

# Calaveras High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

#### **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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Calaveras High School
<b>Street</b>	350 High School St.
<b>City, State, Zip</b>	San Andreas, CA 95249
<b>Phone Number</b>	(209) 754-1811
<b>Principal</b>	Michael S. Merrill
<b>E-mail Address</b>	mmerrill@calaveras.k12.ca.us
<b>Web Site</b>	calaverashighschool.com
<b>Grades Served</b>	9-12
<b>CDS Code</b>	05-61564-0531509

<b>District Contact Information</b>	
<b>District Name</b>	Calaveras Unified School District
<b>Phone Number</b>	(209) 754-2300
<b>Superintendent</b>	Mark Campbell
<b>E-mail Address</b>	mcampbell@calaveras.k12.ca.us
<b>Web Site</b>	http://www.calaveras.k12.ca.us

### School Description and Mission Statement (Most Recent Year)

Calaveras High School is located in the foothills of the Sierra Nevada Mountains and serves the Calaveras County communities of Burson, Glencoe, Jenny Lind, Mokelumne Hill, Mountain Ranch, Rail Road Flat, San Andreas, Valley Springs, Wallace, and West Point. It is the only comprehensive high school in the district. Toyon Middle School feeds directly to the high school and six elementary schools feed into the middle school. District boundaries encompass approximately 500 square miles. This wide area of service results in approximately 50% of the students relying on district transportation services in order to get to and from school (with some students having to spend as much as 1 ½ hours on a bus each way).

#### History

San Andreas was selected as the location for the Calaveras High School in December, 1904, after the Calaveras Union High School district was approved by the voters on November 4, 1904. It was comprised of the entire county. High school classes began in September, 1905, in the Odd Fellows and Masonic Building on the corner of St. Charles and Main Streets. The first class numbered forty-four pupils, twenty-four in the General Culture (Academic) and eighteen in the Commercial class. The first principal, James Keith, served for sixteen years. He was the one most responsible for initiating the movement to form the Calaveras County High School District, and after serving four years as district attorney, he again became principal and served in this position until his death. He was known as the "Father" of the Calaveras High School District.

According to Dr. R. Coke Wood, in *Las Calaveras (The Land of Skulls)*: "The first graduating class was in 1910 with only one graduate, Maude Newland." He further states: "The school had grown to the point in 1926 where the Masonic Hall was no longer adequate, and plans were made for a new high school. As the first move, the Board of Trustees purchased thirty acres of ground from Clarence Getchell as a campus, and a bond election was held in 1926 to raise \$125,000 for the construction of the new building." The new school building opened in 1928. (*Las Calaveras* is the quarterly magazine of the Calaveras County Historical Society, still active today.)

Source: Calaveras County Historical Society, Main Street, San Andreas, California

The mission of Calaveras High School is to educate students for life.

- CHS will provide all students with strong, standards-based academic and elective programs in a safe and supportive environment.
- CHS will provide all students with opportunities to acquire knowledge, skills, and attitudes that will empower them to be responsible and productive members of their local and global communities.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	253
<b>Grade 10</b>	235
<b>Grade 11</b>	239
<b>Grade 12</b>	227
<b>Ungraded Secondary</b>	2
<b>Total Enrollment</b>	956

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	2
Asian	0.7
Filipino	0.8
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0.4
White	79.2
Two or More Races	1.5
Socioeconomically Disadvantaged	40.5
English Learners	0.7
Students with Disabilities	13.2
Foster Youth	2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	49	48	46	
Without Full Credential	1	2	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** 1/2015

CHS has a sufficient supply of good quality textbooks and materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McDougall Littell (2000), McDougall Littell (2001)  Sufficient supply of good quality textbooks	Yes	0
<b>Mathematics</b>	Prentice Hall (2002), McGraw Hill/Glencoe (2000), McGraw Hill/Glencoe (2001), McGraw Hill/Glencoe (2003),  Sufficient supply of good quality textbooks	Yes	0
<b>Science</b>	W. Brown Publishing (2004), Prentice Hall (2005),  Glencoe Science (2004), Benjamin Cummings (2003), Addison Wesley (2004)  Sufficient supply of good quality textbooks	Yes	0
<b>History-Social Science</b>	Glencoe Macmillan McGraw Hill (2000), Houghton Mifflin (2000)  McDougall, Littell, and Co. (2001)  Sufficient supply of good quality textbooks	Yes	0
<b>Foreign Language</b>	Glencoe (2005), McDougall Littell (2004)  Sufficient supply of good quality textbooks	Yes	0
<b>Health</b>	Sufficient supply of good quality materials	Yes	0
<b>Visual and Performing Arts</b>	No textbooks adopted in these areas		0
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient supply of laboratory equipment		0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Maintenance & Operations Department utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/18/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/18/15				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	54	37	44
<b>Mathematics</b>	22	27	33

Note: 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.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	234	226	96.6	19	27	35	19
Male	11		121	51.7	26	32	30	12
Female	11		105	44.9	10	21	42	27
Black or African American	11		2	0.9	--	--	--	--
American Indian or Alaska Native	11		3	1.3	--	--	--	--
Asian	11		2	0.9	--	--	--	--
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		30	12.8	27	27	37	10
White	11		186	79.5	18	27	34	21
Two or More Races	11		3	1.3	--	--	--	--
Socioeconomically Disadvantaged	11		78	33.3	23	27	37	13
English Learners	11		2	0.9	--	--	--	--
Students with Disabilities	11		30	12.8	60	23	10	7
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	234	226	96.6	51	26	19	3
Male	11		121	51.7	60	24	12	3
Female	11		105	44.9	42	29	27	3
Black or African American	11		2	0.9	--	--	--	--
American Indian or Alaska Native	11		3	1.3	--	--	--	--
Asian	11		2	0.9	--	--	--	--
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		30	12.8	67	17	17	0
White	11		186	79.5	51	26	19	4
Two or More Races	11		3	1.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11		78	33.3	58	22	17	1
English Learners	11		2	0.9	--	--	--	--
Students with Disabilities	11		30	12.8	87	7	3	0
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	52	64	64	57	63	60	59	60	56

Note: Scores are not shown 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	64
Male	66
Female	63
Black or African American	--
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	--
White	67
Two or More Races	--
Socioeconomically Disadvantaged	23
Students with Disabilities	58
Foster Youth	--

Note: Scores are not shown 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.

### Career Technical Education Programs (School Year 2014-15)

CTE Programs at the school include the following:

- Agriculture and Equipment Manufacturing
- Police Science
- Computer Technology (Animation, Micromedia Publishing)

Medical Science  
 Cosmetology  
 Auto I, II, III, IV (NATEF GST Certification)  
 CAD Sequence: Drafting I, II, CAD III, IV

Advisory committees are organized by subject area, including business, automotive, and technology representatives.

Programs support academic integration and achievement by providing students with opportunities to apply academic skills in occupational settings. Each program has a set of outcomes/requirements and assessment is primarily through monitoring of student achievement and program completion.

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of pupils participating in CTE	678 This number
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	95% Every

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.25
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	37.98

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	59	64	58	57	27	26	57	56	58
Mathematics	65	74	70	62	28	27	60	62	59

Note: 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.



### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	43	27	29	32	41	27
All Students at the School	42	28	30	30	41	29
Male	42	33	25	31	44	26
Female	43	23	34	28	39	33
Hispanic or Latino	57	29	14	38	42	19
White	40	28	32	28	43	29
Socioeconomically Disadvantaged	52	26	22	38	43	19
Students with Disabilities	84	13	3	79	18	4

Note: 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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.20	21.60	23.70

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

Parents and our community are very supportive of the educational programs at Calaveras High School. Parents are active in our various booster organizations for music, agriculture, athletics, drama, and student government as well as in our School Site Council, and interview committees. In addition, we have a very strong Parents' Club that dedicates time and money to our programs, our teachers and their classrooms. The school also benefits from many local community partnerships, including Valley Springs Rotary Club, Deputy Sheriff's Association and their support of our athletic programs, Parks and Recreation and our joint use of the ball field in San Andreas, and partnerships with local businesses who participate in student work experience programs. Parents who wish to participate in Calaveras High School's leadership team, school committees, school activities, or become a volunteer may contact the school's main office at (209) 754-1811.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.90	0.90	0.00	5.20	3.80	4.70	13.10	11.40	11.50
Graduation Rate	96.28	93.87	94.91	90.72	91.32	89.42	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	87.39	96.17	84.6
Black or African American	66.67	166.67	76
American Indian or Alaska Native	66.67	100	78.07
Asian	33.33	33.33	92.62
Filipino	100	100	96.49
Hispanic or Latino	84.62	93.55	81.28
Native Hawaiian/Pacific Islander			83.58
White	88.89	96.28	89.93
Two or More Races	100	100	82.8
Socioeconomically Disadvantaged	48	57.69	61.28
English Learners		33.33	50.76
Students with Disabilities	86.75	103.13	81.36
Foster Youth	--	--	--

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.90	7.96	6.64	7.32	7.68	6.25	5.07	4.36	3.80
Expulsions	0.09	0.18	0.09	0.06	0.09	0.03	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

In our community, it is possible for a major disaster to occur at any time. Natural disasters such as earthquakes and fires, and man-made disasters which can result from chemical accidents, bomb threats, falling aircraft, bus accidents, fire, explosions, and civil disturbances are potential threats to our community, including our schools.

Calaveras High School recognizes its legal and moral responsibility to provide for the safety and welfare of its students and staff, especially in a disaster situation. The school is also aware of its role to work cooperatively with other community agencies to prepare for and effectively deal with a disaster situation in our community. Calaveras High School is ready and willing to serve as a Red Cross evacuation center for emergency needs that arise in and around our local communities.

It is the intent of the school and our district to assure the optimum safety and welfare of its students and staff by developing an effective emergency procedures plan and the necessary inservices/practice to carry out the plan. In 2012-2013, Calaveras High School participated with a county consortium in a number of planning activities to improve emergency preparedness. We have and will continue to work closely with the emergency planning department of local law enforcement and fire departments to plan and conduct practical drills in emergency response. The county consortium, including CHS, is looking forward to another planning session early 2015.

Our plan is reviewed and tested at least annually in the areas of fire drills, lock down drills, emergency response to injured students/staff on campus (Code Red drills), and intruder alerts.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	14	26	4	24	18	21	1	23	20	20	
Mathematics	25	11	21	5	28	5	24	2	22	15	21	
Science	26	4	19	2	27	6	17	1	26	8	12	3
Social Science	25	11	29	2	29	1	33	1	28	2	29	3

Note: Number of classes indicates how many classrooms 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	989
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.4	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5401.19	1559.72	3841.47	61233
District	N/A	N/A	5304.24	\$63,695
Percent Difference: School Site and District	N/A	N/A	-27.6	-3.3
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-18.1	-2.9

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

**Types of Services Funded (Fiscal Year 2014-15)**

In addition to general State funding, Calaveras High School received funds from Local, State and Federal sources for the following categorical, special education, and support programs:

- \* Local Donations
- \* State Lottery Funds
- \* State Educational Protection Account
- \* State Agricultural Career Technical Education Incentive Grant
- \* State Economic Impact Aid
- \* Federal, Special Education, Entitlement per UDC
- \* Federal, Perkins Career Technical Educational Programs
  
- \* ROP funding as per county agreement formula

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,236	\$40,379
Mid-Range Teacher Salary	\$55,418	\$62,323
Highest Teacher Salary	\$79,805	\$81,127
Average Principal Salary (Elementary)	\$93,652	\$99,192
Average Principal Salary (Middle)	\$105,018	\$91,287
Average Principal Salary (High)	\$130,138	\$112,088
Superintendent Salary	\$149,224	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All courses	6	.4

\* Cells with N/A values do not require data. Where there are student course enrollments.

### Professional Development (Most Recent Three Years)

The CHS staff has the opportunity to attend trainings offered by our District Curriculum and Technology department as well as attend outside professional development seminars/conferences that are relevant to our work with Common Core standards and Smarter Balanced Assessment, which is replacing the current STAR testing program. Calaveras High School uses the three Core Development Days (8 Core Days for the 2015/2016 school year) provided to address the many issues that are relevant to the WASC Action Plan as well. This is an opportunity to sit down and discuss our progress toward meeting our established goals and guide our work for the next segment of the process.

Staff development days last year were dedicated to alignment of curriculum to standards; development, implementation, and analysis of common assessments, writing strategies across the curriculum, site safety, and meeting the needs of special education and socio-economically disadvantaged students in the regular classroom. Workshops on planning days were also provided in technology areas related to our newly adopted student information system.

Ten minimum days were scheduled to provide time for departments to collaborate on curriculum and data analysis for the purpose of improving instruction throughout the year. In addition, CHS has built weekly collaborative time into the master schedule since the 2012-13 year for our staff to work together on common assessments, data analysis of the assessments and student-focused teaching strategies.

Calaveras High School has built into its weekly schedule an opportunity for the Core Departments (English, math, science and social studies) to meet as a department during the study hall. The students rotate to other teachers allowing the 45 minute period to be used to collaborate with department members. This time has been used heavily for Common Core discussions and aligning curriculum toward the Core standards.

Calaveras High School has also developed a very efficient Student Study Team that allows teachers to sit and discuss with parents, administrators, counselor, special education staff, the particular needs that students face as they progress through the school setting. This information is shared among all teachers and other staff that work with the student allowing the teachers to implement those things that are working well and reevaluate those areas that need more help.