

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

For Coleville High School

Address: 111591 Highway 395

Phone: (530) 495-2231

Principal: Steven Childs

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Eastern Sierra Unified School District
Phone Number	(760) 932-7443
Superintendent	Heidi Torix
Email Address	htorix@esusd.org
Website	www.esusd.org

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	
Street	111527 Highway 395
City, State, Zip	Coleville, CA 96107
Phone Number	(530) 495-2541
Principal	Steven Childs
Email Address	schilds@esusd.org
Website	www.esusd.org
County-District-School (CDS) Code	26736686025910

School Description and Mission Statement (School Year 2020–2021)

Narrative provided by the LEA

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

The mission of ESUSD, a community ascending from varied pasts toward future promise, is to ensure that each student achieves academic and personal excellence, through a unique educational system distinguished by:

- student-centered learning environments with no boundaries

- devoted and passionate staff
- engaged partnerships within our communities
- technology that bridges the gaps with all communities and the world
- innovative risk in a secure environment

School Profile

Coleville High School is located in the northern region of Coleville and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 68 students were enrolled, including 12.3% in special education, 23.1% qualifying for English Language Learner support, and 46.2% Socioeconomically Disadvantaged. Students were assessed with the California Smarter Balanced Assessment Test, and California reports the following test scores for 11th grade:

2019 Smarter Balanced Assessment Test

- ELA: 106.1 Points above the Standard (19 Increase in Points)
- Math: 32.6 Points below the Standard (64.5 Increase in Points)

2018 Smarter Balanced Assessment Test

- ELA: 80.7 Points above the Standard (25.3 Decrease in Points)
- Math: 97.2 Points below the Standard (No Data Provided)

2017 Smarter Balanced Assessment Test

- ELA: Scores were not reported.
- Math: Scores were not reported.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 9	21
Grade 10	19
Grade 11	14
Grade 12	14
Total Enrollment	68

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	9.2%
Asian	0%
Filipino	0%
Hispanic or Latino	50.8%
Native Hawaiian or Pacific Islander	0%
White	40%
Two or More Races	N/A
Socioeconomically Disadvantaged	53%
English Learners	6%
Students with Disabilities	13%
Foster Youth	0%
Homeless	0%

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	6.5	6.5	6.5	40
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

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 Board of Trustees. 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 a foreign language, visual and performing arts, and health.

On Wednesday, August 26, 2020, the Eastern Sierra Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #19-03 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 a 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 core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-2021 school year, Eastern Sierra Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional material to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

All textbooks used in the core curriculum at Coleville High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

Year and month in which the data were collected: _____ September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Houghton Mifflin Harcourt Adopted 2020	Yes	0%
Mathematics	Eureka Math--Great Minds Adopted 2016	Yes	0%
Science	Holt, Rinehart and Winston, Chemistry Holt, Rinehart and Winston, Earth Science Holt, Rinehart and Winston, Physical Science Prentice Hall, Biology Adopted 2008	Yes	0%
History-Social Science	McDougal Littell, Civics McDougal Littell, Government McDougal Littell, US History McDougal Littell, World History Adopted 2006 Pearson Prentice Hall, Magruder's American Government Adopted 2012	Yes	0%
Foreign Language	McDougal Littell, Spanish Adopted 2006 Glencoe McGraw-Hill Adopted 2006	Yes	0%
Health	-	-	-
Visual and Performing Arts	-	-	-

Science Laboratory Equipment (grades 9-12)	-	-	-
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Narrative provided by the LEA

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

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.

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 is assigned to Coleville High School. Restrooms are checked once a day for cleanliness and cleaned daily as well. The day and evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Minor maintenance
- Grounds maintenance

The Principal and Director of Facilities and Maintenance communicates with custodial staff daily concerning maintenance and school safety issues. A maintenance work order call-in procedure and log are used to communicate ongoing maintenance issues and problems.

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 in December 2020. No emergency repairs were needed, and no unsafe conditions were found. During the fiscal year 2020-21, all restrooms were fully functional and available for student use.

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 principal and several staff members are strategically assigned to designated entrance areas. During break and

lunch, staff supervises break and lunchtime activity in the cafeteria. At the end of the day when students are dismissed, the principal and staff monitor student behavior to ensure a safe and orderly departure.

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, updated, and discussed with school staff in August 2020.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			-
Interior: Interior Surfaces	X			-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			The theater area is currently a low use area; however, the area still needs to be touch-up.
Electrical: Electrical	X			Ballast needs to be changed in the weight room; however this too is currently a low use area.
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 Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating

Exemplary	Good	Fair	Poor
	X		

Note: CHS barley missed the exemplary rating, as soon as the theater and the ballast is changed the site will be exemplary.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019– 2020	District 2018–2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	106.1 Points above the Standard (19 Increase in Points) Note: Percentages are not calculated when the number of students tested is ten or less.	N/A	10.8 Points above Standard (16.3 Increase in Points) Note: Percentages are not calculated when the number of students tested is ten or less.	N/A	2.5 points below standard (3.7 Increase in Points) Note: Percentages are not calculated when the number of students tested is ten or less.	N/A
Mathematics (grades 3-8 and 11)	32.6 Points below the Standard (64.5 Increase in Points) Note: Percentages are not calculated when the number of students tested is ten or less.	N/A	42.3 Points below the Standard (21.6 Increase in Points) Note: Percentages are not calculated when the number of students tested is ten or less.	N/A	33.5 Points below the Standard (2.9 Points Maintained) Note: Percentages are not calculated when the number of students tested is ten or less.	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male		N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8 and high school)	38	N/A	40	N/A	30	N/A

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

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.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Career Technical Education Programs (School Year 2019–2020)**Narrative provided by the LEA**

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

Coleville High School does not participate in the CTE program due to the small size of the school and distance from resources for the CTE Program.

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	50

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Narrative provided by the LEA

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Due to COVID-19 parents and school activities are not occurring.

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 email, flyers, parent conferences, school marquee, school newsletters, and the school websites. Contact the school secretary at (530) 495-2231 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- WASC Accreditation

- Classroom Helper
- Fundraising Activities
- School Sponsored Activities
- Yearbook
- Boosters
- Chaperone School Dances

Committees:

- Parent-Teacher Organization
- School Site Council
- Strategic Planning
- DLAC

School Activities:

- Family Nights
- Mock Trial
- Sports Events
- Student Orientation
- Student Performances
- Academic Olympics

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	0%	0%	0%	0%	0%	0%	-	-	-
Graduation Rate	100%	100%	100%	100%	100%	100%	-	-	-

Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

*The state is not reporting the required data for input.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	4.4%	7.1%	2.6%	3.3%	3.5%	3.5%
Expulsions	0%	0%	0%	0%	0.8%	0.8%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	7.1%	3.3%	3.4%
Expulsions	2.9%	N/A	N/A

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)**Narrative provided by the LEA**

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the 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, updated, and discussed with school staff in August 2020.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.5	1	0	0
Mathematics	15.5	1	0	0
Science	15.5	1	0	0
Social Science	15.5	1	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.25	1	0	0
Mathematics	16.25	1	0	0
Science	16.25	1	0	0
Social Science	16.25	1	0	0

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17	1	0	0
Mathematics	17	1	0	0
Science	17	1	0	0
Social Science	17	1	0	0

*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.

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	136:1 (68 students to 0.5 FTE)

*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.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0
Other	0

*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 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,334	\$4,409	\$17,925	\$73,077
District	N/A	N/A	\$22,331	\$73,098
Percent Difference – School Site and District	N/A	N/A	-21.8	0.0
State	N/A	N/A	\$7,750	\$68,990
Percent Difference – School Site and State	N/A	N/A	79.3	5.8

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

Types of Services Funded (Fiscal Year 2019–2020)

Narrative provided by the LEA
<i>Provide specific information about the types of programs and services available at the school that support and assist students.</i>

After School Program:

The Coleville High School has a paraprofessional instructional aide that provides after school support for students.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,883	\$44,318
Mid-Range Teacher Salary	\$66,847	\$67,053
Highest Teacher Salary	\$90,058	\$90,163
Average Principal Salary (Elementary)	\$121,815	\$106,389
Average Principal Salary (Middle)	\$121,815	\$113,976
Average Principal Salary (High)	\$121,815	\$114,214
Superintendent Salary	\$262,638	\$141,066
Percent of Budget for Teacher Salaries	25.0	29.0
Percent of Budget for Administrative Salaries	8.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019–2020)**Percent of Students in AP Courses: Government and Economics**

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	3

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	0	2	2