

Eastern Sierra Unified School District Coleville High School

Grades 9 through 12
Jason Reid, Principal



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2007-08 School Accountability Report Card *Published January 2009*

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2008-09 Governing Board

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Principal's Message

I'd like to welcome you to Coleville High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Coleville High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Coleville High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

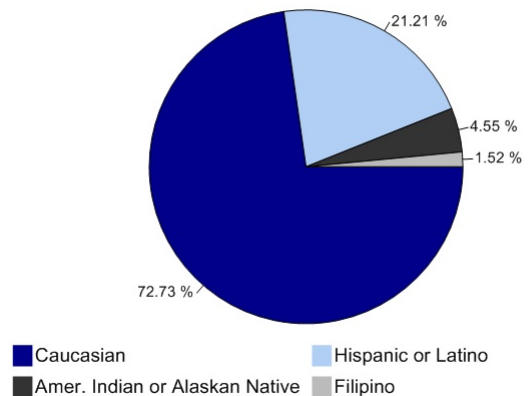
We as students, parents, community members and educators together will inspire and challenge each of our students to pursue personal excellence, to contribute positively to society, and to sustain a passion for learning.

School Profile

Coleville High School is located in the northern region of Mono County and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2007-08 school year, 66 students were enrolled, including 12% in special education and 18% qualifying for free or reduced price lunch. Coleville High School achieved a 2008 Academic Performance Index (API) score of 694.

Eastern Sierra Unified School District highly emphasizes the use of technology through the curriculum in an effort to increase access to educational resources and promote the integration of technology throughout the curriculum. Every student in grades 9-12 is assigned a laptop computer for both school and personal use. Each laptop is equipped with word processing, spreadsheet, and graphic presentation software, Internet access, and networking capability. Upon graduation from high school students are given the option to purchase their laptop for \$1.00. All teachers are supplied with a laptop and have access to LCD projectors and interactive whiteboards to enhance lesson delivery and stimulate the learning process.

Percentage of Students by Ethnicity
2007-08 Enrollment: 66



The statistical information disclosed in this report is obtained from the California Department of Education and the Eastern Sierra Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 01/2009. Those to prepare the school facilities section were acquired in 11/2008.

Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

California's STAR examination (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of six components, which include the California Standards Tests (CST), Apenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST identifies individual levels of proficiency. The CMA was introduced in 2008 and administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Apenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Coleville 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 complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, none of the ninth grade students tested were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Coleville High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	33	32	39	33	29	45	42	43	46
Math	16	10	9	29	18	38	40	40	43
Science	25	33	33	19	15	44	35	38	46
Social Science	23	6	14	16	10	31	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Coleville High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts		*		*	*		38
Math		*		*	*		4
Science				*	*		46
Social Science					*		13

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Coleville High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	39	38		*	*	
Math	8	11		*	*	
Science	31	*		*	*	
Social Science	22	0				

**California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Coleville High School			ESUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	62.5	42.9	57.9	51.3	30.8	66.7	51.1	48.6	52.9
Math	31.2	53.8	57.9	33.3	40.0	63.0	46.8	49.9	51.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

**California High School Exit Exam
Percentage of Students Scoring in Each Performance Level
2007-08**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	42.1	57.9	0.0	42.1	47.4	10.5
Male	46.2	53.8	0.0	53.8	30.8	15.4
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	25.0	75.0	0.0	25.0	58.3	16.7
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

**Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements*
2006-07****

Coleville High School	ESUSD	California
100%	89%	80.5 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 95% of Coleville High School's tenth grade students who took the test passed the math portion of the exam and 95% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	7	5	2
Similar Schools Rank	N/A	N/A	N/A

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	694	-39	-56	61
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 620 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CHS	ESUSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	Yes
API Score <i>620 or Increase API by 1 point</i>	Yes	Yes
Graduation Rate	Yes	No

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Coleville High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to

help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	CHS	ESUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through school newsletters, school web site, school marquee, flyers, parent conferences, and email. Contact the principal at (530) 495-2231 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Fundraising
School-sponsored Activities
Yearbook

Committees

Parent Teacher Organization

School Activities

Back to School Night
Open House
Student Performances
Student Orientation
Sports Events
Family Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Coleville High School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Completion of remodel and comprehensive modernization in summer 2008

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Coleville High School. The day custodian is responsible for:

- Office Area Cleaning
- Restrooms

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restroom Cleanup
- Office Area Cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1962
Square Footage	21320
	Quantity

Deferred Maintenance

Coleville High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Coleville High School received a portion of \$77,277 in deferred maintenance funds.

Facilities Inspection

The district's maintenance department inspects Coleville High School on an annual basis in accordance with Education Code §17592.72(c)(1). Coleville High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 24, 2007. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, October 24, 2007			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(5)	Exterior paint peeling off in some areas. Repainted 08/08.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: the principal and assistant principal. The principal, assistant principal, and noon duty aides monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal and assistant principal monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Coleville High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Coleville High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in October 2008 and updated in October 2008. Staff responsibilities and safety plan updates were discussed with staff in October 2008.

Classroom Environment

Instructional Time

All instructional time offered at Coleville High School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Coleville High School offered 180 days of instruction. No minimum or shortened days were offered. The state requires high school students to receive 64,800 minutes of instruction; Coleville High School offered a total of 65,310 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Coleville High School's discipline policies are based upon the district's conduct code, which is used as a guide to develop school rules, encourage good decision making, encourage positive choices in behavior, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Coleville High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in school newsletters.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each grading period. Academic honors include academic achievement awards, athletic awards, and Principal's List.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Coleville High School offers ski program, academic olympics, drama, and music program. Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, basketball, softball, baseball, and football.

Suspensions & Expulsions			
	CHS		
	05-06	06-07	07-08
Suspensions (#)	7	10	8
Suspensions (%)	11.67 %	13.70 %	12.12 %
Expulsions (#)	3	6	0
Expulsions (%)	5.00 %	8.22 %	0.00 %
ESUSD High Schools			
Suspensions (#)	13	11	10
Suspensions (%)	13.98 %	7.14 %	6.49 %
Expulsions (#)	4	7	0
Expulsions (%)	4.30 %	4.55 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	11.0	5	*	*
Math	9.8	5	*	*
Science	10.8	4	*	*
Social Science	15.0	4	*	*
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
	English	16	5	*
Math	12.4	4	1	*
Science	17.5	4	*	*
Social Science	18.8	3	1	*
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
	English	15.8	4	*
Math	9.3	6	*	*
Science	10.4	5	*	*
Social Science	17.0	4	*	*

Graduation & Dropout Rates

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Coleville High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, and

referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2006-07 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
		CHS	
		04-05	05-06
Dropout Rate		0.0%	1.7%
Graduation Rate		100.0%	95.7%
		ESUSD	
		04-05	05-06
Dropout Rate		0.0%	0.2%
Graduation Rate		100.0%	95.7%
		California	
		04-05	05-06
Dropout Rate		3.1%	3.5%
Graduation Rate		85.0%	83.0%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Coleville High School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. Decisions concerning selection of staff development activities are performed by the principal and all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Coleville High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Coleville High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Governing Board. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, October 15, 2008, the Eastern Sierra Unified School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution No. 08-18 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Eastern Sierra Unified School District did not provide a visual and performing arts curriculum at any of its campuses.

Textbooks		
Adoption Year	Publisher & Series	Grades
Foreign Languages		
1999	Holt, <i>Ven Conmigo</i>	9-12
Language Arts		
1998	Houghton Mifflin, <i>Literature</i>	9-12
Math		
2008	Holt, <i>Geometry</i>	9-12
2008	Holt, <i>Algebra 1</i>	9-12
2008	Holt, <i>Algebra II</i>	9-12
Science		
2008	Holt, <i>Biology</i>	9-12
2008	Holt, <i>Chemistry</i>	9-12
2008	Holt, <i>Physics</i>	9-12
Social Science		
2006	McDougal Littell, <i>World History</i>	9-12
2006	McDougal Littell, <i>US History</i>	9-12
2006	McDougal Littell, <i>Government</i>	9-12
2006	McDougal Littell, <i>Civic</i>	9-12

School Leadership

The administrative team is comprised of the principal and the vice principal, who work closely with teachers, parents, and school staff. Principal Jason Reid is responsible for the day-to-day operations of the school and overall instructional program. The principal and vice principal work as a team to fulfill the many responsibilities associated with running an effective educational program.

Principal Jason Reid has been in the educational field for 15 years and serving Coleville High School for nine years (as of 2007-08). Previous positions held in other schools include: assistant principal and athletic director. Principal Jason Reid holds a bachelor's degree in science, a master's degree in school administration, and a Clear Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and

Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Coleville High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. Coleville High School's teachers utilize Hampton Brown's Into English series, a state-approved reading intervention program and textbook adoption. Coleville High School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Coleville High School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Coleville High School takes advantage of the district's participation in the Mono County Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Coleville High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Tutoring

Classroom teachers monitor student performance on daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California 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 admission requirements please visit the University of California Website 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 Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2006-07*	
	%
Students enrolled in courses required for UC/CSU admission	66.2
Graduates who completed all courses required for UC/CSU admission	0

*Most current data available

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and to his or her general educational development; the scoring range is 200-800. Coleville High School encourages students to participate in college admission exam preparation programs. Since these programs were not offered at Coleville High School during the 2007-08 school year, student were advised to seek instruction from professional educational agencies an online resources.

	SAT Reasoning Test**		
	CHS		
	05-06	06-07	07-08
Test Takers (%)	57.1	7.7	*
Average Verbal Score	467	310	*
Average Math Score	457	330	*
Average Writing Score	481	390	*

**Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Coleville High School did not offer any advanced placement courses during the 2007-08 school year.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Coleville High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Coleville High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Regional Occupational Programs (ROP) are offered in partnership with the Mono County Office of Education. Career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2007-08 school year, Coleville High School offered the following career technical education programs as elective courses:

- Animal Science
- Agricultural Mechanics
- Other Agriculture Course
- Food & Beverage Production & Preparation

Coleville High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Coleville High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs

and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Professional Staff

Substitute Teachers

Coleville High School frequently experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, teachers share the responsibility and cover the absent teacher's classroom during their prep period.

Highly qualified substitutes are available through a county pool which is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)
- A 30-day substitute permit

Teacher Evaluations

Evaluation procedures and criteria for Coleville High School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated twice annually; permanent/tenured teachers are evaluated once every two years. Evaluations are conducted by either the principal or assistant principal; both administrators have been trained and certified to perform teacher evaluations.

Counseling & Support Staff

Coleville High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Coleville High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Library Media Staff	1	0.5
Resource Specialist (non-teaching)	1	1.0
Counselor	0	0.0

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Coleville High School had 8 teachers who met all credential requirements in accordance with state guidelines. Most of Coleville High School's teachers supplement their regular credential with a credential to teach English language learners. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Coleville High School	100.0 %	0.0 %
District Totals		
All Schools	87.3 %	12.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	65.5 %	34.5 %

Teacher Credentials & Assignments				
	CHS		ESUSD	
	05-06	06-07	07-08	07-08
Total Teachers	6	6	8	50
Teachers with full credentials	6	6	8	49
Teachers without full credentials	0	0	0	1
Teachers in alternate routes to certification	0	0	0	1
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	2	3	3	6
Total teacher misassignments	6	5	6	23
Teacher misassignments for English learners	4	2	3	17
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	2

Teacher Credentials & Assignments (cont'd)		
	CHS	ESUSD
	08-09	08-09
Total teacher misassignments	1	10
Teacher misassignments for English learners	1	10
Other misassignments of certificated staff	0	0
Teacher vacancies	0	2

Teacher Education Levels 2007-08		
	CHS	ESUSD
Doctorate	0.0 %	0.0 %
Master's degree plus 30 or more semester hours	12.5 %	12.0 %
Master's degree	0.0 %	4.0 %
Bachelor's degree plus 30 or more semester hours	62.5 %	66.0 %
Bachelor's degree	25.0 %	18.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	State Average of Districts in Same Category	
	ESUSD	
Beginning Teacher Salary	\$32,195	\$36,658
Mid-Range Teacher Salary	\$48,532	\$53,646
Highest Teacher Salary	\$62,446	\$69,160
Superintendent Salary	\$103,000	\$110,844
Average Principal Salaries:		
High School	\$74,339	\$91,134
Percentage of General Fund Expenditures for:		
Teacher Salaries	20.5%	35.2%
Administrative Salaries	4.9%	6.4%

Expenditures Per Student

For the 2006-07 school year, Eastern Sierra Unified School District spent an average of \$14,688 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Eastern Sierra Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocation Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment

- After School Learning & Safety
- California High School Exit Exam
- Discretionary Block Grant
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Instructional Materials
- Neighborhood Partnerships
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Staff Development
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Transportation
- Vocational Programs

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	CHS	ESUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	58	468	N/A	N/A	N/A
Total**	\$13,399	\$15,201	88.15	N/A	N/A
Restr.†	\$2,587	\$4,919	52.60	N/A	N/A
Unrestr.††	\$10,812	\$10,282	105.15	\$5,300	203.99
Avg. Teacher Salary	\$49,328	\$46,538	106.00	\$54,955	89.76

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Coleville High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Coleville High School's SARC and access the internet at any of the county's public libraries. The closest public library to Coleville High School is Mono County Library, Coleville Branch, located at 111591 Hwy 395, Coleville (on high school's campus).

Hours: M-Th 3-7; Sat. 9-1
Phone Number: (530) 495-2788
Number of Computers Available: 6
Printers Available: Yes