing vocabulary, spelling, writing and developing critical thinking skills. Approximately 142 mainstream and Special Education students are participating in these programs down from 231 in 2003-2004. Students in all tiers are enrolled in mainstream core English-Language Arts classes or in one of the Special Education English Language Arts classes. Teachers from the English and the Foreign Language departments are involved in teaching Academic Support classes. A full-time resource teacher initially supported the program’s development.

Calexico High School also has programs to support students in Mathematics. Students that fail Algebra or need extra help are placed in support courses. Recovery classes are periodically offered to students to reinforce missed standards.

Special Education students can be mainstreamed according to their IEPs or placed in core Special Education courses. A study skills course is offered to build essential high school skills. Academic Support classes are available to enhance literacy. Imperial County houses a school within a school on our campus to address the needs of disabled students.

CAHSEE English and Math tutorial sessions are offered to student’s after-school and on Saturdays. Parent’s participation is required for Math sessions. Parents learn with their students and support their educational advancement.

Calexico High School Advanced Placement courses allow students to receive college credit during high school. CHS has offered both classroom and after school online AP courses. Some courses have an over 90% pass rate on the AP exam.

Many unique elective courses are offered at the high school such as a Forensic Science/Consumer Chemistry which allows students to use investigative criminal science to solve cases and teaches them to analyze household products. To enhance cultural awareness, students may choose from a wide array of Literature and Performing Art courses such as Chicano Literature, Mexican Literature, Latin American Theater, Estudiantina and Jazz Dance. The CHS band program has won numerous awards over the years. Our high school has a strong Agricultural program that has won several awards as well. The Agricultural program prepares students to work in our strong agrarian community by offering several science courses such as Veterinarian Science, Horticultural Science, and Ag. Biology and Ag. Mechanics.

Administration at the high school communicates with parents, students and other professionals to address school issues and solutions. A newsletter containing school information, a principal’s message, awards, counseling information, calendar and other information is sent home periodically and posted on the school’s website. A Principal’s Student Advisory Committee was formed to receive feedback and input from students regarding school issues. Imperial County Office of Education (ICOE) has a Principal’s network where area administrators meet to discuss problems, solutions and how ICOE services can best be used.
A Going to College Initiative targeted incoming sophomores through Saturday sessions focusing on financial information, testimonials, and how to survive in college.

Calexico High School celebrates academic excellence through a variety of ways. Several awards have been created in the past few years to focus on student achievements. These awards include: A Bulldog award that celebrates character by department; The top ten students graduate in white gowns, All “A (4.0 G.P.A and above)” and “A and B (3.9-3.0 G.P.A.)” honor rolls are published; A Diamond in the Rough award is given to students with a 2.9-2.5 G.P.A.; A Presidential Scholarship Award is given to the top ten percent of our students, the top four percent is gold and the bottom six percent is silver; academic awards are given for academic Excellency to junior and sophomores in the top ten percent of each class. Students receive Perfect Attendance and Near Perfect Attendance Awards.

Family and Community Trends:

Calexico is a rapidly expanding community. Many families are moving from the coast due to the lower cost of real estate in the area. Housing is projected to grow 5976 more units over the next five years. (State of California Department of Housing). In 1999 the enrollment at the school was 1,558 and there were 83 certificated staff members. This has grown in five years to 2,095 students and 93 certificated staff members. (October 2005 CBEDS) CHS is the fastest growing district in the Valley. This growth impacts the high school district tremendously. Schools are overcrowded and there is a shortage of certified teachers and substitutes. Facilities are running out of room to house the high number of students. Some teachers do not have a permanent classroom and must travel. Calexico High School encounters some difficulty dealing with the influx of so many students and must use creative solutions. The district has planned many new school sites for construction to deal with the expanding population. Many new businesses are relocating to Imperial Valley and Calexico as well. As a border community, Calexico experiences a large migrant and transitory population that strains resources at the High School.

State and Federal Program Mandates:

Calexico High School is not under any state or federal mandates but does offer students services through Title I, Special Education, EIA, and NCLB.

Parent Community Organizations:

The English Language Advisory Committee (ELAC) has both teachers and parents as members. They discuss issues that impact English Learners. The committee reviews sections of the school’s Action Plan that affect EL students and suggests policy changes. The committee informs parents of test results and data concerning EL learners.
The School Site Council is comprised of parents, community members, students and school staff. They oversee the School Improvement Plan (Action Plan), assess the plan, and make recommendations for changes. They oversee categorical funds and make recommendations for expenditures. Information is disseminated to the community in these meetings. Awards such as Bulldog of the Month are presented at meetings.

The Calexico Booster Club raises funds for student athletic needs such as: bussing, other transportation, meals, sport’s banquets and any other necessities. The Band Booster club raises funds to support the needs of the school’s band program. Future Farmers of America has a parent group that meets quarterly to support FFA activities.

The Parent Center is designed to be a cohesive organized place that will encompass and support several different parent organizations. It is still in the initial phase of development. The goal of the Parent Center is to directly influence academia. Computers, phones and office space are available to facilitate the needs of parent organizations.

A CAHSEE parent group has been formed to address the needs of students in passing the CAHSEE. They meet on Saturdays to receive training and help support student preparation classes.

Community Foundation Programs:

Various community programs, organizations and foundations contribute scholarships, educational opportunities, student competitions with awards, and donations. Scholarships are provided to students through community foundations, organizations and individuals such as H & R Block, Active 20-30 Club, Associated Calexico Teachers, California School Employees Association, Imperial Valley Vegetable Growers Association, Calexico Educational Foundation, McDonalds, MECHA, Chicano Correctional Workers Association, Coca-Cola, Alumni Scholarships, Elks Club and Soroptimist Club. Some foundations such as the Calexico Educational Foundation support the school by donating needed funds. The Elks Club provides a venue for several school activities and meetings.

School/Business Relationships:

Calexico High School forges school relationships with many businesses. The school is very proud of its heritage and recognizes the value of community support. Work Experience education at CHS involves several components. The first component is an instructional course with the purpose of applying basic skills of reading, writing, and computation. The second component concerns the acquisition of general and specific occupational skills to provide valuable work experience to students through a combination of supervised paid and unpaid employment in various occupational fields. This is followed by related classroom standards-based instruction such as obtaining employment, economic awareness, and career development.
Local businesses are very supportive in assisting the school in fundraising opportunities. The Athletics Program at the high school has sponsored a golf tournament fundraiser for the past three years called, “The Danny Villanueva Bulldogs on the Green Annual Golf Classic.” The tournament is hosted by former Los Angeles Ram and Dallas Cowboy Danny Villanueva, a school alumni. CHS employees and other alumni help organize the event and play in the tournament. Over $50,000 has been raised to support athletics over the past three years.

High school club fundraisers, Yearbook, Associated Student Body (ASB) and Journalism are supported by local businesses as well. Coca-Cola publishes free banners for school advertising needs. Local businesses such as Home Town Buffet and Western Auto host a new teacher luncheon to show their appreciation to incoming teachers and to provide them with supplies and discounts.

WASC Accreditation History:

In 1994, Calexico High School received a six year term with a revisit in 1996-97. The revisit in 1996-97 reaffirmed the school’s accreditation for the remainder of the term. The subsequent self-study and accreditation in 2000 garnered the school a Three Year Term with a Revisit in 2002-2003 (which was later rescheduled for 2003-2004). The revisit committee recommended the school’s accreditation for the remainder of the term.
CHAPTER II: SELF-STUDY PROCESS

- To what extent has the school accomplished the five expected outcomes of the self-study?
- Does the self-study accurately reflect the school’s program for all students?
- Does the observable evidence reflect the school’s program for students?
- Does the observable evidence reflect a sampling of what all students are doing and producing with respect to the WASC criteria and the schools expected schoolwide learning results?
- Does the observable evidence support the school’s identified areas for growth?

CHS used the self-study process to garner a clear and focused understanding of what teaching and learning looked like on their campus. They evaluated student work, analyzed achievement data and discussed ways to improve their school and its environment. The school’s self-study was completed with the intent of producing an honest and accurate report of the CHS’s program for students.

*The involvement and collaboration of school community members in the self-study.*

All stakeholders were given the opportunity to be included in the WASC process. The Leadership Team, the self-study coordinators, and the Focus Group leaders provided direction and guidance to the self-study process. Focus groups met and analyzed evidence and set to the task of producing an honest report. There was a noticeable absence of continuous classified staff, parental and student involvement.

*The clarification of the school’s purpose and the expected schoolwide learning results.*

In working on the self-study process, CHS has focused on finding the best practices for improving its school wide programs and services for students. In creating their document and following the standards set by *Focus on Learning*, CHS has made every effort to integrate the ESLRs and California State Standards. Their Mission Statement and the accompanying, action plan, strongly suggests that student achievement is at the forefront of school planning. Professional development and the staff’s awareness of the need for literacy and math skills for all students demonstrate a focused and attentive desire to see that all students have the opportunity to achieve.

*The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLRs.*

The teachers review student data collected from the results of the CAHSEE and CST test scores and use this data to revise curriculum, common assessments and pacing guides. For the most part data was disaggregated and provided the staff with an appropriate starting point for data analysis. The findings were shared within the focus groups and the resulting discussions were used to develop the Action Plan.
The development of a school wide action plan that integrates subject area, program, and support plans to address identified growth needs. The development of the Schoolwide Action Plan was a result of analysis of the CST data, common assessments, and the recommendations from the 2003 WASC.

The Visiting Committee found that CHS used the self-study process as a springboard to ensure student achievement. The Action Plan reflects that the ongoing process of program refinement is starting to be embedded within the school’s culture.

The development and implementation of an accountability system for monitoring the accomplishments of the school wide action plan.

The school sincerely desires to meet the needs of all students. The School wide Action Plan was developed with a desire to create an educational opportunity for a diverse group of students. All stakeholders firmly believe in the viability of the Action Plan. The District Office, Leadership Team, Instructional Support Facilitators (ISF), Administration and teachers all take an active role in monitoring and ensuring implementation of the School wide Action Plan.

What appear to be the school's major changes and follow-up process since the last accreditation self-study?

The revisiting committee in 2004 identified three critical areas of follow up:

- The school staff revised the ESLRs, including the development of rubrics to measure student achievement. The review of ESLRs in conjunction with the analysis of disaggregated student outcome data should be used as the foundation for the allocation of resources and curriculum development.

- The school leadership and staff create and implement a cohesive, comprehensive staff development plan aligning curriculum standards with instruction and assessment. This standards based performance assessment will ensure that students are involved in challenging learning experiences that emphasize higher order thinking skills by utilizing experiences beyond the textbook.

- The school leadership and instructional staff develop and implement a process which addresses the development of standards of achievement, systems of accountability and assessment, with a focus on the identified student needs in the area of literacy, technology, content standards and curriculum alignment.

To what extent has the school accomplished each of the critical areas for follow-up, including the impact on student learning?

- There is evidence that CHS is addressing these recommendations through systemic change. Since the last accreditation, with support of the district office, the
school has implemented and integrated the critical areas for follow-up into the school’s steps in the Action Plan. The school continues to promote the need for continuing professional development.

Objectives relative to the ESLRS, English Learners, and Technology have been developed. The ELD department has implemented two new programs using Visions as the core text and Project Write as supplementary materials. Teachers have a laptop for use.

- The Calexico High faculty has continued to develop, revise and modify curricula to align to the California Content Standards. The faculty has worked on curriculum, common assessments and lessons during the last two summers. Teachers have also developed pacing guides. Teachers have revised the standards into “user friendly language.”

Departments have developed common courses and assessments tied to Standards. English, Social Studies/History, Mathematics, Science, and Foreign Language courses have common assessments that are administered every grading period. There is a process for compiling and reporting the results. The staff has implemented a process of compiling analyzing data called the “Cycle of Inquiry.”

- Calexico has provided two ISFs to assist with literacy and numeracy. Through the process of cycle of inquiry the teachers are now discussing ways to improve student learning. The ELA Department uses the Holt textbook and used the Holt diagnostic test to help with student placement. All students now have textbooks in the four core areas.

Teacher classrooms are visited by administration for formal observations and also for “walk in” visits. Each Monday teachers are required to have available for preview their lesson plans. Teachers have also been encouraged to visit classrooms for the peer observations.
CHAPTER III: School Purpose

Calexico High School Vision Statement

To provide all students with a stimulating curriculum which will give them life-long learning skills and technological skills which will prepare them for the challenges they will encounter in an ever-changing society.

Calexico High School Mission Statement

Our mission is to have a relevant broad-based curriculum with global applications which will prepare our students for future challenges. Therefore, our students will become life-long learners, capable of competing and collaborating successfully with others in a global society, utilizing critical thinking skills, using technology and making educated decisions. We will enhance our school culture by providing a safe and drug-free environment that fosters a healthy lifestyle and sustains a community of learners. We will honor traditions and create new ones. The school and community will be integrated in order to provide extra-curricular programs which will continue to develop pride, honor and excellence.

Calexico High School Expected School-wide Learning Results (ESLRs):

Calexico High School graduates will be:

EFFECTIVE PROBLEM SOLVERS AND CRITICAL THINKERS
Students will recognize and analyze problems.
Students will use multiple strategies for solving problems.
Students will access and manage information and resources to solve problems.

EFFECTIVE COMMUNICATORS
Students will communicate for different audiences and purposes.
Students will effectively interpret and synthesize information.
Students will access and gather information from a variety of sources.
Students will utilize a variety of media and strategies.

RESPONSIBLE CITIZENS
Students will come with homework done.
Students will attend school daily.
Students will come to class on time.
Students will come to class with materials necessary to learn.

LIFE-LONG LEARNERS
Students will establish educational priorities and goals by using an agenda or personal planner.
Students will take notes in a variety of ways.
Students will have and follow an educational plan to move purposefully toward career goals.
Students will access information for a variety of purposes.

EFFECTIVE GROUP CONTRIBUTORS
Students will collaborate effectively to solve problems.
Students will demonstrate effective interpersonal skills.
Students will take responsibility for their role in the group.
CHAPTER IV: QUALITY OF THE SCHOOL’S PROGRAM

What Currently Exists

A1. To what extent does the school have a clearly stated vision and purpose based on its student needs, current educational research, and the belief that all students can achieve high levels?

To what extent is the school’s purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

Calexico High has a clearly stated vision and purpose, supported by the governing board and central administration, which states that the students will be provided with a stimulating curriculum which will give them life-long skills and technological skills to prepare them for the challenges of an ever-changing society. Evidence to support this includes substantial growth in API and AYP scores (64, 37, 29 points gained respectively in the last three years), with all groups meeting their targets, increases in percentage of CAHSEE passage (70%), and increased graduation rates (93.3%).

The findings show that the governing board and administration allocate financial resources to ensure the development of standards based curriculum, based on agendas of the school board, staff meetings, Bulldog Council and Council meetings. Staff acknowledges that having been an II/USP designated school in the past has caused them to re-channel their efforts with a new action plan that more fully supports their mission and vision. To better direct students’ focus toward the school’s purpose, the self-study recommends that the Vision and Mission statements be posted in each classroom.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the LEA?

According to the school board policy and by-laws, last revised in October 2005, all students are expected to achieve at high levels; the board’s primary objective is to implement an effective program of instruction that accomplishes this goal. The
School Site Council is responsible for ongoing review of the Action Plan as well as reports on student achievement levels from site administration.

The school board receives administrative reports on a yearly basis, including data on school-wide academic achievement, and approves the updated Action Plan annually. However, the self-study notes that there is currently no clear, written board policy outlining the frequency and format of the school’s evaluation of its academic programs and student achievement. The self study recommends that the school board institute written policy regarding the format and frequency of the school’s evaluation of its academic programs and achievement.

A3. To what extent, based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the Expected School-wide Learning Results and academic standards?

To what extent do the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Having been designated an II/USP school in 2001; the school initiated an Action Plan with the assistance of WestEd in 2002-2003. The school staff has met to analyze standardized testing data of all students, allocating resources to assist more subgroups of students. This plan, which has developed into the Single Plan for Student Achievement has been re-evaluated and modified annually by the staff. The school was exited from the II/USP program in 2003-2004. The self study reports most of the staff have participated in this process of creating and implementing the Action Plan, but admit there should be more parent and student participation.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the Expected School-wide Learning Results through a system of preparation, induction, and ongoing professional development?

A majority of certificated staff (72%) have been certified as Highly Qualified by the district. Teachers have been engaged in staff development with a focus on improvement and analysis of student work and assessment results. The school has hired two Instructional Support Facilitators to assist staff with curriculum and instruction, and an administrative position has been created to oversee the implementation of improved instructional practice and curriculum development school-wide. Teachers use a variety of methodology and technology such as Accelerated Learning Systems (ALS), Accelerated Math, Rosetta Stone, Cyber High School, pacing guides, to facilitate achievement of academic standards and the ESLR’s. Department members share interdepartmentally, successful strategies and teaching practices to increase student learning.
A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

The Leadership reviews on a yearly basis the California standards, and through AB75, district administration is provided on-going staff development. District principals meet regularly to discuss curriculum alignment; at the high school site, the administrative team meets weekly to work on curricular needs as well as identified student needs. CST/CAT6, CELDT, and CAHSEE scores are being used to analyze student needs, and a new position, Testing Resource Teacher has been created to assure that all students are participating in state mandated testing, and that all guidelines are being met.

According to the self study, teachers continue to need staff development in the use of technology, but the self study notes that their Technology Grant has yet to be implemented to meet that need. Cyber High School has been implemented this year, with the addition of a coordinator for the program. Students and staff have commented that this after school program has been an enormous and welcome assistance for students in all curricular areas. In addition, another new position was created, that of Coordinator of Academics and Instruction, whose job it is to oversee staff development in the areas of standards-based instruction and student literacy, two of their Action Plan’s three identified student learning needs.

A6. To what extent is the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the ESLR’s?

Calexico High’s Single Plan for Student Achievement is the guiding force for effective use of all resources. The self study notes that 75% of all teachers are fully credentialed and 72% are highly qualified. All purchase orders fall under the objectives of the Action Plan, and are regularly reviewed by site and district administration. Space at the school site and a program has been implemented to track textbooks, and funds have been allocated to fulfill the need to have every student have his or her own copy of a textbook possible, a goal which has been hindered in the past by the large number of lost or unreturned textbooks.

All shareholders are actively involved in monitoring and reviewing the school Plan, including the School Site Council, Leadership, English Language Advisory Council (ELAC), the Associated Student Body (ASB), and the Principal’s Council, a student advisory panel to the principal. The ELD department will be acquiring mobile computer centers and the Rosetta Stone program to increase language literacy among English language learners. Grade reports are now mailed home every six weeks in an increased effort to communicate more fully with parents throughout the school year. In addition, this year all sophomores participated in the Preliminary
Scholastic Aptitude Test (PSAT) at the school’s expense, to introduce students to the academic rigor of college entrance testing.

Areas of Strength

- Dramatic increase in AYP, API and CAHSEE scores
- Successful completion of and transition from II/USP Program
- Increased number of highly qualified certificated staff
- Implementation of technology in classrooms to support student success

Key Issues

- Achievement of literacy and numeracy for all students
- Creation of board policy regarding frequency and format of school evaluation of academic programs and student achievement
- Increase of parent involvement in revision of Action Plan, as well increased parent support of all academic, vocational, and athletic programs

Important Evidence

Standardized test scores
Single Plan for Student Achievement
Calexico school board policy, agendas
Agendas, minutes, School Site Council, Bulldog Council, Department meetings
WestEd report and findings
Cyber High School reports

B: Standard-based Student Learning: Curriculum

B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

Calexico High School is developing a rigorous, relevant, and coherent curriculum that is aligned to the California State Standards and Frameworks for all Calexico High School students. CST, CAHSEE, and the California English Language Development Standards and curriculum matrices are being monitored by administrators. Instructional Support Facilitators assist teachers in focusing on key standards and pedagogy. The graduation goals serve as the basis for a rigorous curriculum for students. As students master the curriculum, they become effective communicators; competent and self-motivated learners; complex thinkers and active members of the community.
The faculty and administration of Calexico High School support students in attaining their graduation goals. As professional learning communities, all departments are beginning to collaborate to foster further alignment and the implementation of learning strategies that apply knowledge in real-world contexts. The staff and school leadership are developing student achievement data to make informed decisions about curriculum. AP and honors level classes in 12 disciplines are open to all students who have the drive and desire to participate. Vertical and horizontal teaming in vocational agriculture, mathematics, English, and biology is emerging as a tool to strengthen cross-curricular articulation and the inclusion of a variety of teaching strategies across grade levels.

All students have access to a variety of curricular choices and programs that will enable them to meet graduation requirements. These programs foster the development of student interest through standards-based instruction. Powerful teaching techniques including AVID strategies reinforce skills for students striving to be successful in post-secondary educational endeavors. Vocational and technical educations including agriculture/FFA, business, and home economics, industrial arts in welding, woodworking, and automotive technology provide an educational experience that focus on student-identified areas of interest and integrate school-to-career and technical opportunities.

Teachers trained in CLAD, BCLAD, and SDAIE methodologies support English Learners. ELD classes are in the master schedule for students whose performance level is below performance on the CELDT. RSP/SDC students have equal access to college-prep coursework and a standards-based curriculum. The school has made significant advances in collaboration between special education and general education teachers to mainstream students into a least restrictive environment and to offer a more appropriate educational experience. The CHS Single Plan for Student Achievement addresses the issue of access to the core curriculum for special education, ELD, and Sheltered English students.

Teachers are working to identify key standards, develop common assessment and benchmarks, map curriculum, and engage in a higher degree of cross-curricular collaboration. The work in these areas has been identified and bears continued emphasis.

**B2:** To what extent do all students have access to the school’s entire program and assistance with a personal learning plan to proper them for the pursuit of their academic, personal, and school-to-career goals?

The students of Calexico High School have access to the school’s entire academic program. All students are provided with the student graduation expectations and are counseled in FAFSA applications for financial aid. The Junior High Schools are working with CHS in implementing a Four-Year plan at the 9th grade level to assist the high school counselors in designing realistic academic, personal, and school-to-career success. The plan serves as a roadmap to assist the student in becoming
independent learners. Counselors provide on-going monitoring of student progress, assist with course selection, and provide guidance for academic choices.

Students are encouraged to take the most challenging classes available. AP and honors courses are available to all interested students in all academic areas, as well as advanced courses in industrial and fine arts. There has been an increase in enrollment in these courses. The AVID program supports students at all levels of their academic coursework.

Academic support is provided through teacher led tutoring before and after school, peer tutoring, and supervised tutoring in a designated learning center. Many teachers are available for their students at lunch and during their prep periods to provide support and conference with parents. Resource specialists and AVID trained staff work with Calexico staff members to support the academic success of all students.

Students have access to a variety of school-to-career experiences through career and technical education courses. With the exception of students currently enrolled in remedial courses, all students have access to AP and honors courses in English, mathematics, social science and Spanish. Cyber High School courses, UC online courses, many school clubs, band, Mock Trial, Peer Court, dance, Estudiantina, art classes, work experience, Forensic Science and school sports.

Special education students follow the IEP developed with parent, student, and school personnel participation. The IEP is developed to provide the student with appropriate academic and personal growth goals and objectives. Special education supplements the core curriculum textbook to help ensure access to the core curriculum.

**B3: To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

Calexico High School requires 220 credits of course work for graduation. The school has met AYP graduation rates in 2003, 2004, and 2005. All students are provided with graduation requirements during their 9th grade at junior high school, and again annually during their 10th, 11th, and 12th grade.

Articulation with the two feeder junior high schools, De Anza and William Moreno helps to educate students about the opportunities available to them upon entering CHS. Four regular counselors and one migrant counselor provide on-going monitoring of student progress and assist with course selection, hold grade level meetings and provide guidance for academic choices to assist student in meeting graduation requirements. The counseling department intervenes to support student who are failing multiple classes, and a majority of teachers offer tutorial sessions outside of their regular instruction time.
School counselors working with Student Study Teams assist students who are not progressing satisfactorily toward graduation. Input from teachers is used to formulate strategies to assist student in meeting graduation requirements and attaining their goals. For students who fall behind in credits, a variety of opportunities are provided for credit recovery. These include summer school, continuation school, independent study, and Cyber High School.

The AVID program and other specific programs integrate skills to support academic success. The master schedule is developed to support student curricular choices and academic needs. The curriculum in the academic programs has been aligned to state standards and is being utilized to prepare students to pass CAHSEE.

The strict enforcement of attendance and tardy policies ensure and encourage student attendance in class, and campus clubs provide a positive outlet that encourages students to stay in school. Intervention support groups, individual counseling, and conflict mediation are available as additional resources to support for student success.

Areas of Strength:

- Calexico High School offers a variety of specialized programs that support academic and school-to-career interest to assist students in achieving Graduation Goals.
- The faculty of Calexico High School collaborates as a professional community to implement a rigorous curriculum aligned to state standards, to dialogue for vertical and horizontal teaming, to implement new strategies, and to develop cross-curricular activities that support increased student achievement.
- School wide goals for improvement have resulted in improved student achievement by surpassing the API target goal.
- The school community has great pride in the accomplishments of Calexico High School.

Key Issues:

- Integrate curricular strategies to support students performing below proficient in identified areas of academic need.
- Utilize time to continue collaboration and interdisciplinary integration identify key standards, and create curriculum maps and pacing guides.
- Expand the master schedule offerings to provide learning opportunities for all students.

Evidence Reviewed:

- Course Catalog
- Master Schedule
C 1. Are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

Programs that extend support to students or expand opportunities include: AVID (4 sections); Academic Support: (reading/critical thinking acceleration classes) –16 sections (down from 24 in 2003-2004) CalSOAP; Reading, Writing, and Math Centers for students close to moving across CST bands; Upward Bound; Talent Search; FFA (Future Farmers of America); ROP; Work Experience; after school tutoring in the Homework Center; Mathematics Recovery Classes, CAHSEE preparation classes on Saturdays in Math for students and parents, CAHSEE Saturday classes; and Cyber High School (online courses taught through the Fresno County Office of Education) for students that need to make up core classes.

Most students are involved in challenging learning experiences due to a variety of instructional methods used to engage students as learners and encourage them to independently think, seek more information, and assess their own learning through rubrics, constructive criticism, peer reviews, feedback discussions related to what they’ve learned. Students are aware of the expected learning results. Some teachers have their students write which standard they are covering on their assignments and then reflect in a journal.

A tool used by many teachers is a technique called “Jump Start”. This technique is used at the beginning of each class session to review previous class material in a free write format. Though direct instruction was the most observed method, some multi-sensory methods were observed to differentiate the teaching approaches. For example, students would read a sentence in English and listen to an audio recording simultaneously. Also overhead projectors are used to present the English language in writing and the students are expected to read and respond to the questions. During a teacher focus group session teachers stated they use cooperative learning groups, computer assisted learning, TCI (structured social studies software), scaffolding, graphic organizers, flash cards, outlines, and visuals. Administration and teachers emphasize the importance of being engaged in the learning process and taking responsibility for their future.

C2. Do all teachers use a variety of strategies and resources, including technology and experience beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Most teachers use resources that go beyond the textbook and the classroom. For example, some teachers use community activities as a resource to enable students to
become life-long learners and responsible citizens. Several departments are using novels as supplementary resources. When appropriate, music is also used to engage student learning.

Teachers use a variety of strategies to increase students’ higher order thinking skills; incorporate hands-on activities; concept maps; reciprocal teaching; Venn diagrams; role-playing; laboratory activities; cooperative learning; scaffolding; debates, and project work.

There are 3 computer labs including the one in the library. Some teachers have their classes scheduled the entire day, once a week to work in the computer lab. Students use the Homework Center to receive remedial teaching in all subjects. This service is available Monday through Thursday 3:00 – 5:00. The Homework Center utilizes computers and remedial lesson plans provided by teachers. PowerPoint is also incorporated in to the classroom instruction.

Department collaboration, such as cycles of inquiry, help teachers improve or modify their teaching strategies to increase student engagement and use higher order thinking skills. These findings serve as a means to document student improvement over time. Department meetings serve as a catalyst for discussion among teachers, where they can share effective methods, strategies, and helpful resources.

Areas of Strength:

- Teachers emphasize to students the importance of being actively engaged in their learning.
- Instructional materials are readily available for teachers to use.
- Teachers incorporate a variety of resources to supplement the traditional teaching methods.
- Departments collaborate in identifying and addressing strengths and weaknesses through processes such as cycles of inquiry.
- Provides afterschool tutoring opportunities.

Key issues:

- Students sense discontent among staff members and feel as though this carries over into their teaching.
- It is imperative that the Special Education Department obtains laptops as a result of their mounting paperwork and the necessity to “travel”.
- There is a need for teachers to be trained in critical thinking and ELD/SDAIE teaching strategies in order to accommodate the large ELL population.
- The learning plan needs to be advertised and discussed more often with the students.
• Computer labs are not utilized nearly to their capacity.

Important Evidence:

• Homework Center attendance logs and visits
• Department collaboration regarding strengths and weaknesses
• Multi-sensory teaching methods

Section D – Assessment

D1. The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Calexico High School collects the results of several standards based assessments, such as course common assessments and state tests, to place students in appropriate classes and intervention programs. The school staff is involved in the review process through teacher recommendations, cycles of inquiry, focus groups, and departments. Staff makes recommendations to the administration and Action Planning Team. Community stakeholders are informed of assessment results and the Single Plan for Student Achievement through parent meetings, newsletters, the School Accountability Report Card (SARC), conferences, meetings, publications and the school web site. Individual student six-week progress reports are mailed to all parents, with deficiency notices mailed to parents of students at risk of failing a class. Correspondence with parents is in both Spanish and English.

D2. Teachers employ a variety of strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Teachers at Calexico High School employ a variety of assessment strategies to evaluate student learning, including teacher made tests, course common assessments, portfolio’s, class notebooks, the use of rubrics, student presentations, student projects, and progress assessment techniques such as summarizing, Cornell notes, quick writes, compare and contrast. Teachers use data to make informed decisions on the instructional needs of their students. Assessment of student performance is based on tasks designed to measure student knowledge, and in some cases how well they communicate their knowledge to others. These assessments are used by teachers to determine grades and to give students feedback. Teachers also use these data findings to enhance and modify classroom instruction for students.

Other programs such as English Learner, Migrant, AP, AVID, FFA, and Career Technical programs foster student achievement.
D3. The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.

Calexico High School has developed a monitoring system that reports to the school community on student progress towards the accomplishment of the state standards and the established schoolwide learning results. Calexico High School regularly provides student achievement information to students, parents, district, and to the community in a variety of ways. In doing so, the school increases its accountability to the school community on a variety of levels. Principal Newsletters are sent to parents to notify them of student achievement results, events, educational opportunities, and other school related information. An annual School Accountability Report Card (SARC) is created by the district using the student results of standardized testing such as the STAR, CAHSEE, API, and CELDT. SARC results are published and available for student and parent review. The school administration provides the Board of Education with updates regarding the Calexico High School’s instructional information and progress at the high school program, student results of state testing and other school

Calexico High School has implemented standards based instruction to improve student performance and to evaluate student progress. Common assessments that tie directly to the standards taught have been developed by departments. Teachers are requesting more time to work on the common assessments. The student data generated from these common assessments is analyzed through cycles of inquiry. Curriculum and assessments are subsequently modified based upon findings. Teachers use standards based instructional practices; classroom based assessments; and standardized test data to monitor student progress of the standards. Student data, including assessment of student performance relative to academic standards is utilized when available. The self-review reports Calexico High School regularly collects and analyzes baseline data and that the analysis is used to modify common assessments and curriculum accordingly. The schools self-review also indicates a few departments use pretests and performance assessments such as portfolios and projects. Student data are disaggregated and analyzed through cycles of inquiry. Curriculum and assessments are subsequently modified based upon the findings.

The school staff uses standardized student assessment results to improve or expand learning opportunities for all students. The staff uses these assessment results to identify low performing at-risk students and to link these students to a particular specialized intervention program. California High School Exit Examination (CAHSEE) remediation classes are offered for students who have not passed portions of the CAHSEE.

D4. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.
The school district and board are involved in the review of state standardized test scores. They make suggestions and supply resources to improve the school’s program. Assessment data is used to produce the Single Plan for Student Achievement. This plan drives the school program evaluation and use of resources. The plan is assessed and monitored prior to modification on an annual basis. Test results such as the CAHSEE are presented to the school board, which allocates funds and makes recommendations for after school programs, Saturday programs, tutors, etc. Staff positions, course offerings and material are tied to the Single Plan for Student Achievement. The School Site council and ASB allow parent and student input into the plan.

Assessment results are cited in the self review as the determining factor causing the recent change in the school’s program through the creation of a transitional English class, Expository literacy class, English and Math centers, CAHSEE classes, Visions program for ELD, Algebra I support class, Geometry 101 support class and technology purchases. Additionally, the school credits the assessment results as causing recent changes to staff development such as Step Up to Writing and the Write Project. Additionally, the position of Coordinator of Academics and Instruction was recently created to manage the assessment process and analysis of test data.

Areas of Strength:

- Core departments collect student data to disaggregate and analyze.
- All sophomores take the PSAT exam.
- Most departments have common grading policies.
- Results of state testing are shared with all stakeholders
- Tutoring availability for students after school hours

Key Issues

- Calexico High School has begun to utilize, and are in the process of further developing, common assessments and monitoring systems to determine student progress toward achievement of the academic standards; however, the self study identified a lack of consistency in developing and utilizing local assessments.

- Continue placing students not achieving at grade level in appropriate classes that will ensure growth on assessments.

- Continue providing the opportunity for teachers to attend professional development training designed to improve the outcome for these students, including English Language Learners.

- Continue the practice of providing opportunities for teachers to collaborate and share teaching strategies.
Evidence:
• Committee Interviews
• Cycle of Inquiry Documents
• Sample assessments

Part E: School Culture and Support for Student Personal and Academic Growth

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Calexico High School (CHS) has developed a wide range of strategies to encourage parental and community involvement in the education of their students. Written communication reinforces the school’s purpose of addressing student learning. There has been improvement in school communications to assist parents in understanding the focus on learning and promoting their involvement in the life of the school. Parents are given accessible and relevant information about school. This is evident in the information, including bilingual communication, provided for parents, such as monthly newsletters, monthly calendar, and mailings to inform parents and students of school events. Simultaneous meetings are held for English-speaking and Spanish-speaking parents. Additionally, parents of students in special programs are invited to meet on a regular basis (Migrant parents, AVID and SSC), helping to ensure these programs and committees remain in compliance. Parents are avid supporters of the Band, Athletic Booster Club, FFA, and fundraising events.

Although the responses from parents and community to be involved in the school vary, every effort is made by the school leadership to improve communication of the school’s priorities in raising student achievement. The school leadership uncompromisingly seeks their participation and ownership in the school. CHS reports that parents welcome the newsletters, subject reports and curriculum updates. The new Parent Center is beginning to draw greater parent involvement and advisory group participation. Meetings that address subject grades and students at risk of failing receive greater parents’ attention. CHS welcomes parents to meet in the CHS Parent Center, to participate in curriculum workshops, and to be accountable in their sons/daughters’ education. This is a priority identified in the school’s Action Plan. Although parents and the community are not in attendance at all events or take up opportunities offered by the school, the school leadership relentlessly seeks to draw parents and the community attention to be involved in the school and in supporting the education of its students. The school leadership reports that parents have become more receptive to the school’s focus on learning.

CHS provides open house, back-to-school nights, and informational meetings for parents. Provision for induction to the school is founded in events such as Camp 10, a one day workshop for parents and students to be familiarized with school policies, expectations, programs, systems, and facilities. The school provides translated documentation for Spanish-speaking parents, working parents, and members of the community.
The school provides a range of systems for teachers to contact parents regarding individual student academic and behavioral matters. For example, meetings focus on academic consultations in Spanish and English-speaking parents. The school marquee is used to advise the general public, parents, and community of school events.

CHS VEA (Vocational Education Advisory) Board meets twice a year for employer input to programs. As members of the School Site Council, parents have an oversight and key role in this crucial decision-making committee to the school.

CHS provides progress reports to parents six times annually. Effective procedures are in place to identify students at risk of failing through the student failure notification procedures.

The Committee observed a lack of consistency in parent and community participation from evidence scrutinized during the WASC process. The school has much to celebrate and share more public. The school’s website is user-friendly for English-speaking parents. Links are informative and updated to current events. There is limited information provided on the school’s website for Spanish-speaking parents and community.

E2. To what extent is the school safe, clean, and orderly place that nurtures learning?

The Williams Act has brought attention to the need for stringent improvements at CHS. The school has responded with significant efforts made to keep up with site maintenance, ensure safety, and improve the quality of school resources, moving from Decile 1 to 3 in a short period of time. The school has implemented a Safe Schools Plan which is annually reviewed. Provision includes planned evacuation plans and drills. The school deploys a probation officer and police officer to secure a safe campus. Classrooms have telephone access for emergency use. All classrooms are equipped with a fire extinguisher.

In order to provide a safe and orderly environment, CHS staff is conscious and proactive regarding student safety. A probation officer and a Calexico Police Department officer are assigned to the campus. The school leadership reports that the school has regular emergency drills. Emergency evacuation maps and plans are in place in all classrooms. To enhance communication during emergencies, administrators and security personnel use golf carts and walkie-talkies which allow quick access and communication.

Students carry identification for security purposes. Students are required to carry approved passes for movement in/out of classes and around the campus. The school carefully monitors the movement of students around the campus and visitors register with the front office. Students interviewed report that they feel safe in the classroom and that their teachers maintain class control. There is a school medical clerk who administers first aid and notifies teachers of students’ health concerns.

The Associate Student Body has hosted a Clean Campus Week to raise students’ awareness of their responsibilities to keep their own campus clean.
Internet policies are monitored and effectively implemented to assure student safety. Websites are filtered to protect students from accessing questionable sites. Filtering software prevents students from accessing questionable sites.

The Committee observed that there is no public announcement system to ensure immediate communications around the school as in the case of an emergency or ‘lockdown.’ The school has essential security and walky-talky radio system. The school has identified that the open campus makes the school vulnerable to public access and security of the school grounds during for the full school day.

*To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

Evidence of trust and professionalism are reported by CHS through staff participation in a number of programs and activities which focus on continuous school improvement in maintaining high expectations for all students. Teachers continue to work on and refine standards-based common assessments. During staff and leadership meetings, CHS reports honest discussion of issues regarding teaching and learning. CHS staff demonstrates its professionalism daily by complying with on-site work hours, maintaining all necessary data regarding attendance, curriculum planning, academics, and student discipline.

Teachers attend faculty and department meetings, attend student IEPs and parent conferences, and conduct and supervise after-school activities. There has been representative participation of staff in the WASC process. The staff effectively works toward continuous school improvement in a variety of ways. Staff development, inservices, and professional development activities are a focus for all site staff. Staff consistently attend staff and department meetings. The School Site Council oversees the Action Plan and its implementation. The Bilingual Advisory Committee reviews data and expenditures for English Language Learners.

*E3. To what extent do all students receive appropriate support along with an Individualized Learning Plan to help ensure academic success?*

CHS has a range of effective support programs in place to address students’ individual needs. The student survey indicates that just over half of students (62 percent) are aware that support programs exist. Such programs consist of pull-out programs or voluntary support. Individual learning programs (ILPs) include counseling and academic support.

ELD and failing students are identified by the school as priority areas for targeted improvement. The school offers academic tutoring to support students’ academic success. The Work Experience Education and Workability program provides valuable work and vocational support for qualified students. The current take up for this program is 114 students. CHS students are appropriately identified and offered state and federal programs mandated for specifically modified for special educational needs.
Cyber High School has been added to aid students in recovering missed opportunities and increasing the graduation rate. Funds have been expended to place technology in the classrooms, allowing teachers to expand their teaching techniques and strategies.

The Committee observed that the school has potential for further promoting its programs for a greater number of students, especially amongst priority target ELD and failing students.

E4. To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

CHS provides personal support services to address the demographics and distribution of students across the school. 4-Year Academic Plans, which include counseling are made available to support all students. CHS offers academic support and enrichment for a range of students in science and engineering career paths through after-school programs. Such programs are exemplified by MESA (Mathematical Engineering and Science Academy), Talent Search, IVROP, Agricultural Program, Upward Bound, and college preparation courses. The 2.0 GPA, 220 credits, passing the CAHSEE and Algebra 1 requirement for graduation serve as an incentive to most students to keep their grades up and attend tutoring and Saturday School when they are having difficulty. For students who are struggling, the Homework Center remains open after school until 5 p.m. and tutoring is available. Many programs promote students’ access to the local community college and continued higher education.

CHS provides a wide range of support services, activities and opportunities accessible to all students. CHS reports that the counseling staff contribute to the nurturing and learning environment of the school. The counseling staff provides individual services to appropriate agencies. They work with emotional and substance abuse issues, assisted by Student Assistance Representatives from the Imperial County Office of Education.

Access to available services is variable. Parents must be involved in the process of accessing services offered. Where parents recognize their entitlement and access services offered, students are referred to a range of services and programs by teachers, administrators, counselors and discipline officers in addressing their individual needs. There are four academic counselors, a migrant counselor, Student Assistants Representatives from the County Office of Education, school psychologist, resource officers, prevention specialist, health technician, Family Resource Center, Neighborhood House, County behavior health support, helpline, family solutions provision, and drug and alcohol prevention programs. The counseling services are overstretched to speedily address students’ service needs. The school has identified that not all services effectively reach students in need of support.

The AVID (Advancement Via Individual Determination) program provides academic counseling and support, as well as enrichment activities for the mid-range ability groups to motivate students towards college preparatory courses.
The high student to counselor ratio (500+:1), at CHS has led to limited access to counseling and support services, denying students the opportunity to access the variety of academic opportunities, services and systems available to support students’ academic, emotional and educational needs.

Areas of strengths
- Number and variety of programs to meet academic and support needs of all students
- Programs to support, train, and inform parents regarding a variety of educational and services issues
- Programs available to support academic achievement beyond the main curriculum schedule, including Saturday School and after-school tutoring.

Key Issues
- Need a systematic process of providing and communicating comprehensive counseling services for all students and key stakeholders
- Need to consistently work and communicate with all parents and the community to promote ‘buy in’ to support student learning in celebration of the school’s successes

Important evidence
- Williams audit recommendations and School Action Plan
- Parent comments
- Student comments
- Teacher interviews
- Data records
- Site observations
- Classroom observations noting differentiated instruction being used with a range of class/mixed ability groupings, pre-testing, collaborative learning, and clearly stated standard-based lesson objectives

Chapter V: Ongoing School Improvement

Calexico High School Action Plan addresses instruction, assessment, accountability, staff development and students’ support and connectiveness to school and community. The four goals for the Action Plan are:

- Continue to align all curriculum with the California State Standards while addressing the ESLRs.

Rationale: All curriculum must be focused on providing a structured learning experience that meets State Standards.

- Differentiate curriculum and instruction to promote student academic and personal success.
Rationale: Findings in the self-study indicate that staff and students must employ a multi-faceted approach to promote continuous improvement in curriculum and instructional practice.

Rationale: Findings of the self-study indicate that teacher, students, parents are becoming increasingly aware of state testing requirements.

The plan was developed in a series of meetings with the leadership team and focus groups. As the school refines and implements the action plan, it is hoped that the strategies in the plan will help the staff develop greater specificity with respect to accountability, time lines, and resource allocation.

The visiting committee’s concurrence with the action plans developed by the school represents a validation of the general direction of the change agenda being promoted at the school. The school will continue its plan of action to improve student achievement, expand interdisciplinary collaboration and integration of technology, and improve the capacity of the school to meet the needs of all students. Calexico will continue to examine student performance, assessment, and staff awareness to better understand the academic success of the student through an ongoing evaluation process. The visiting committee is confident that continuing this plan that includes suggested areas to be strengthened is likely to lead to a higher achievement of the school performance in the future. There is a high degree of enthusiasm, support, and professional commitment by the administration and the staff.

The school’s action plan incorporates important schoolwide issues and relates them to the concepts of the Focus on Learning criteria. A possible impediment to the plan would be the lack of commitment on the part of all staff members to adjust their teaching strategies so as to effect successful achievement of higher order thinking skills for all students. The Leadership Team must develop innovative methods to increase parent and student participation and ownership of the plan.

The follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan appears to be adequate. The Leadership Team will be the central facilitating body. The school has demonstrated that they are committed to and involved in ongoing in-service and professional growth, which is focused on the improvement of the learning environment and increase student achievement.

In summary, the school is looking forward to an ongoing celebration of progress. The increased student learning with respect to the expected learning results and alignment with state standards will show the improvement of the educational program and services to the school’s diverse student population.
Schoolwide Areas of Strengths:

- Current school leadership has been instrumental in implementing and improving key findings of the previous WASC visitation.
- Support staff does an excellent job of maintaining the facilities, supporting student success, and contributing to the collaborative, family atmosphere of the campus, despite the age and systemic needs of Calexico High School.
- The students of Calexico High believe they inhabit a safe, nurturing, learning environment and reflect this in their academic progress and enthusiastic support of all programs.
- A wide variety of programs are available to support academic achievement beyond the main curriculum schedule, including student support and after-school tutoring.
- The faculty at Calexico High School collaborates as a professional learning community to implement a rigorous curriculum aligned to the state standards.
- Schoolwide goals have resulted in improved API target goals.
- Teachers emphasize to students the importance of being actively engaged in learning.
- Core departments collect student data to disaggregate and analyze.
- All sophomores take the PSAT at district expense.
- Departments have common grading policies.
- State testing results are shared with all stakeholders.
- Training and support programs have been implemented to inform parents regarding a variety of educational and career issues.

Schoolwide Critical Areas for Follow-Up:

- Increase communication to promote parent involvement to support all academic, vocational, and other programs
- Continue to align and integrate curriculum strategies to support students performing below proficient in identified areas of academic need
- Continue to use time systematically to collaborate and improve interdisciplinary integration of key standards, curriculum maps, and pacing guides
- Continue to train teachers in critical thinking, ELD, SDAIE, teaching and assessment strategies
- Develop a consistency to utilize common assessments
- Develop a more comprehensive staff development program during the normal workday