

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Calaveras High School	District Name	Calaveras Unified School District
Street	350 High School St.	Phone Number	(209) 754-2300
City, State, Zip	San Andreas, CA 95249	Web Site	http://www.calaveras.k12.ca.us
Phone Number	(209) 754-1811	Superintendent	Mark Campbell
Principal	Ric Stitt	E-mail Address	mcampbell@calaveras.k12.ca.us
E-mail Address	rstitt@calaveras.k12.ca.us	CDS Code	05-61564-0531509

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

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 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 helps make our school community a better place for all, and that will allow them to enjoy life.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

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. The school also benefits from many local community partnerships, including Valley Springs Rotary Club, 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.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	278
Grade 10	264
Grade 11	243
Grade 12	237
Total Enrollment	1,025

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	85
American Indian or Alaska Native	2	Two or More Races	
Asian	1	Socioeconomically Disadvantaged	29
Filipino	1	English Learners	0
Hispanic or Latino	9	Students with Disabilities	12
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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	22.1	26	26	1	20.6	32	19	1	19.9	19	22	0
Mathematics	23.7	19	19	1	22.9	21	16	1	19.8	17	19	0
Science	28.6	3	22	4	25.0	7	22	1	19.2	17	12	0
Social Science	28.3	2	34	1	27.6	6	27	4	24.8	10	39	3

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

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.

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 2009-2010, Calaveras High School participated with a county consortium in a number of planning activities to improve emergency preparedness. We have also worked closely with the emergency planning department of local law enforcement and fire departments to plan and conduct practical drills in emergency response.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	10.7	8.4	12.4	10.3	11.4	12.6
Expulsions	0.0	0.2	0.0	0.0	0.1	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	45	45	46	
Without Full Credential	4	5	1	
Teaching Outside Subject Area of Competence	1	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	5	3	0
Total Teacher Misassignments	5	3	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.8	989
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1.4	---
Psychologist	.6	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	McDougall Littell (2000), McDougall Littell (2001) Sufficient supply of good quality textbooks	0	Yes
Mathematics	Prentice Hall (2002), McGraw Hill/Glencoe (2000), McGraw Hill/Glencoe (2001), McGraw Hill/Glencoe (2003), Sufficient supply of good quality textbooks	0	Yes
Science	W. Brown Publishing (2004), Prentice Hall (2005), Glencoe Science (2004), Benjamin Cummings (2003), Addison Wesley (2004) Sufficient supply of good quality textbooks	0	Yes
History-Social Science	Glencoe Macmillan McGraw Hill (2000), Houghton Mifflin (2000) McDougall, Littell, and Co. (2001) Sufficient supply of good quality textbooks	0	Yes
Foreign Language	Glencoe (2005), McDougall Littell (2004) Sufficient supply of good quality textbooks	0	Yes
Health	Sufficient supply of good quality textbooks	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Visual and Performing Arts	No textbooks adopted in these areas	0	Yes
Science Laboratory Equipment (grades 9-12)	Sufficient supply of laboratory equipment	0	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,163	\$480	\$3,683	\$59,843
District	---	---	\$4,424	59,261
Percent Difference: School Site and District	---	---	84%	100%
State	---	---	5,681	61,706
Percent Difference: School Site and State	---	---	76.6%	99%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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

- Instructional Materials
- Instructional Allowances
- Drug/Acohol/Tobacco Funds
- School Improvement Program*
- Staff Development
- Home to School Transportation
- Tenth Grade Counseling
- Economic Impact Aid
- Federal, Special Education, Entitlement per UDC
- Federal, Vocational & Applied Technology Education Act

*SIP funds included in general budget allocation.

Tenth grade counseling funds provide a college and career center resource for students planning post-secondary education and employment.

EIA funds provide an after school tutoring/study program

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	39,236	38,970
Mid-Range Teacher Salary	54,492	59,776
Highest Teacher Salary	78,471	78,072
Average Principal Salary (Elementary)	86,381	94,605
Average Principal Salary (Middle)	101,565	98,480
Average Principal Salary (High)	93,014	106,266
Superintendent Salary	146,240	144,721
Percent of Budget for Teacher Salaries	42.1	38.8
Percent of Budget for Administrative Salaries	6.9	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	51	52	57	48	50	54	46	50	52
Mathematics	15	21	32	43	45	47	43	46	48
Science	49	49	58	55	56	59	46	50	54
History-Social Science	33	43	51	28	38	41	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	41
All Student at the School	57	32	58	51
Male	50	35	54	58
Female	65	29	62	45
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*		*
Filipino	*	*	*	*
Hispanic or Latino	40	24	28	46
Native Hawaiian/Pacific Islander				
White	59	32	61	53
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	38	21	54	37
English Learners	*	*	*	*
Students with Disabilities	23	29	33	18
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	65.9	61.5	67.6	61.2	57.9	62.3	52.9	52.0	54
Mathematics	61.1	62.3	66	57.1	59.2	61.1	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	37.7	29.0	33.3	39.1	46.4	14.5
All Students at the School						
Male	44.6	30.6	24.8	36.4	47.1	16.5
Female	21.3	31.1	47.5	32.8	50.8	16.4
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	44.4	33.3	22.2	44.4	38.9	16.7
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	31.3	31.8	36.9	33.6	50.2	16.1
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	53.3	26.7	20.0	54.7	36.0	9.3
English Learners	*	*	*	*	*	*
Students with Disabilities	80.6	12.9	6.5	71.9	25.0	3.1
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.9	25.7	41

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7	7	7
Similar Schools	4	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	6	12	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	3	13	39
Two or More Races			
Socioeconomically Disadvantaged	10	5	13
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	790	782	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino		742	715
Native Hawaiian/Pacific Islander			753
White	794	789	838
Two or More Races			808
Socioeconomically Disadvantaged	717	728	712
English Learners			692
Students with Disabilities		562	580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	7.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	1	0	1	2	2	3	6	5	6
Graduation Rate	99.1	95.2	99.2	97.5	92.6	95.0	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	92	95	94.5
Black or African American	100	100	89.7
American Indian or Alaska Native	100	86	95.3
Asian	60	60	97.4
Filipino	100	100	98.2
Hispanic or Latino	100	86	91.6
Native Hawaiian/Pacific Islander	100	100	95.2
White	93	97	98.1
Socioeconomically Disadvantaged	89	88	91.3
English Learners	100	100	98.5
Students with Disabilities	68	86	53.4

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

CTE Programs at the school include the following:

Police Science ROP
 Computer Technology ROP (Animation, Micromedia Publishing)
 Medical Science ROP
 Cosmetology ROP
 Auto I, II, III, IV ROP (NATEF GST Certification pending)
 CAD Sequence: Drafting I, II, CAD II, IV ROP

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 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	683 This number includes Keyboarding
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	95% Every course except Cosmetology is articulated.

Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	64.3
Graduates Who Completed All Courses Required for UC/CSU Admission	27.4

Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	0	---
Social Science	2	---
All courses	4	10.9

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our staff has the opportunity to attend trainings that are put on by our District Curriculum and Instruction Department as well as attend outside professional development seminars/conferences that are relevant to our WASC Action Plan and student/staff/community needs. Calaveras High School uses the three Core Development Days provided to address the many issues that are relevant to the 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, site safety, and meeting the needs of special education 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.

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.