

Calico Continuation High School

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/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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	2
Grade 9	4
Grade 10	5
Grade 11	11
Grade 12	9
Total Enrollment	31

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	48.4%
Asian	3.2%
Black or African American	12.9%
Filipino	3.2%
Hispanic or Latino	41.9%
White	38.7%
English Learners	9.7%
Homeless	12.9%
Socioeconomically Disadvantaged	80.6%
Students with Disabilities	3.2%

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)	1.00	100.00	88.70	72.86	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	3.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	16.20	13.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.70	5.57	12115.80	4.41
Unknown	0.00	0.00	6.00	4.97	18854.30	6.86
Total Teaching Positions	1.00	100.00	121.80	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)	1.50	100.00	95.10	75.13	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	16.00	12.67	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.80	8.54	11953.10	4.28
Unknown	0.00	0.00	3.60	2.87	15831.90	5.67
Total Teaching Positions	1.50	100.00	126.60	100.00	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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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.

Year and month in which the data were collected August 2022

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	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

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. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The most recent inspection took place in December 2023.

School Facilities

The following extreme deficiencies were observed: None.

The following good repair deficiencies were observed:

Section 14. Playground/School Grounds

Area that poses safety hazard(s) to students unsecured. (Remedied)

Deficiencies that were observed and remediated prior to the end of the visit are reflected in this report and the enclosed FIT. Please be sure to include all findings on the appropriate SARC, including all dates of remedial action taken or planned. Include verified during next fiscal year's SARC review process (if applicable).

Year and month of the most recent FIT report	DECEMBER 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			No other actions planned

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer			
Interior: Interior Surfaces	X		No other actions planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		No other actions planned
Electrical	X		No other actions planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		No other actions planned
Safety: Fire Safety, Hazardous Materials	X		No other actions planned
Structural: Structural Damage, Roofs	X		No other actions planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Section 14. Playground/School Grounds Area that poses safety hazard(s) to students unsecured. (Remedied) No other actions planned

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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)	22	20	40	42	47	46
Mathematics (grades 3-8 and 11)	0	0	30	27	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	15	15	100.00	0.00	20.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	15	15	100.00	0.00	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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)	--	--	32.88	23.17	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	16	5	31.25	68.75	--
Female	--	--	--	--	--
Male	11	4	36.36	63.64	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	12	2	16.67	83.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 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

2022-23 Career Technical Education Programs

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
 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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	17.24
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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
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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

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 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	0	--	--	0	0	1.3	9.4	7.8	8.2
Graduation Rate	100	--	--	99.1	96.7	95	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	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0	0	0.00
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	61	51	34	66.7
Female	29	23	16	69.6
Male	31	27	17	63.0
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	9	9	6	66.7
Filipino	1	1	0	0.0
Hispanic or Latino	26	21	16	76.2
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	0	0	0	0.0
White	22	17	9	52.9
English Learners	3	3	2	66.7
Foster Youth	0	0	0	0.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	44	39	27	69.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	5	3	3	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.

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	2.00	0.00	9.84	0.04	2.81	2.36	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.84	0
Female	10.34	0
Male	9.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.54	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.55	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	11.36	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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.

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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

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	62

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

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	\$10,146	\$1,511	\$8,635	\$86,434
District	N/A	N/A	\$4,636	\$73,502
Percent Difference - School Site and District	N/A	N/A	60.3	20.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	12.7	5.3

Fiscal Year 2022-23 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

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	\$50,931	\$50,875
Mid-Range Teacher Salary	\$74,466	\$79,761
Highest Teacher Salary	\$108,116	\$103,045
Average Principal Salary (Elementary)	\$124,128	\$128,154
Average Principal Salary (Middle)	\$123,737	\$131,774
Average Principal Salary (High)	\$127,188	\$142,676
Superintendent Salary	\$185,817	\$211,462
Percent of Budget for Teacher Salaries	26.95%	30.11%
Percent of Budget for Administrative Salaries	6.18%	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	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
Total AP Courses Offered 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

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	6