

Calero High School

420 Calero Avenue • San Jose, CA 95123 • 408-347-7600 • Grades 10-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



East Side Union High School District

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District Governing Board

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Educational Services**

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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 190 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

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	60
Grade 11	62
Grade 12	57
Ungraded Secondary	172
Total Enrollment	351

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.6
Asian	17.7
Filipino	6
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.9
White	10.3
Two or More Races	2
Socioeconomically Disadvantaged	60.1
English Learners	32.2
Students with Disabilities	49.3
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	15-16	16-17	17-18
With Full Credential	18	21	19
Without Full Credential	1	1	3
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	961.4
Without Full Credential	♦	♦	48.2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Calero High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	2

* "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 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2017	
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 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 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	CK12 - ESUHSD Flexbook for Biology 2017 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%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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: 6/9/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	26	43	61	63	48	48
Math	2	2	38	39	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	17	34	50	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	55	53	96.4	34.0
Male	26	26	100.0	53.9
Female	29	27	93.1	14.8
Hispanic or Latino	42	40	95.2	30.0
Socioeconomically Disadvantaged	42	40	95.2	22.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 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	57	54	94.74	42.59
Male	24	22	91.67	59.09
Female	33	32	96.97	31.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	42	93.33	40.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	36.11
English Learners	15	14	93.33	21.43
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 2016-17 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	57	52	91.23	1.92
Male	24	22	91.67	4.55
Female	33	30	90.91	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	41	91.11	2.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	39	36	92.31	0
English Learners	15	15	100	0
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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	2014-15	2015-16	2016-17
Suspensions Rate	2.8	4.9	2.6
Expulsions Rate	0.0	0.3	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	3.5	3.8	4.0
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		71.4

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)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	1
Nurse	N/A
Speech/Language/Hearing Specialist	N/A
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	179

* 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)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	26	25	3	2	3	4	6	5			
Mathematics	23	30	1	3		2	2	2				
Science	23	22	21	4	4	3	3	4	4			
Social Science	26	24	22	2	4	4	5	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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of District Budget		
Teacher Salaries	36%	34%
Administrative Salaries	4%	5%

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

Types of Services Funded

Through a powerful curriculum, the 180^o 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$16,478	\$9,964	\$6,514	\$84,373
District	♦	♦	\$7,573	\$87,300
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-14.0	-0.4
Percent Difference: School Site/ State			14.7	8.4

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Calero High School	2013-14	2014-15	2015-16
Dropout Rate		16	8.6
Graduation Rate		74	88.57
East Side Union High School District	2013-14	2014-15	2015-16
Dropout Rate		11.7	10
Graduation Rate		83.03	85
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	50.43
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	7.81

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	90.14	83.9	87.11
Black or African American	100	83.52	79.19
American Indian or Alaska Native	0	78.95	80.17
Asian	100	94	94.42
Filipino	100	93.32	93.76
Hispanic or Latino	89.09	75.63	84.58
Native Hawaiian/Pacific Islander	0	93.75	86.57
White	100	90.95	90.99
Two or More Races	0	87.14	90.59
Socioeconomically Disadvantaged	100	60.06	63.9
English Learners	83.33	48.6	55.44
Students with Disabilities	93.33	79.67	85.45
Foster Youth	100	39.02	68.19

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 for graduation from the East Side Union High School District. This year Calero instituted 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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