

Calaveras High School/Gold Strike High

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

2023-24 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	https://chs.custudents.net
County-District-School (CDS) Code	05-61564-0531509/05-61564-0530022

2023-24 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	http://www.calaveras.k12.ca.us

2023-24 School Description and Mission Statement

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.

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

2023-24 School Description and Mission Statement

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-

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 that fosters multiple paths to success and promotes a healthy social, emotional, and academic balance.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	20
Grade 10	211
Grade 11	171
Grade 12	163
Total Enrollment	746

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8%
Male	53.8%
American Indian or Alaska Native	1.5%
Asian	0.5%
Black or African American	0.4%
Filipino	0.4%
Hispanic or Latino	22.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.7%
White	68.4%
English Learners	3.2%
Foster Youth	0.8%
Homeless	1.7%
Socioeconomically Disadvantaged	38.1%
Students with Disabilities	19%

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)					234405.20	84.00
Intern Credential Holders Properly Assigned					4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)					12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)					11953.10	4.28
Unknown					15831.90	5.67
Total Teaching Positions					279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	13.5	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.6	

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 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	01/2023
---	---------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync (2015)	Yes	0

	<p>Expository Reading and Writing Curriculum (2014)</p> <p>HMH Intervention Solutions (formerly Scholastic, Inc.) California English 3D (2017)</p> <p>Sufficient supply of good quality textbooks</p>		
Mathematics	<p>Consumer Math-Ramsey Solutions Foundations of Personal Finance aligned with Jumpstart National Standards (2021)</p> <p>Consumer Math-Khan Academy Financial Literacy Supplementary</p> <p>Algebra 1, 2 and Geometry-Carnegie Learning High School Math Solutions, Carnegie Learning Inc, (2022) Algebra 1, Geometry, and Algebra 2</p> <p>Pre-Calculus and Caculus-Khan Academy (Pre-Calculus and Calculus)</p> <p>AP Calculus-AP Classroom -Supplementary</p> <p>Probability and Statistics-Stats Medic (Probability and Statistics)</p> <p>Algebra Lab Intervention)-Math Medic, Carnegie Learning High School Math Solutions Algebra 1</p> <p>Sufficient supply of good quality textbooks</p>	Yes	0
Science	<p>HMH Physics in the Universe Digital Curriculum</p> <p>Chemistry in Earth Systems Digital Curriculum</p> <p>Prentice Hall Chemistry (2002),</p> <p>Living Earth-Prentice Hall Biology (2018)</p> <p>Anatomy and Physiology -Open Sources, Buffalo Case Studies and Hole Human Anatomy and Physiology (2007)</p> <p>Cengage Learning Science of Agriculture/Biological Approach (2012),</p> <p>Cengage Learning Soil Science & Management (2014)</p> <p>Scientific Farm Animal Production, Pearson</p> <p>Campbell-Biology in Focus, Pearson(2014)</p> <p>AP Biology Collegeboard Digital Materials</p> <p>Sufficient supply of good quality textbooks</p>	Yes	0
History-Social Science	<p>McDougall, Littell, and Co. (2001)</p> <p>Teachers Curriculum Institute (2011)</p>	Yes	0

	<p>Human Geography-Geography Alive, Regions and People (TCI 2011)</p> <p>Government-Democracy in Action (Glencoe 2008)</p> <p>Economics- Today and Tomorrow (Glencoe 2008)</p> <p>World History Modern Times (Glencoe 2005)</p> <p>US History-The American Vision Modern Times (Glencoe/McGraw Hill 2006)</p> <p>AP US History-The American Pageant (Cengage Learning 2016)</p> <p>AP World History-Traditions and Encounters a Global Perspective of the past (McGraw Hill 2020)</p> <p>Get Focused Stay Focused, Career Choices -Academic Innovations</p> <p>Sufficient supply of good quality textbooks</p>		
Foreign Language	<p>¡Avancemos! Spanish 1 Publisher : HOLT Mc DOUGAL (2013)</p> <p>¡En Español! Spanish 2 Publisher : Mc DOUGAL LITTELL (2004)</p> <p>¡Avancemos! Spanish 3 Publisher : Mc DOUGAL LITTELL (2007)</p> <p>El español para nosotros Nivel 1: MC GRAW HILL (2014)</p> <p>Reader: "Esperanza" . Publisher: FLUENCY MATTERS (2011)</p> <p>El español para nosotros Nivel 2: MC GRAW HILL (2014)</p> <p>Bon voyage Level 3 Publisher MC GRAW HILL GLENCOE (2005)</p> <p>Sufficient supply of good quality textbooks</p>	Yes	0
Health	<p>Health Connected, Teen Talk, High School, (2017)</p> <p>Health Connected, Teen Talk Adapted for All Abilities (2017)</p> <p>Sufficient supply of good quality materials</p>	Yes	0
Visual and Performing Arts	<p>Alfred Jerry Snyder's Guitar School Method Book 1 and 2 (1993)</p>	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	
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	

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	52	25	26	47	46
Mathematics (grades 3-8 and 11)	11	14	17	16	33	34

2022-23 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	149	145	97.32	2.68	52.08
Female	67	65	97.01	2.99	66.15
Male	81	79	97.53	2.47	39.74
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	103	101	98.06	1.94	53.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	56	96.55	3.45	52.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	20.00

2022-23 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	149	145	97.32	2.68	14.48
Female	67	65	97.01	2.99	10.77
Male	81	79	97.53	2.47	17.72
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	9.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	103	101	98.06	1.94	14.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	56	96.55	3.45	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	0.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.38	17.99	17.71	16.61	29.47	30.29

2022-23 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	161	139	86.34	13.66	17.99
Female	76	61	80.26	19.74	18.03
Male	83	76	91.57	8.43	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	34	31	91.18	8.82	12.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	18.18
White	112	94	83.93	16.07	19.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	37	88.10	11.90	8.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	26	76.47	23.53	7.69

2022-23 Career Technical Education Programs

Our Career Technical Education programs involve a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

We offer the following pathways:

Agriculture-

AGRICULTURAL MECHANICS: Ag Technology, Ag Equipment Construction II, III, and IV

AGRISCIENCE: Sustainable Ag Biology, Agriculture and Soil Chemistry, Advanced Interdisciplinary Science for Sustainable Agriculture, and Animal Science

FORESTRY AND NATURAL RESOURCES: Sustainable Ag Biology, Outdoor Recreation and Conservation, Forestry and Natural Resources I and II

ORNAMENTAL HORTICULTURE: Sustainable Ag Biology, Introduction to Floral Design, Advanced Floral Design I and II

PLANT AND SOIL SCIENCE: Sustainable Ag Biology, Crop Production I, II and III

In addition to the Agriculture classes listed above, we also offer an Ag Leadership course.

Health Science and Medical Technology-

PATIENT CARE: Anatomy and Physiology(recommended), Foundations of Healthcare Careers, Medical Terminology, Emergency Medical Responder (Recommended), Medical Science

EMERGENCY RESPONSE: Anatomy and Physiology (Recommended), Foundations of Healthcare Careers (Freshman), Medical Terminology (Sophomore), Emergency Medical Responder (Junior), Introduction to Emergency Medical Technician (Senior)

Engineering and Architecture-

ENGINEERING DESIGN (Project Lead the Way): 3D Design, Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing

AUTOMOTIVE - SYSTEMS DIAGNOSTICS AND REPAIR: Automotive I, II, III, and IV

Primary representative of the district's CTE advisory committee is Kevin Hesser.

Industries represented on the CTE Advisory Committee:

Automotive

Medical

Engineering

Forestry & Natural Resources

Agricultural Mechanics

General Agriculture

General Industry representation:

Mother Lode Job Training

Calaveras County Department of Economic Development

Calaveras Chamber of Commerce

Calaveras County Department of Human Resources

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	606
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.2
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.68
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	37.04

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	99%	99%	99%	99%	99%

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.

2023-24 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 West Calaveras 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.2	2.2	1.3	1.7	3.3	4	9.4	7.8	8.2
Graduation Rate	94.7	96.4	98.8	92.4	95.8	95.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	160	158	98.8
Female	78	76	97.4
Male	80	80	100.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	32	32	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	116	115	99.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	78	77	98.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	36	36	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	806	772	370	47.9
Female	371	354	176	49.7
Male	431	415	193	46.5
Non-Binary	4	3	1	33.3
American Indian or Alaska Native	12	11	8	72.7
Asian	4	4	3	75.0
Black or African American	5	5	1	20.0
Filipino	3	3	3	100.0
Hispanic or Latino	181	175	90	51.4
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	35	35	15	42.9
White	561	534	247	46.3
English Learners	27	27	13	48.1
Foster Youth	8	8	5	62.5
Homeless	24	23	17	73.9
Socioeconomically Disadvantaged	371	354	204	57.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	163	157	89	56.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.66	4.81	11.41	1.39	7.27	8.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.12	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.41	0.12
Female	7.01	0
Male	15.08	0.23
Non-Binary		
American Indian or Alaska Native	33.33	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.05	0.55
Native Hawaiian or Pacific Islander	0	0
Two or More Races	17.14	0
White	11.05	0
English Learners	11.11	3.7
Foster Youth	0	0
Homeless	25	0
Socioeconomically Disadvantaged	16.71	0.27
Students Receiving Migrant Education Services	0	0
Students with Disabilities	19.63	0

2023-24 School Safety Plan

In our community, a major disaster can occur at any time. Natural disasters such as earthquakes or wildfires can impact 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 in working 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 ensure the optimum safety and welfare of its students and staff by developing an effective emergency procedures plan and the necessary in-services/practices to carry out the plan. In 2012-2013, Calaveras High School participated with a county consortium in several planning activities to improve emergency preparedness. We 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 twice annually in the areas of fire drills, critical incident drills, and emergency responses 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. Over the past two years, we have focused on working with our local Sheriff's Department (School Resource Officer)) on Critical Incident Drills with a focus on Standard Response Protocol. The School Safety Plan is updated accordingly and was last approved by the Board of Trustees in March 2023 .

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				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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				

2022-23 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	373

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$73,113
Percent Difference - School Site and District	N/A	N/A	-50.5	-5.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-33.9	-16.2

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$46,380	\$50,875
Mid-Range Teacher Salary	\$64,412	\$79,761
Highest Teacher Salary	\$94,257	\$103,045
Average Principal Salary (Elementary)	\$99,042	\$128,154
Average Principal Salary (Middle)	\$113,410	\$131,774
Average Principal Salary (High)	\$137,473	\$142,676
Superintendent Salary	\$159,796	\$211,462
Percent of Budget for Teacher Salaries	27.38%	30.11%
Percent of Budget for Administrative Salaries	5.28%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.6
-----------------------------------	------

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	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

Professional Development

During the 2023-2024 academic year, Calaveras High School strategically utilized its 19 early release days and 3 core days to address key district initiatives. These initiatives included a comprehensive focus on Rigor, Relevance, and Engagement, along with instructional rounds emphasizing academic discussion, writing skills, and formative assessment techniques. Additionally, the school dedicated time during Core Development Days to participate in the Educators Thriving program, prioritizing the social-emotional wellness of its staff.

Professional Development

In alignment with the WASC Self-Study preparation, the 19 early release days and 3 core days played a crucial role. They were utilized for tasks such as aligning the curriculum to standards, developing, implementing, and analyzing common assessments, enhancing writing strategies across various subjects, ensuring site safety, and addressing the specific needs of special education and socio-economically disadvantaged students within the regular classroom setting.

The Core Days, in conjunction with co-plan afternoons, provided an essential time frame for activities directly relevant to the WASC Action Plan. These occasions served as valuable opportunities for the school community to convene, assess progress toward established goals, and guide future efforts based on the identified needs of teachers through surveys. This collaborative approach aimed to enhance the effectiveness of the school's educational practices and overall success in meeting its objectives.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21