



CALAVERAS UNIFIED SCHOOL DISTRICT

CALAVERAS HIGH SCHOOL



2004-2005 SCHOOL ACCOUNTABILITY REPORT CARD

GRADES

NINTH THROUGH TWELFTH

350 HIGH SCHOOL STREET
SAN ANDREAS, CA 95249
(209)754-1811

MARK CAMPBELL

PRINCIPAL

DISTRICT ADMINISTRATION

JIM FROST

DISTRICT SUPERINTENDENT

BILL HAMILTON

DIRECTOR OF FISCAL SERVICES

CHERI FOLENDORF

DIRECTOR OF PERSONNEL

BETTY WHITE

DIRECTOR OF EDUCATION

SCOTT MILLS

SUPERVISOR OF MAINTENANCE & FACILITIES

LUCINDA BROWER

TECHNOLOGY SUPERVISOR

SCHOOL BOARD

JOHN YERMAN

BOARD CHAIRPERSON, DISTRICT AREA 3

HANK NAGLE

DISTRICT AREA 5

GERRI CONWAY

DISTRICT AREA 2

ZERRALL MCDANIEL

DISTRICT AREA 4

SHERRI REUSCHE

DISTRICT AREA 1

PRINCIPAL'S MESSAGE

At Calaveras High School, our collective objective is to provide all of our students with the skills necessary for them to achieve their life goals. During their four years at our high school, we want them to be effective communicators, quality producers, global citizens, critical thinkers/planners/problem solvers, effective personal managers, collaborative workers and respectful and responsible adults.

We want all students to choose the attitude that allows them to handle life in a manner that is productive and positive, that enables them to make positive decisions which makes our school community a better place for all and that allows them to enjoy life.

DISTRICT MISSION STATEMENT

The mission of the Calaveras Unified School District is to provide all individuals with the tools needed to become life long learners who responsibly participate in our diverse changing society. Our district affirms that education is a partnership of parent/guardians, staff, students, and the community.

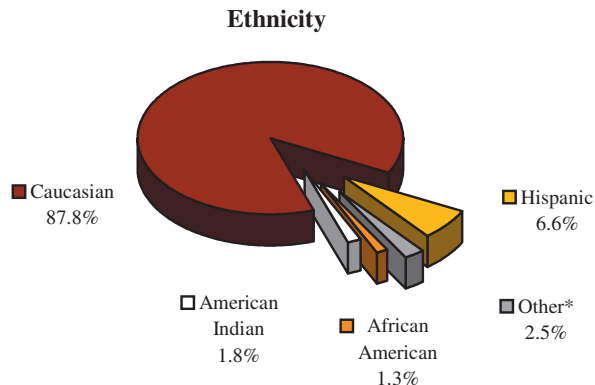
We further affirm that the purposes of educations are to encourage personal excellence for all students and staff, achieve high academic standards in a safe school environment, make informed, moral, ethical, and responsible decisions.

SCHOOL MISSION STATEMENT

On a daily basis, staff at Calaveras High School work to provide a safe environment and opportunities for improvement which allows us to help all students reach their potential, meet expectations and requirements and be prepared for life.

DISTRICT & SCHOOL PROFILE

The school district has an enrollment of 3,693 with 12 schools (one comprehensive high school, three alternative high schools, one community day school, one middle school, and six elementary schools). For the 2004-2005 school year, 1099 students were enrolled at Calaveras High School. Student body demographics are shown below.



**Other includes: Asian (0.7%), Filipino (0.1%), Pacific Islander (0.5%), and Multiple or No Response (1.2%).*

DISCIPLINE & CLIMATE FOR LEARNING

The students, staff, and community of Calaveras High School believe that every student has a right to learn. Discipline at Calaveras High School is based on a "Twenty-Point System" for different infractions, where one point is given for each offense. School rules and policies are distributed at the beginning of each year in the Student Handbook. Throughout the school year, school rules and policies are reviewed in quarterly newsletters which are made available on the school's website.

The following table reflects total students suspended, as well as the rate for each (number of students divided by enrollment). The data is then compared to District data. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Calaveras HS			CUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	101	91	62	357	283	308
Suspension Rate	9.1%	8.3%	5.6%	9.5%	7.6%	8.3%
Expulsions	0	1	0	16	1	2
Expulsion Rate	0.0%	0.09%	0.0%	0.40%	0.02%	0.05%

Data does not include Calaveras Educational Transitions.

STUDENT RECOGNITION

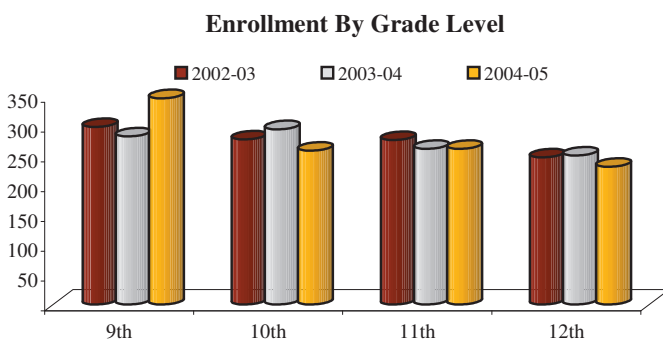
Calaveras High School's student recognition program helps to contribute to the positive environment of the school. Students are recognized for perfect attendance and student leadership. Additionally, students are recognized for their achievements at the Student Awards Night.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in extracurricular activities, which are an integral part of the educational program and promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Calaveras High School offers the following opportunities for their students: football, volleyball, boys and girls basketball, track, cross-country, boys and girls soccer, boys and girls golf, ski team, wrestling, baseball, softball, tennis, swimming, band, choir, and Future Farmers of America (FFA).

SCHOOL ENROLLMENT & ATTENDANCE

Regular attendance and promptness are necessary parts of the learning process and are critical to academic success. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The attendance rate for the 2004-2005 school year at Calaveras High School was 94.26%. Student enrollment for the past three years is illustrated below.



The school reviews absence reports regularly and advises parents of their child's absences through letters home. Calaveras High School utilizes Saturday School and the Face to Face program in an effort to improve student attendance.

Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and District counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

To help discourage dropouts, Calaveras High School utilizes career education and preparation programs. The following table shows the graduation rate, dropout rate and the number of dropouts for the past three years.

	Graduation & Dropout Rates		
	02-03	03-04	04-05
Graduation Rate (%)	93.8%	96.4%	93.0%
Dropouts (#)	12	3	8
Dropout Rate (%)	1.09%	0.27%	0.74%

MINIMUM DAYS & INSTRUCTIONAL MINUTES

For the 2004-2005 school year, Calaveras High School offered 180 days of instruction, consisting of 55 regularly scheduled days, 116 block days, and nine minimum days. Calaveras High School's instructional minutes for the 2004-2005 school year were 65,600, exceeding the state's minimum requirements of 64,800.

CLASS SIZE

Calaveras High School maintained a schoolwide average class size of 26.8 students and a pupil-to-teacher ratio of 23:1 for the 2004-2005 school year. Calaveras High School participates in the Morgan Hart Class Size reduction program for ninth grade English and Math. The table below indicates the average class size per subject area, as well as the number of classes offered in reference to their enrollment.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
	03	04	05	1-22 Students			23-32 Students			33+ Students		
English	25	22	22	20	30	30	12	8	15	10	12	5
Math	23	22	24	25	27	25	12	13	8	5	3	8
Science	30	28	26	3	3	8	11	16	15	10	7	5
Social Science	29	35	31	5	0	4	13	7	14	15	23	16

CURRICULUM IMPROVEMENT

All curriculum development in the Calaveras Unified School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Calaveras Unified School District realizes the importance of a customized educational experience, addressing the specific needs of its students.

Teachers and administrators review the State standards and frameworks, establish benchmarks and expectations in specific subject areas, build teaching skills and concepts through participation in ongoing training, develop proficiency tests, analyze test results that come from adoptions and district wide challenge tests, and select textbooks and supplementary teaching materials based on the State standards. Additionally, teachers and administrators maintain an ongoing record of test results. Curriculum decisions at Calaveras High involve the Principal and 10 department chairs. Curriculum improvements in the Calaveras Unified School District are made by a Curriculum Council, a School Site Council review, and the District Administration. During the 2004-2005 school year, "Step Up to Writing" was added to the District's curriculum.

TEXTBOOKS & INSTRUCTIONAL MATERIALS

Calaveras Unified School District held a Public Hearing on August 3, 2004, and determined that the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. The most recent textbooks, as of March 2006 for Calaveras High School are illustrated below.

Textbooks				Quality & Availability of State Aligned Textbooks
Subject	Publisher	Grade Levels	Adoption Year	
English	McDougal Littell	9	2000	There is a sufficient supply of good quality textbooks.
	McDougal Littell	9-12	2001	
Math	Prentice Hall	9	2002	
	McGraw Hill/Glencoe	9-12	2000	
	Glencoe/McGraw Hill	9-12	2001	
	Glencoe/McGraw Hill	9-12	2003	
Science	W. Brown Publishing	11-12	2004	
	Prentice Hall	9-12	2005	
	Glencoe Science	9-12	2004	
	Benjamin Cummings	9-12	2003	
	Addison Wesley	9-12	2004	
Social Studies	Glencoe Macmillan McGraw Hill	12	2000	
	Houghton Mifflin	12	2000	
	McDougal, Littell, and Co.	11	2001	
	Glencoe Publishers	10	2004	
Foreign Language	Glencoe	9-12	2005	
	McDougal Littell	9-12	2004	

Science Laboratory Equipment: Calaveras HS stocks an adequate supply of Science Laboratory Equipment for its students. Inventory includes, but is not limited to, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (209) 754-1811.

LIBRARY

Calaveras High School's library is stocked with texts and reference materials, as well as 30 computers that are internet accessible. The library is staffed by a full-time Librarian/Media Specialist. Students visit the library on a regular basis during their class-allotted time and are free to use the library during study hall, before and after school and during lunch.

COMPUTERS

All classrooms at Calaveras High School are connected to the internet with an average of two computers per classroom. In addition to the classroom computers, the school has two computer labs with 32 computers in each and are staffed by credentialed teachers. Students are trained on Microsoft Word and Excel. Three full-time teachers provide staff development and technological support as needed.

Computer Resources			
	2002-03	2003-04	2004-05
Computers	392	332	332
Students per computer	2.8	3.3	3.3
Classrooms connected to Internet	49	49	49

COUNSELING & OTHER SUPPORT SERVICES

Calaveras High School provides a wide variety of programs to support students in the classroom and in the community. Teachers and parents are the primary agents for meeting the needs of students in their personal and social development. The following chart shows the additional support staff available to students when they need it.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Librarian/Media Technician	1	1.0
Student Assistant Specialist	1	0.4
Nurse/Health Aide	1	*
Resource Teachers	2	2.0
Resource Aides	2	2.0
Special Day Class Teachers	2	2.0
Occupational Therapist	*	*

* Services are provided on an as-needed basis.

Several tutoring programs are available for students during and after school, including during school study hall, and after-school Math and English programs.

Calaveras High School provides instruction to all students in the least restrictive environment possible. Students with special needs may utilize the resource program and special day class programs, as determined by their Individualized Education Plan (IEP). Special education students receive assistance from instructional aides.

Students who are identified as English Language Learners (ELL) receive assistance in special classes.

SCHOOL LEADERSHIP

Leadership at Calaveras High School is a responsibility shared among District administration, the Principal, instructional staff, students, and parents. All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. Principal Mark Campbell is in his seventh year overseeing Calaveras High School. Prior to assuming his current position, Mr. Campbell served as a teacher at the middle school level for five years. The Principal oversees the daily operations of the school. Staff members and teachers are encouraged to participate in the school's leadership teams, including department chairs, self study representatives, Campus Climate Committee, School Site Committee, and the Articulation Committee.

PARENT & COMMUNITY INVOLVEMENT

Parents and the community are very supportive of the educational programs at Calaveras High School. Parents are very active in the Booster organization, School Site Council, and the Interview Committee. The school also benefits from many local community partnerships, including the Valley Springs local Rotary Club, and partnerships with local businesses who participate in student work experience programs.

CONTACT INFORMATION

Parents who wish to participate in Calaveras High School's leadership teams, school committees, school activities, or become a volunteer may contact the school's main office at (209) 754-1811.



STUDENT ACHIEVEMENT & TESTING

Student achievement is the District's highest priority. A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, the District's performance assessments, and classroom tests are utilized to determine whether each student is performing below, at, or above grade level standards. Additional site assessments include the CELDT (California English Language Development Test) Woodcock Johnson test for English Language Learner students, Silvaroli, Kinder Skills Assessment, District Benchmarks, and individual classroom assessments.

NORM-REFERENCED TEST

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization, the California Achievement Tests Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart at right reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

	CAT/6 Norm Referenced Test																
	% At or Above 50th Percentile																
	Reading						Math										
	9		10		11		9		10		11						
03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
Calaveras HS	74	69		62	66		65	63		58	56		63	65		52	53
CUSD	73	69		60	64		58	58		58	55		60	63		49	50
California	50	48		49	49		47	47		46	46		51	52		46	46
	Subgroups																
Females	82	75		73	69		69	75		64	54		68	64		49	49
Males	66	63		53	62		61	52		52	58		58	65		55	58
Socioeconomically Disadvantaged	63	51		57	53		48	65		39	40		62	50		33	50
Special Education	32	12		0	21		7	*		10	7		15	21		13	*
Caucasian	75	68		65	68		67	65		61	57		64	67		55	56
Hispanic	64	81		38	45		47	45		36	45		38	45		13	18

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

** Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

CALIFORNIA HIGH SCHOOL EXIT EXAM

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

	API School Results					
	Base			Growth		
	2002	2003	2004	2003	2004	2005
Percent Tested	97	99	99	Percent Tested	99	99
API Score	679	693	711	API Growth Score	692	712
Growth Target	6	5	4	Actual Growth	13	19
Statewide Rank	7	7	7	State Awards & Intervention Programs are no longer funded.		
Similar Schools Rank	1	3	4			
	Subgroups					
	Socioeconomically Disadvantaged					
Base API Score	627	626	705	API Growth Score	634	699
Growth Target	5	4	3	Actual Growth	7	73
	Caucasian					
Base API Score	685	703	718	API Growth Score	701	719
Growth Target	5	4	3	Actual Growth	16	16

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

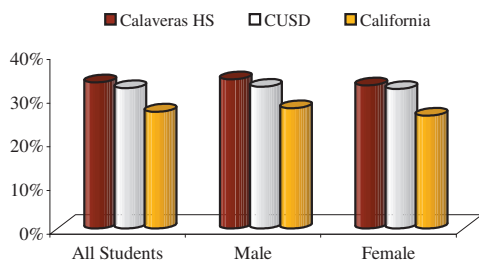
CALIFORNIA STANDARDS TEST

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Social Science for the most recent three-year period, is shown at right. Summative scores are not available for Math, Science, and ninth grade Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

PHYSICAL FITNESS

In the spring of each year, Calaveras High School is required by the state to administer a Physical Fitness Test to all students in ninth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'Healthy Fitness Zone' (HFZ). The chart below reflects scores for the 2004-2005 school year, which is the most current data available at the time of publication.

Students in Healthy Fitness Zone
Grade 9



NO CHILD LEFT BEHIND

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 23.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).
- Schools must show a growth in high school graduation rates.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
	All Students									All Students								
Calaveras HS	52	47	54	42	45	41	42	45	46	26	24	22	38	30	41			
CUSD	51	47	52	40	45	40	38	42	44	25	23	21	35	27	37			
California	38	37	43	33	35	36	32	32	36	27	27	31	34	32	37			
	Females									Females								
Calaveras HS	59	51	59	53	52	49	47	60	54	24	21	21	34	27	40			
CUSD	58	50	58	53	52	48	42	58	52	24	21	20	31	26	39			
California	42	41	48	38	40	41	37	35	39	23	25	28	32	31	36			
	Males									Males								
Calaveras HS	44	42	49	33	38	32	37	32	38	29	26	22	44	32	41			
CUSD	43	42	46	32	36	33	33	29	35	28	25	21	39	29	36			
California	34	32	38	30	31	32	29	29	33	30	31	34	36	34	37			
	Socioeconomically Disadvantaged									Socioeconomically Disadvantaged								
Calaveras HS	36	33		37	34	26	37	39	35	32	13	10	19	34	30			
CUSD	36	33	29	34	33	25	26	38	33	30	11	9	13	30	25			
California	19	20	26	16	18	20	16	17	21	13	15	18	18	19	23			
	Caucasian									Caucasian								
Calaveras HS	53	47	55	44	47	42	45	47	50	29	24	24	40	31	43			
CUSD	53	47	53	43	47	41	41	44	48	27	23	22	36	28	40			
California	57	56	61	50	53	53	46	46	50	39	40	44	46	44	48			
	Hispanic									Hispanic								
Calaveras HS	38	50	45	23	35	47	7	17	28	15	20	5	20	17	33			
CUSD	40	50	42	20	29	47	6	17	24	14	17	5	17	17	29			
California	20	21	26	17	19	20	16	17	21	13	15	17	19	19	23			

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

SCHOLASTIC ACHIEVEMENT TEST (SAT)

Each year, student have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development.

SAT I Test Results

	2002-03	2003-04	2004-05
Grade 12 Enrollment			
Calaveras High School	247	250	231
CUSD	296	285	260
California	385,356	395,194	409,576
%Seniors Tested			
Calaveras High School	28.3%	33.6%	34.6%
CUSD	23.6%	29.5%	30.8%
California	36.7%	35.2%	35.7%
Average Verbal			
Calaveras High School	518	517	519
CUSD	518	517	519
California	494	496	499
Average Math			
Calaveras High School	517	524	518
CUSD	517	524	518
California	518	519	521



There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that meet their AYP's and the former school would be required to provide the transportation to the new site. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Calaveras Unified School District does not have any schools qualifying for Federal Program Improvement.

A "Yes" in the chart below means the school or subgroup was at or above the 2005 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. Calaveras High School met all of the 2005 AYP criteria. Calaveras High School met all of the 2005 AYP criteria and did not qualify for Federal Program Improvement. Calaveras High is a Title-1 Targeted Assistance School.

Adequate Yearly Progress 2005																
	% Participation Rate								% Proficient or Advanced							
	English/Language Arts				Math				English/Language Arts				Math			
	Calaveras HS		CUSD		Calaveras HS		CUSD		Calaveras HS		CUSD		Calaveras HS		CUSD	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
All Students	Yes	98%	Yes	99%	Yes	97%	Yes	99%	Yes	47.9%	Yes	48.8%	Yes	43.1%	Yes	45.5%
Subgroups																
Hispanic	*	100%	Yes	99%	*	100%	Yes	99%	*	52.6%	Yes	38.3%	*	36.8%	Yes	33.1%
Caucasian	Yes	97%	Yes	99%	Yes	96%	Yes	99%	Yes	48.1%	Yes	32.2%	Yes	44.1%	Yes	46.5%
Students w/Disabilities	*	97%	Yes	99%	*	97%	Yes	99%	*	14.8%	Yes	17.3%	*	11.1%	Yes	20.4%
Socioeconomically Disadvantaged (SED)	Yes	97%	Yes	99%	Yes	99%	Yes	99%	Yes	36.5%	Yes	35.6%	Yes	34.0%	Yes	34.7%

* The subgroup is not numerically significant for this school.

WORKFORCE PREPARATION

Calaveras High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students are exposed to a broad array of career opportunities and counselors facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Calaveras High School offers a Regional Occupational Program (ROP) as well as several vocational preparation programs. The table at right lists the career preparation courses offered at Calaveras High School.

Additionally, Calaveras Unified School District is a recipient of the Carl D. Perkins Grant. Funding is provided in each participating district for the primary purpose of improving career and technical education programs and increasing participation in such programs at the secondary and post-secondary levels. School site objectives to accomplish this purpose include guidance and counseling, serving special populations of students, all career and technical education programs, and transition into post-secondary programs.

Career Preparation Courses				
Course	Who offers the Course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	Course Evaluations
Medical	ROP	Addresses content standards in Science & English	Addresses needs through use of ROP & Perkins Funding, through open enrollment access to all programs and instructional support and career guidance counseling.	1. Advisory Committee 2. Number of certifications 3. Annual process of analysis and adjustment based on student data
Police Science I & II		Addresses content standards in English & Social Studies		
Auto II, III, and IV		Addresses content standards in English & Math		
Computer Aided Drafting		Addresses content standards in English		
Visual Basic Programming				
Microsoft Office				
Desktop Publishing				
CISCO (networking)		Calaveras HS		

Calaveras Unified School District Enrollment, Concentration, and Completion of Career/Technical Courses (Carl Perkins)

	Program Enrollment	Number of Concentrators	12th Graders Completing Program	Program Completers Earning Diploma
Male	477	88	9	9
Female	297	68	0	0
Total	774	156	9	9

Completion Rate: 6% Graduation Rate: 100%

COLLEGE PREPARATION

Calaveras High School students are encouraged to continue their education past high school. Calaveras High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2004-2005 school year, 72 students participated in the AP exams.

Students at Calaveras High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a "C".

Advanced Placement Classes

	# of Courses	# Classes	Enrollment
English	1	1	19
Mathematics	1	1	23
Science	1	1	30
Social Science	2	2	47

Total Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment *	Total Course Enrollments *
215	79	3,540	5,207
	36.7%	68.0%	

* Duplicated Count (one student can be enrolled in several courses).

TEACHER ASSIGNMENT

Calaveras Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-2005 school year, Calaveras High School had 52 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	2003	2004	2005
Fully Credentialed	49	48	52
Emergency Credentials	3	1	0
Interns	1	1	0
Waivers	1	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. The following chart represents the most current data reported for the 2005-06 school year.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers	
	% of Courses Taught By Highly Qualified Teachers
Calaveras HS	86.7%
All District Schools	88.8%
High-Poverty Schools in District	0.0%
Low-Poverty Schools in District	86.6%

Teacher Education Levels		
	Calaveras HS	CUSD
Doctorate	1.9%	1.1%
Master's Degree +30*	34.6%	19.5%
Master's Degree	5.8%	6.3%
Bachelor's Degree +30*	40.4%	57.4%
Bachelor's Degree	15.4%	14.7%
Less Than Bachelor's	1.9%	1.1%

*Indicates additional hours above and beyond degree.

SUBSTITUTE TEACHERS

Generally, the District does not experience problems finding qualified substitute teachers, and has an adequate pool of fully credentialed substitutes. If a substitute is unavailable, an administrator or another teacher will fill in for the absent teacher.

TEACHER EVALUATION & PROFESSIONAL DEVELOPMENT

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted the Principal and Assistant Principal, who have been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the California Standards for the Teaching Profession, which are: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Teachers may receive assistance through the Peer Assistance and Review (PAR) Program. The PAR program uses exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies.

Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Literacy Coaches.

SCHOOL FACILITIES & SAFETY

Safety of students and staff is a primary concern of Calaveras High School. The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a regular basis throughout the school year.

To ensure student safety, two campus monitors, three administrators, and one teacher provide supervision of students during the school day. Any visitors to the campus are required to check in at the school's office and obtain the proper identification badge to wear at all times.

The Comprehensive Safety Plan was developed by the school Safety Team in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Each spring the Safety Plan is revised by the school's safety committee which is composed of five students, five parents, five teachers and five school personnel. The key element of the Safety Plan includes evacuation procedures.

AGE AND CONDITION OF FACILITIES

Calaveras High School has 52 classrooms, two computer labs, a library, an administration building, two gymnasiums, sports fields, teacher's lounge, a kitchen, auto shop, Ag. shop, Ag. barn, green house, music room, art room, and a career center. The main campus was built in the late 1940's. Calaveras High School added four classrooms and a football field in the past two years.

CLEANING PROCESS AND SCHEDULE

The district governing board has adopted cleaning standards for all schools in the district. The principal at Calaveras High School works daily with five full-time and one part-time custodial staff members to ensure a clean and safe school.

MAINTENANCE AND REPAIR

District maintenance utilizes a work order process to ensure all repairs are completed. Each school site has access to a work order system that enables them to submit work orders to our main maintenance and operations department via computer. The work orders are then evaluated and assigned to the maintenance and grounds personnel.

The chart at right displays the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

DEFERRED MAINTENANCE BUDGET

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year the district allocated \$135,000 for deferred maintenance program. This represents 0.5% of the district's general fund budget. During the 2004-05 school year, the district's governing board did approve deferred maintenance projects for the school, which included painting, classroom lighting, paving, plumbing, electrical, and HVAC.

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having more than 5,000 average daily attendance throughout the State. The chart below is based upon data from the 2003-04 school year.

Average Teacher Salary			% Difference Between Calaveras High School Average Teacher Salary and	
Calaveras High School	CUSD	California	CUSD Average Teacher Salary	California Average Teacher Salary
\$52,609	\$47,005	\$53,828	11.9%	2.26%



EXPENDITURES & SERVICES FUNDED

Calaveras Unified School District spent an average of \$7,092 to educate each student (based on 2003-2004 audited financial statements). The chart below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the State. This calculation is required by law annually and compared with other districts statewide.

Calaveras High School Expenditures Per Pupil			% Difference Between Calaveras High School Expenditures per Pupil from Unrestricted Sources and			
Total	From Restricted Sources	From Unrestricted Sources	District Expenditures Per Pupil from Unrestricted Sources	California Expenditures Per Pupil from Unrestricted Sources	District Expenditures Per Pupil from Unrestricted Sources	California Expenditures Per Pupil from Unrestricted Sources
*	*	*	*	*	*	*

* Data not available at time of publication.

In addition to general State funding, Calaveras Unified School District receives approximately \$1,533 per student in State and Federal funding for the following categorical, special education, and support programs:

- Healthy Start
- Class Size Reduction
- Instructional Materials
- Instructional Allowances
- Drug/Alcohol/Tobacco Funds
- School Improvement Program
- Federal, Forest Reserve Funds
- Staff Development
- Federal, ECIA/ESEA/IASA
- Gifted & Talented Pupils
- Home to School Transportation
- Tenth Grade Counseling
- Economic Impact Aid
- Federal, Special Education, Entitlement per UDC
- Peer Assistance and Review (PAR)
- Federal, Vocational & Applied Technology Education Act

School Facility Conditions			
Date of Last Inspection: June 27, 2005			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior/exterior)	x		
Interior Surfaces (walls, floors, & ceilings)		x	Roof being replaced at time of inspection. Completed shortly after.
Hazardous Materials (interior/exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior/exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside/outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		