Calero High School

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

East Side Union High School District
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School Description

Welcome to Calero High School.   Calero is a small Alternative High School of Choice for students who have not found success at our large comprehensive high schools.   At Calero High School we believe that ALL students should graduate prepared for college and careers in a global society. The educational program at Calero is focused on collaborative learning in both classroom and online environments to provide an innovative and tailored learning experience for students. Students access all the courses required to both graduate and gain admission to universities. Calero's student population is small, serving just over 200 students with access to a personal and supportive learning structure. Each student has access to a personal computer in order to use technology as a 21st century tool for learning, communicating, organizing, collaborating, and presenting. At Calero, we believe parents/guardians are an integral part of the educational process and promote both communication and partnerships between parents and staff. Calero opened in the fall of 2013 with 10th and 11th graders and added 12th graders in 2014.

Calero's Mission is to help students recover units, build success habits, and plan for a successful future.

What makes Calero special?

Small learning environment
Focus on preparing students for college and careers
Online courses providing both enrichment and credit recovery
Staff mentor for all 3 years
Campus opens at 7:30 am to provide students access to the Firehouse Room with classes starting at 8:30 am
Tutorial/Enrichment activities Monday - Thursday from 3:45 pm – 4:45 pm
Each student will have access to a computing device
Access to a summer program
Summer Bridge Program for all incoming students
Tailored to the struggling student who did not find success in the traditional high school environment

The Calero site also hosts the Adult Transition Program for adults with special needs, ages 18 - 22. The goal of the program is to help prepare students for independent living and employment. The program enrollment is 130 students.

About the SARC

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	49
Grade 11	70
Grade 12	63
Ungraded Secondary	188
Total Enrollment	370

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.5
Asian	19.2
Filipino	6.8
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	1.1
White	7.8
Socioeconomically Disadvantaged	63.2
English Learners	38.4
Students with Disabilities	53.2
Foster Youth	0.3

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			
Calero High School	16-17	17-18	18-19
With Full Credential	21	19	21
Without Full Credential	1	3	1
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	991.5c
Without Full Credential	♦	♦	50.6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Calero High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	3

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 –MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources Forensics- A Hands On Introduction, CRC Press, 2014 Physics- Conceptual Physics, Wiley, 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 World Geography - "Geography Alive!" TCI 2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Calero High School opened to the public on August 13, 2013. The school has undergone a complete renovation and is in excellent condition. There are currently no needed repairs or needed maintenance and the overall rating is Exemplary.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/22/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Basketball courts - need repaved / in contract
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Fair**	

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

	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	16.0	63.0	59.0	48.0	50.0
Math	2.0	3.0	39.0	38.0	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 Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	75	71	94.67	15.71
Male	34	33	97.06	12.50
Female	41	38	92.68	18.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	57	96.61	10.71
White	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	7.50
English Learners	27	27	100.00	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	71	94.67	2.86
Male	34	33	97.06	3.13
Female	41	38	92.68	2.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	56	94.92	1.82
White	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.24	0
English Learners	27	27	100	3.85
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

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)
Opportunities for Parental Involvement
Calero values all stakeholder's participation in the educational process.To encourage parent participation, Calero maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication with parents including Schoolloop and Teleparent, which provide parents with immediate access to their students' grades, test scores, and information about school programs, and activities. Parents are also an integral part of school governance as elected members our School Site Council which meets throughout the school year. In addition, Calero offers parents a nine-week parent education series focused on the following goals: supporting their child's emotional and social development, creating a home environment that encourages learning and academic achievement, learning how the school system works and how to become involved, and the importance of collaborating with teachers, the counselor and the principal.

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.

School Safety Plan
Calero High School's Safety Plan includes establishing and practicing protocols, systems, and procedures in the event of any/all emergencies. The plan includes the year's goals as determined by parents, students, and staff. The plan is developed by Calero High School's Safety Committee in order to be reviewed by the District Safety Committee before it is presented for approval before the East Side Union High School District Board of Trustees. The approved Safety Plan is reviewed during the year will all staff. All calendared drills are completed as per district guidelines and the results are communicated to all staff.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	4.9	2.6	4.9
Expulsions Rate	0.3	0.3	0.3
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.8	4.0	3.7
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.8
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	1
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist (non-teaching)	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	462.5

* 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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	26.0	25.0	26.0	2	3	2	6	5	6			
Mathematics	30.0	1.0	24.0		2	2	2		5			
Science	22.0	21.0	23.0	4	3	3	4	4	4			
Social Science	24.0	22.0	23.0	4	4	4	4	4	4			

* 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.

Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings support new instructors to complete their professional training and become fully credentialed as per NCLB.

The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students. Calero's is focusing

on Common Core implementation in all curricular areas while at the same time infusing the 5C's: Collaboration, Creativity, Civic Engagement, Communication, and Critical Thinking to prepare students for college and careers.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,349	$50,747
Mid-Range Teacher Salary	$90,881	$86,127
Highest Teacher Salary	$112,154	$106,915
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$0	$136,636
Average Principal Salary (HS)	$146,943	$150,286
Superintendent Salary	$286,275	$238,058
Percent of District Budget		
Teacher Salaries	34.0	34.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$13,761	592	$13,169	$91,667
District	♦	♦	$7,376	$89,332
State	♦	♦	$7,125	$85,815
Percent Difference: School Site/District			56.4	4.9
Percent Difference: School Site/ State			66.8	10.2

* Cells with ♦ 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

Through a powerful curriculum, the 180º Program we utilize as part of our Advisory period provides the opportunity and educational framework for every Calero High School student to fully develop their internal compass so they can develop healthy goals based upon a foundation of strong personal values, reflective and critical thinking skills, and social awareness and responsibility. The 180 Degrees Foundation was established to provide innovative educational programming designed to enhance the social-emotional dimension of all youth, and especially those that need us most.

Research has shown character education and social-emotional learning leads to improved attendance, reduced disciplinary incidents, and increased test scores and academic achievement. Students participating in social-emotional learning enjoy school more, foster better social relationships, and increase their attachment to school and motivation to learn. They are less likely to drop out and are more likely to stay out of the criminal justice system.

The Foundation serves to help youth enhance their lives by accepting personal accountability and to continuously strive to toward the goal of achieving their full potential.

Helping youth successfully navigate life ~ one degree at a time is our motto.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Calero High School	2014-15	2015-16	2016-17
Dropout Rate	16.0	8.6	14.5
Graduation Rate	74.0	88.6	79.0
East Side Union High School District	2014-15	2015-16	2016-17
Dropout Rate	11.7	10.0	20.5
Graduation Rate	83.0	85.0	71.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	48.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	30.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	87.7	84.1	88.7
Black or African American	100.0	75.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	95.0	94.9
Filipino	100.0	92.2	93.5
Hispanic or Latino	84.4	76.3	86.5
Native Hawaiian/Pacific Islander	100.0	67.7	88.6
White	100.0	92.7	92.1
Two or More Races	50.0	89.2	91.2
Socioeconomically Disadvantaged	90.9	83.8	88.6
English Learners	80.0	62.3	56.7
Students with Disabilities	100.0	62.0	67.1
Foster Youth	0.0	59.3	74.1

Career Technical Education Programs

Calero High School is offers an A-G program for 10 - 12 grade student in a block schedule. All students are required to complete 220 units to graduate from the East Side Union High School District. Calero offers the Success Plus Program, a new pathway for students who are on track to graduate and have recovered all of their units. These students are eligible to attend Silicon Valley Career Technical Education in the afternoons. SVCTE is an off-campus program located in San Jose.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.