

# Calico Continuation High School

## 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

<b>School Name</b>	Calico Continuation High School
<b>Street</b>	33525 Ponnay St.
<b>City, State, Zip</b>	Daggett, CA 92327
<b>Phone Number</b>	(760) 254-2715
<b>Principal</b>	Dr. Brice Scott
<b>Email Address</b>	bscott@svusdk12.net
<b>School Website</b>	<a href="https://aec.svusdk12.net/">https://aec.svusdk12.net/</a>
<b>County-District-School (CDS) Code</b>	36-73890-3630282

## 2022-23 District Contact Information

<b>District Name</b>	Silver Valley Unified School District
<b>Phone Number</b>	(760) 254-2916
<b>Superintendent</b>	Jesse M. Najera
<b>Email Address</b>	jnajera@svusdk12.net
<b>District Website Address</b>	<a href="https://www.svusdk12.net/">https://www.svusdk12.net/</a>

## 2022-23 School Overview

### SCHOOL DESCRIPTION:

Calico Continuation High School, often referred to as the Alternative Education Center (AEC), is a school of choice comprised of various alternative education programs that are designed to serve a diverse group of students of the Silver Valley Unified School District. In addition to the conventional continuation high school for students ages 16-18, CCHS offers the Opportunity Program for students in grades 7-9 referred to an alternative setting from their home-school for varying reasons. Each program is designed to provide a unique and individualized educational setting to assist students in reaching their academic and personal goals.

### MISSION STATEMENT:

The mission of Calico Continuation High School is to provide an educational environment where all students can succeed academically and mature personally while acquiring the essential critical thinking skills needed for careers in the 21st century.

### VISION STATEMENT:

Calico Continuation High School will create a safe and constructive learning environment which promotes academic growth and maximizes personal success for all students. Through these techniques, we will develop interpersonal skills and ensure the creation of life-long learners.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	3
Grade 9	2
Grade 10	5
Grade 11	7
Grade 12	9
<b>Total Enrollment</b>	<b>27</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.7
White	40.7
English Learners	3.7
Foster Youth	0.0
Homeless	7.4
Migrant	0.0
Socioeconomically Disadvantaged	77.8
Students with Disabilities	3.7

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.00	100.00	88.70	72.86	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.00	3.28	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	16.20	13.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.70	5.57	12115.80	4.41
<b>Unknown</b>	0.00	0.00	6.00	4.97	18854.30	6.86
<b>Total Teaching Positions</b>	1.00	100.00	121.80	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

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

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

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	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Calico Continuation High School (CCHS) primarily offers the school curriculum via Edmentum Courseware which is a fully-accredited web-based curriculum that allows CCHS to offer a wide-range of courses that are all aligned with respective California state standards, meet state A-G entrance requirements, and provide rigorous coursework required to be successful in college and career after high school.

<b>Year and month in which the data were collected</b>	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Courseware (web-based curriculum)	Yes	0
Mathematics	Edmentum Courseware (web-based curriculum)	Yes	0
Science	Edmentum Courseware (web-based curriculum)	Yes	0
History-Social Science	Edmentum Courseware (web-based curriculum)	Yes	0
Foreign Language	Edmentum Courseware (web-based curriculum)	Yes	0
Health	Edmentum Courseware (web-based curriculum)	Yes	0
Visual and Performing Arts	Edmentum Courseware (web-based curriculum)	Yes	0
Science Laboratory Equipment (grades 9-12)	Edmentum Courseware (web-based curriculum)	Yes	0

## School Facility Conditions and Planned Improvements

Situated on 8 acres, the Alternative Education Center site serves Calico Continuation High School, Silver Valley Academy, and Silver Valley Adult School. This site was originally constructed in 1953. The campus is comprised of 14 permanent classrooms, and 2 portable classrooms.

### Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and safe. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and healthy learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by the District's maintenance staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Silver Valley Unified School District including regular facilities inspections to ensure that school grounds and facilities remain in excellent condition. A work order process is used when issues arise that require immediate attention.

Repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent school facilities inspection, provided by the district.

Year and month of the most recent FIT report

DECEMBER 2022

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

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	22	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	30	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
<b>All Students</b>	19	18	94.74	5.26	22.22
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	11	10	90.91	9.09	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>All Students</b>	19	18	94.74	5.26	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	11	10	90.91	9.09	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	--	22.69	32.88	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
<b>All Students</b>	11	4	36.36	63.64	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--



## 2021-22 Career Technical Education Programs

Calico Continuation High School (CCHS) offers an in-person CTE course titled Graphic Arts Technology via the Manufacturing and Product Development Pathway. Graphic Arts Technology is a 2-Year CTE Pathway in which students:

- Learn and apply principles of design to generate original designs.
- Utilize industry based graphic arts software to generate vector/print ready designs.
- Produce designs utilizing various printing techniques such as vinyl cutting/application and screen printing techniques.
- Create an original portfolio in order to pursue employment or college transfer opportunities.
- Collaborate effectively with project team members meeting deadlines and completing design/print jobs.
- Demonstrate an understanding and practical ability to complete an industry standard

graphic design project from inception to completion.

CCHS also offers the school curriculum via Edmentum Courseware, a web-based educational program. Edmentum Courseware allows for the offering of the following Career Technical Education (CTE) courses:

Applied Medical Terminology A/B  
California Accounting A/B  
California Applied Medical Terminology A/B  
California Audio Video Production 1 A/B  
California Audio Video Production 2 A/B  
California Audio Video Production 3 A/B  
California Business Information Management A/B  
California Career Explorations  
California Child Development  
California Computer Programming 1 A/B  
California Computing for College and Careers A/B  
California Culinary Arts A/B  
California Digital and Interactive Media A/B  
California Drafting and Design A/B  
California Electronic Communication Skills  
California Entrepreneurship A/B  
California Essential Career Skills  
California Graphic Design and Illustration A/B  
California Health Science 1 A/B  
California Health Science 2 A/B  
California Introduction to Finance  
California Marketing, Advertising, and Sales  
California Principles of Agriculture, Food, and Natural Resources A/B  
California Principles of Architecture and Construction A/B  
California Principles of Arts, A/V Technology, and Communications A/B  
California Principles of Business, Marketing, and Finance A/B  
California Principles of Education and Training A/B  
California Principles of Engineering and Technology A/B  
California Principles of Government and Public Administration A/B  
California Principles of Health Science A/B  
California Principles of Hospitality and Tourism A/B  
California Principles of Human Services A/B  
California Principles of Information Technology A/B  
California Principles of Law, Public Safety, Corrections, and Security A/B  
California Principles of Manufacturing A/B  
California Principles of Transportation, Distribution, and Logistics A/B  
California Professional Communications  
California Professional Photography A/B  
California Sports and Entertainment Marketing  
California Web Technologies A/B  
Career Explorations  
Certified Nurse Aide A/B  
Child Development & Parenting A/B  
CompTIA A+ 220-1001  
CompTIA A+ 220-1002  
CompTIA A+ 220-901  
CompTIA A+ 220-902  
CompTIA Network+ Certification (N10-007)  
Computing for College & Careers A/B  
Electronic Communication Skills  
Essential Career Skills  
Food Handler and Food Manager Certifications  
Foundations of Green Energy  
Game Development  
International Business  
Introduction to Android Mobile App Development

## 2021-22 Career Technical Education Programs

Introduction to Criminology  
 Introduction to Cybersecurity  
 Introduction to Finance  
 Introduction to iOS Mobile App Development  
 Networking Fundamentals  
 Principles of Architecture and Construction  
 Principles of Education & Training A/B  
 Principles of Health Science A/B  
 Principles of Hospitality & Tourism A/B  
 Principles of Law, Public Safety, Corrections, & Security A/B  
 Principles of Manufacturing A/B  
 Robotics I A/B  
 Sports & Entertainment Marketing

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00



## 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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

Calico Continuation High School (CCHS) has fostered a collaborative approach to school management by ensuring that all parents are involved in decision-making processes. The CCHS community embraces the establishment of a communicative, positive, supportive, and nurturing school environment built upon relationships with parents and all stakeholders to assist in efforts to best meet the needs of the diverse CCHS student population. CCHS regularly holds School Site Council meetings, monthly meetings with the Principal, and awards assemblies to recognize student achievements. CCHS also collaboratively devises and disseminates surveys to administer to parents to frequently monitor the effectiveness of school initiatives. Additional events are organized based upon holidays, graduation, and other celebratory opportunities to bridge the gap between the school and parents.

## 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		0	--		1.9	0		8.9	7.8
Graduation Rate		80	--		89.6	96.7		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	59	44	39	88.6
Female	27	20	17	85.0
Male	32	24	22	91.7
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	3	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	29	25	22	88.0
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	3	2	2	100.0
White	22	17	15	88.2
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	4	2	2	100.0
Socioeconomically Disadvantaged	39	30	27	90.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	5	4	4	100.0

### 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	17.39	2.05	2.45
Expulsions	0.00	0.04	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	2.00	0.00	0.04	2.81	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

School Safety at Calico Continuation High School (CCHS) for all students, staff, and visitors is fundamental to a positive and effective learning environment. School safety is a necessary component of school culture that is created and maintained through awareness, training, and assessment in all areas of teacher-visitor interactions, facilities maintenance, and school safety activities. The School Safety plan is discussed and reviewed at School Site Council meetings and staff meetings throughout the school year. Safety is monitored from three sources: (1) student behavior data, adult visitor sign-in sheets, and physical structures through quarterly reports and William's Compliance visits. CCHS conducts regular fire drills, active shooter drills, earthquake, and evacuation drills, and we review emergency procedures with students and staff regularly. We also hold classroom discussions on disaster preparation. CCHS staff monitors students on campus from the beginning of the school day until they are safely off campus at the end of the school day. We ensure a safe campus by monitoring and responding to input and concerns presented by school stakeholders.

The CCHS Comprehensive School Safety Plan is updated, reviewed, and officially approved each school year during a School Site Council Meeting.

## 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	54

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

## 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	\$7,656	\$181	\$7,475	\$82,515
District	N/A	N/A	\$3,829	\$71,391
Percent Difference - School Site and District	N/A	N/A	64.5	14.5
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	12.5	4.1

## 2021-22 Types of Services Funded

In addition to general state funding, Silver Valley Unified School District received state and federal categorical funding for the following support programs:

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting

## 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	\$49,933	\$48,503
Mid-Range Teacher Salary	\$73,006	\$74,912
Highest Teacher Salary	\$105,996	\$100,321
Average Principal Salary (Elementary)	\$115,778	\$122,160
Average Principal Salary (Middle)	\$117,434	\$127,632
Average Principal Salary (High)	\$125,330	\$137,578
Superintendent Salary	\$182,174	\$198,665
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Calico Continuation High School (CCHS) has worked to address the goal of holistic education by working closely with the Silver Valley Unified School District (SVUSD) to provide high-quality professional development for CCHS teachers, administrators, and other community-based personnel to increase the ability to meet the differing needs of student populations. Moreover, ample professional development in regard to California Common Core State Standards, state assessments, and programs tied to state standards has been offered. Professional development in integrating technology into curriculum and instruction to improve teaching, learning, and technology literacy has also been offered to CCHS staff. Additionally, training to assist CCHS staff address the needs of students with different learning styles, particularly students who are negatively affected by the achievement gap has been provided. CCHS has wholeheartedly acknowledged and committed to the ideal that there is always a need for continued professional development focused upon English Language Arts and Mathematics instructional strategies and targeted intervention.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	7	7