

Calaveras High School/Gold Strike High

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Calaveras High School/Gold Strike High
Street	350 High School St.
City, State, Zip	San Andreas, CA 95249
Phone Number	(209) 754-1811
Principal	Amy Hasselwander
Email Address	ahasselwander@calaveras.k12.ca.us
School Website	
County-District-School (CDS) Code	05-61564-0531509/05-61564-0530022

2022-23 District Contact Information

District Name	Calaveras Unified School District
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
Email Address	mcampbell@calaveras.k12.ca.us
District Website Address	http://www.calaveras.k12.ca.us

2022-23 School Overview

Calaveras High School is located in the foothills of the Sierra Nevada Mountains and serves the Calaveras County communities of Burson, Glencoe, Jenny Lind, Mokelumne Hill, Mountain Ranch, Rail Road Flat, San Andreas, Valley Springs, Wallace, and West Point. It is the only comprehensive high school in the district. Toyon Middle School feeds directly to the high school and five elementary schools feed into the middle school. District boundaries encompass approximately 500 square miles. This wide area of service results in approximately 60% of the students relying on district transportation services in order to get to and from school (with some students having to spend as much as 1 ½ hours on a bus each way).

History

San Andreas was selected as the location for the Calaveras High School in December, 1904, after the Calaveras Union High School district was approved by the voters on November 4, 1904. It was comprised of the entire county. High school classes began in September, 1905, in the Odd Fellows and Masonic Building on the corner of St. Charles and Main Streets. The first class numbered forty-four pupils, twenty-four in the General Culture (Academic) and eighteen in the Commercial class. The first principal, James Keith, served for sixteen years. He was the one most responsible for initiating the movement to form the Calaveras County High School District, and after serving four years as district attorney, he again became principal and served in this position until his death. He was known as the "Father" of the Calaveras High School District.

According to Dr. R. Coke Wood, in *Las Calaveras (The Land of Skulls)*: "The first graduating class was in 1910 with only one graduate, Maude Newland." He further states: "The school had grown to the point in 1926 where the Masonic Hall was no longer adequate, and plans were made for a new high school. As the first move, the Board of Trustees purchased thirty acres of ground from Clarence Getchell as a campus, and a bond election was held in 1926 to raise \$125,000 for the construction of the new building." The new school building opened in 1928. (*Las Calaveras* is the quarterly magazine of the Calaveras County Historical Society, still active today.)

Source: Calaveras County Historical Society, Main Street, San Andreas, California

Mission Statement

2022-23 School Overview

The mission of Calaveras High School is to educate, empower, and inspire all students. We promote academic and personal growth, foster healthy interests, and develop resilient mindsets and self-efficacy, guiding all students to become ethical, global citizens.

Vision Statement

To develop an engaging environment which fosters multiple paths to success and promotes a healthy social, emotional, and academic balance.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	223
Grade 10	222
Grade 11	181
Grade 12	154
Total Enrollment	780

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.6
American Indian or Alaska Native	0.8
Asian	0.5
Black or African American	0.6
Filipino	0.4
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.7
White	68.2
English Learners	3.1
Foster Youth	0.6
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	40.8
Students with Disabilities	17.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.70	75.97	92.30	76.80	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.96	5.50	4.58	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	7.86	4.60	3.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	5.65	9.90	8.25	12115.80	4.41
Unknown	2.50	7.54	7.70	6.48	18854.30	6.86
Total Teaching Positions	33.80	100.00	120.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.40	
Misassignments	2.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.90	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CHS has a sufficient supply of good quality textbooks and materials.

Year and month in which the data were collected	2020/1
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync (2015)	Yes	0
	Expository Reading and Writing Curriculum (2014)		
	HMH Intervention Solutions (formerly Scholastic, Inc.) California English 3D (2017)		
	Sufficient supply of good quality textbooks		
Mathematics	Next Generation Personal Finance, NGPF (2023)	Yes	0
	Carnegie Math, Carnegie Learning Inc, (2021)		
	Prentice Hall (2002), McGraw Hill/Glencoe (2000),		
	McGraw Hill/Glencoe (2001), McGraw Hill/Glencoe (2003),		
	Illustrated Math (Alg I and II) (2019)		
	Sufficient supply of good quality textbooks		
Science	McGraw Hill Human Anatomy & Physiology (2007)	Yes	0
	Prentice Hall Chemistry (2007),		
	Prentice Hall Biology (2018)		
	Pearson Physics (2015), Pearson Conceptual Integrated Science (2007)		
	Cengage Learning Science of Agriculture/Biological Approach (2012),		
	Cengage Learning Soil Science & Management (2014)		
	Scientific Farm Animal Production, Pearson		
	Campbell-Biology in Focus, Pearson(2014)		
	Sufficient supply of good quality textbooks		
History-Social Science	McDougall, Littell, and Co. (2001)	Yes	0
	Teachers Curriculum Institute (2011)		
	Geography Alive, Regions and People (TCI 2011)		
	Democracy in Action (Glencoe 2008)		
	Economics Today and Tomorrow (Glencoe 2008)		
	World History Modern Times (Glencoe 2005)		
	The American Vision Modern Times (Glencoe/McGraw Hill 2006)		
	The American Pageant (Cengage Learning 2016)		

	Traditions and Encounters a Global Perspective of the past (McGraw Hill 2020) Sufficient supply of good quality textbooks		
Foreign Language	¡Avancemos! Spanish 1 Publisher : HOLT Mc DOUGAL (2013) ¡En Español! Spanish 2 Publisher : Mc DOUGAL LITTELL (2004) ¡Avancemos! Spanish 3 Publisher : Mc DOUGAL LITTELL (2007) El español para nosotros Nivel 1: MC GRAW HILL (2014) Reader: "Esperanza" . Publisher: FLUENCY MATTERS (2011) El español para nosotros Nivel 2: MC GRAW HILL (2014) Bon voyage Level 3 Publisher MC GRAW HILL GLENCOE (2005) Sufficient supply of good quality textbooks	Yes	0
Health	Health Connected, Teen Talk, High School, (2017) Health Connected, Teen Talk Adapted for All Abilities (2017) Sufficient supply of good quality materials	Yes	0
Visual and Performing Arts	Alfred Jerry Snyder's Guitar School Method Book 1 and 2 (1993)	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient supply of laboratory equipment	Yes	0

School Facility Conditions and Planned Improvements

The Maintenance & Operations Department utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

Year and month of the most recent FIT report

11/03/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	

School Facility Conditions and Planned Improvements				
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 Facility Rate			
Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	25	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	140	84.34	15.66	36.76
Female	80	66	82.50	17.50	42.19
Male	85	73	85.88	14.12	30.99
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	34	89.47	10.53	34.38
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	113	94	83.19	16.81	36.96
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	38	31	81.58	18.42	22.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	29	80.56	19.44	20.69

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	133	80.12	19.88	11.28
Female	80	62	77.50	22.50	8.06
Male	85	70	82.35	17.65	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	30	78.95	21.05	6.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	113	91	80.53	19.47	10.99
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	38	31	81.58	18.42	0.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	36	29	80.56	19.44	6.90

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	11.38	0	17.71	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	123	89.13	10.87	11.38
Female	72	61	84.72	15.28	13.11
Male	66	62	93.94	6.06	9.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	29	87.88	12.12	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	95	85	89.47	10.53	14.12
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	26	89.66	10.34	3.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	0

2021-22 Career Technical Education Programs

CTE Programs at the school include the following:

Agriculture and Equipment Manufacturing

Forestry and Natural Resources

Medical Science

Auto I, II, III, IV

Project Lead the Way Engineering

Advisory committees are organized by subject area, including business, automotive, and technology representatives.

Programs support academic integration and achievement by providing students with opportunities to apply academic skills in occupational settings. Each program has a set of outcomes/requirements and assessment is primarily through monitoring of student achievement and program completion.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	605
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	69%	75%	76%	74%	76%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and our community are very supportive of the educational programs at Calaveras High School. Parents are active in our various booster organizations for music, agriculture, athletics, drama, band and student government as well as in our School Site Council/English Learner Advisory Committee, and interview committees. In addition, we have a very strong Parents' Club that dedicates time and money to our programs, our teachers and their classrooms as well as campus-wide needs. The school also benefits from many local community partnerships, including Valley Springs Rotary Club, San Andreas Rotary Club, Deputy Sheriff's Association and their support of our athletic programs, Parks and Recreation and our joint use of the ball field in San Andreas, and partnerships with local businesses who participate in student work experience programs through community classroom opportunities and clinical site placements. Parents who wish to participate in Calaveras High School's leadership team, school committees, school activities, or become a volunteer may contact the school's main office at (209)754-1811.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.7	2.2		3.2	3.3		8.9	7.8
Graduation Rate		97.2	96.4		95.4	95.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	139	134	96.4
Female	71	70	98.6
Male	68	64	94.1
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	34	31	91.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	96	94	97.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	78	74	94.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	22	20	90.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	852	813	435	53.5
Female	421	399	218	54.6
Male	429	412	216	52.4
American Indian or Alaska Native	11	8	6	75.0
Asian	4	4	2	50.0
Black or African American	5	5	3	60.0
Filipino	3	3	2	66.7
Hispanic or Latino	204	198	103	52.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	34	30	16	53.3
White	580	556	299	53.8
English Learners	34	30	10	33.3
Foster Youth	10	8	5	62.5
Homeless	4	3	1	33.3
Socioeconomically Disadvantaged	406	380	235	61.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	162	151	84	55.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.32	7.52	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.66	4.81	1.39	7.27	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.81	0.00
Female	4.28	0.00
Male	5.36	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	5.17	0.00
English Learners	5.88	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.88	0.00

2022-23 School Safety Plan

In our community, it is possible for a major disaster to occur at any time. Natural disasters such as earthquakes or wildfires can affect our site. Calaveras High School recognizes its legal and moral responsibility to provide for the safety and welfare of its students and staff, especially in a disaster situation. The school is also aware of its role to work cooperatively with other community agencies to prepare for and effectively deal with a disaster situation in our community. Calaveras High School is ready and willing to serve as a Red Cross evacuation center for emergency needs that arise in and around our local communities.

It is the intent of the school and our district to assure the optimum safety and welfare of its students and staff by developing an effective emergency procedures plan and the necessary inservices/practice to carry out the plan. In 2012-2013, Calaveras High School participated with a county consortium in a number of planning activities to improve emergency preparedness. We still continue to work closely with the emergency planning department of local law enforcement and fire departments to plan and conduct practical fire and lockdown drills in emergency response.

Our plan is reviewed and tested at least annually in the areas of fire drill, lockdown drill, shelter in place drill, and active shooter drill, emergency response to injured students/staff on campus. Calaveras Unified School District, including Calaveras High School, has recently adopted the "Standard Response Protocol K-12". Areas of this include Hold, Secure, Lockdown, Evacuate, and Shelter. The School Safety Plan is updated accordingly and was last approved by the Board of Trustees in March 2022 .

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	390

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6582	1901	4681	\$67,329
District	N/A	N/A	\$7,843	\$70,824
Percent Difference - School Site and District	N/A	N/A	-50.5	-5.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-33.9	-16.2

2021-22 Types of Services Funded

In addition to general State funding, Calaveras High School received funds from Local, State and Federal sources for the following categorical, special education, and support programs:

- * Local Donations
- * State Lottery Funds
- * State Educational Protection Account
- * State Agricultural Career Technical Education Incentive Grant
- * State Economic Impact Aid
- * Federal, Special Education, Entitlement per UDC
- * Federal, Perkins Career Technical Educational Programs
- * CTEIG Grant funding

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,171	\$48,503
Mid-Range Teacher Salary	\$61,345	\$74,912
Highest Teacher Salary	\$89,769	\$100,321
Average Principal Salary (Elementary)	\$90,643	\$122,160
Average Principal Salary (Middle)	\$104,104	\$127,632
Average Principal Salary (High)	\$112,802	\$137,578
Superintendent Salary	\$150,450	\$198,665
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

During the 2021-2022 school year Calaveras High School used its Core Development Days provided to address district initiatives including Rigor, Relevance and Engagement, and instructional rounds, instructional practices with a focus on academic discussion, writing, and formative assessment. Staff participated in the Educators Thriving program which focuses on staff social-emotional wellness.

Calaveras High School has 22 early release days for WASC Self-Study preparation, alignment of curriculum to standards; development, implementation, and analysis of common assessments, writing strategies across the curriculum, site safety, and meeting the needs of special education and socio-economically disadvantaged students in the regular classroom. Core Days as well and co-plan afternoons, provide the time needed for work relevant to the WASC Action Plan. This is an opportunity to sit down and discuss our progress toward meeting our established goals and guide our work based on our teacher's surveyed needs for the next segment of the process.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	