

Calero High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Calero High School
Street	420 Calero Avenue
City, State, Zip	San Jose, CA 95123
Phone Number	408-347-7600
Principal	Liz Gutierrez
Email Address	gutierrezl@esuhsd.org
School Website	https://calerohigh.esuhsd.org/
Grade Span	
County-District-School (CDS) Code	43 69427 0125427

2025-26 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website	www.esuhsd.org

2025-26 School Description and Mission Statement

Calero High School is a small alternative high school of choice for students who have not found success at our large comprehensive high schools. At Calero High School we believe that ALL students should graduate prepared for college and careers in a global society. The educational program at Calero is focused on collaborative learning in both classroom and online environments to provide an innovative and tailored learning experience for students. Students access all the courses required to both graduate and gain admission to universities. Calero's student population is small, serving approximately 200 students with access to a personal and supportive learning structure. At Calero, we believe parents/guardians are an integral part of the educational process and promote both communication and partnerships between parents and staff. Calero opened in the fall of 2013 with 10th and 11th graders and added 12th graders in 2014. We have had grades 10-12 ever since. In the spring of 2024, we earned a six year WASC accreditation.

Calero's Mission is to help students recover units, build success habits, and plan for a successful future.

What makes Calero special?

Small learning environment

Focus on preparing students for college and careers

Online courses providing both enrichment and credit recovery

Staff mentor for all 3 years

Each student will have access to a chromebook

Access to a summer program

Summer Bridge Program for all incoming students

Tailored to the struggling student who did not find success in the traditional high school environment

The Calero site also hosts the Adult Transition Program (South) for adults with special needs, ages 18 - 22. The goal of the program is to help prepare students for independent living and employment. The program enrollment is approximately 130 students.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	35
Grade 11	79
Grade 12	59
Total Enrollment	173

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.4
Male	53
American Indian or Alaska Native	0.6
Asian	1.2
Black or African American	1.2
Filipino	0.6
Hispanic or Latino	93.3
Two or More Races	3
White	5.5
English Learners	31.7
Foster Youth	0.6
Homeless	11
Migrant	1.2
Socioeconomically Disadvantaged	78
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.

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)	9	93.26	943.6	82.39	234405.2	84
Intern Credential Holders Properly Assigned	0	0	35.4	3.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.52	79.5	6.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	6.22	25.6	2.24	11953.1	4.28
Unknown/Incomplete/NA	0	0	60.9	5.32	15831.9	5.67
Total Teaching Positions	9.6	100	1145.3	100	279044.8	100

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.

2022-23 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)	8.8	95.68	923.6	82.88	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	22.8	2.05	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	91.5	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	4.32	22.9	2.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	53.3	4.79	14303.8	5.15
Total Teaching Positions	9.2	100	1114.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.60	0.4	
Total Out-of-Field Teachers	0.60	0.4	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Calero High School utilizes textbooks and instructional materials approved and adopted through the IPC. These materials most directly support standards-based teaching and are aligned with common core teaching.

Year and month in which the data were collected

November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 English 2 – CommonLit, Inc. Grade 10, 2023 English 3 –MyPerspectives: American Literature//Pearson ERWC-- Expository Reading and Writing Course Student Reader 2021	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016	0%
Science	NGSS Biology - The Living Earth - CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook	0%
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2022 Economics – "Econ Alive! The Power to Choose" TCI 2022 World Geography - "Geography Alive!" TCI 2011	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Calero High School opened to the public on August 13, 2013. The school has undergone a complete renovation and is in very good condition. Found a science classroom with a fair amount of clutter that should be addressed so rodent issues don't happen. Found a fire extinguisher blocked by a chair in their multi purpose room and a fire extinguisher hidden behind a poncho in a classroom. Overall the site was well maintained and in great condition.

Year and month of the most recent FIT reportNov. 2025

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			Science classroom had a fair amount of clutter that needs to be addressed.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Chair and poncho blocking fire extinguishers.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	11	14	56	56	47	48
Mathematics (grades 3-8 and 11)	0	1	33	34	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	70	98.59	1.41	14.29
Female	35	34	97.14	2.86	20.59
Male	36	36	100.00	0.00	8.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	60	98.36	1.64	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	14.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	71	70	98.59	1.41	1.43
Female	35	34	97.14	2.86	2.94
Male	36	36	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	60	98.36	1.64	1.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	1.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	2.22	3.1	39.02	39.56	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	129	99.23	0.77	3.10
Female	64	63	98.44	1.56	4.76
Male	66	66	100.00	0.00	1.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	114	113	99.12	0.88	0.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	40	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	103	100.00	0.00	1.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Calero High School is offers an A-G program for 10 - 12 grade student in a block schedule. All students are required to complete 220 units to graduate from Calero and other comprehensive sites in the East Side Union High School District. Calero offers the Success Plus Program, a new pathway for students who are on track to graduate and have recovered all of their units; eligible students may attend Silicon Valley Career Technical Education in the afternoons. SVCTE is an off-campus program located in San Jose. We have thirteen students in SVCTE the 2023-24 school year year. Nine are 12th graders and four are 11th graders.

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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
-------------	----------------------------------	--	---	---	-----------------------------

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.

2025-26 Opportunities for Parental Involvement

Opportunities for Parental Involvement
Calero values all stakeholder's participation in the educational process. To encourage parent participation, Calero maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication with parents including Canvas, messaging through Infinite Campus and our school website, which provide parents with immediate access to their students' grades and information about school programs and activities. Parents are also an integral part of school

2025-26 Opportunities for Parental Involvement

governance as elected members of our School Site Council/ ELAC which meets eight times throughout the school year. In addition, Calero offers monthly coffee talks with the Care Team. Back to school night was well attended this year and was on a Friday. We hold evening college and financial aid presentations for students and their parents. Parents are also invited to our after school events, including our outdoor movie nights.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.4	1.6		15.2	12.3		8.2	8.9	
Graduation Rate	97.1	85.9		77.8	80.5		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 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			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.66%	5.8%		3.72%	2.82%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Calero High School's safety plan includes establishing and practicing protocols, systems, and procedures in the event of an emergency. The safety plan includes the year's goals as determined by parents, students, and staff. It was updated in the Spring of 2024 by the safety team and approved by the board.

The goals are the following: Goal #1: To ensure facilities are safe and clean, where our students can learn and thrive. Goal #2: Decrease the suspension rate reflective to be at or under the District, County, and State rates, to improve safety and continue providing students and staff with a welcoming, supportive, and caring environment. Goal #3: Improve student attendance rates, specifically targeting students identified as Chronically Absent and/or Truant, to be in alignment with or surpass the County and State rates. Goal #4: Ensure all Calero staff will be trained and prepared in the event of a natural disaster, high-stress crisis (ie. dangerous campus disruption, lockdown, active shooter, etc.), or mass casualty event.

The implementation of the above goals is critical in maintaining a safe, productive learning environment for all students and staff. The plan is developed by Calero High School's safety committee to be reviewed by the district safety committee before it is presented for approval before the East Side Union High School District Board of Trustees. The approved Safety Plan is reviewed during the year will staff. All calendared drills are completed as per district guidelines.

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	23	4	4	0
Mathematics	25	0	7	0
Science	26	1	5	0
Social Science	23	4	4	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	2	5	
Mathematics	23	3	4	
Science	24	2	4	
Social Science	21	6	2	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				

2024-25 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	

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$22,100	\$4,474	\$17,626	\$120,972
District	N/A	N/A	\$10,454	\$116,804
Percent Difference - School Site and District	N/A	N/A	51.1	8.6
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	48.3	13.9

Fiscal Year 2024-25 Types of Services Funded

Students have an Advisory class on their schedule. The 180° Program we utilize as part of our Advisory curriculum provides the opportunity and educational framework for every Calero High School student to fully develop their internal compass so they can develop healthy goals based upon a foundation of strong personal values, reflective and critical thinking skills, and social awareness and responsibility.

Research has shown character education and social-emotional learning lead to improved attendance, reduced disciplinary incidents, and increased test scores and academic achievement. Students participating in social-emotional learning enjoy school more, foster better social relationships, and increase their attachment to school and motivation to learn. They are less likely to drop out.

Calero also offers one hour of credit recovery each day, built into the daily schedule. We use Edgenuity as the platform for credit recovery.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$69,900	\$67,238
Mid-Range Teacher Salary	\$110,474	\$106,841
Highest Teacher Salary	\$141,638	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$181,735	\$193,950
Superintendent Salary	\$329,669	\$314,304
Percent of Budget for Teacher Salaries	30.96%	29.51%
Percent of Budget for Administrative Salaries	3.45%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.	
Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

The school has created and successfully implemented a collaboration model for professional development. School-wide meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers and staff. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

This year (2024-25), there are 18 days for staff collaboration. Fourteen of these are early release days.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	