

# Snowline Joint Unified School District Chaparral High School

Grades 9 through 12  
Dave Smith, Principal



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

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## Principal's Message

Welcome to Chaparral High. I invite you to read this year's School Accountability Report Card containing valuable information about our school's staff, programs, facilities, and progress in providing a rigorous, standards-based comprehensive curriculum to our students. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. To keep the lines of communication open, we welcome any suggestions, comments, or questions you may have about this report. Our number one priority is our students.

## Mission Statement

Learning for ALL...Whatever It Takes.

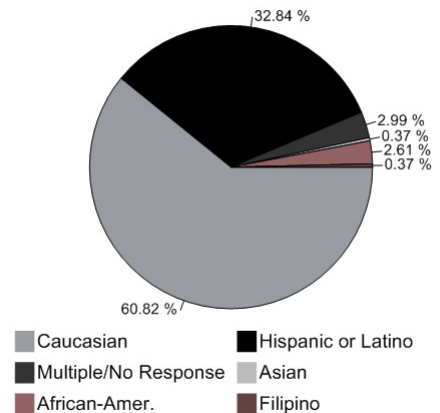
## School Profile

Chaparral High School is located in the central region of the district's boundaries and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2007-08 school year, 268 students were enrolled, including 1% in special education, 1% qualifying for English Language Learner support, and 42% qualifying for free or reduced price lunch. Chaparral High School achieved a 2008 Academic Performance Index (API) score of 643 and met all 2008 Adequate Yearly Progress criteria.

Students who attend Chaparral High are provided a safe, flexible learning environment to complete graduation requirements and explore post-secondary options. Instruction follows an eight-period block schedule comprised of four 80-minute periods each day. Students must either be 16 years of age upon enrollment or 16 years of age by the end of their first semester to attend Chaparral High.

Chaparral High recently received the 2007 Model Continuation School Award for its outstanding graduation and student achievement rates. This prestigious designation was awarded to only 13 schools statewide!

Percentage of Students by Ethnicity  
2007-08 Enrollment: 268



*The statistical information disclosed in this report is obtained from the California Department of Education and the Snowline Joint 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 10/2008. Those to prepare the school facilities section were acquired in 09/2008.*

## 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

Students at Chaparral High School participate in California's STAR examination each year. The mandatory STAR Program (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 the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please 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, Chaparral 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."

There were no ninth students enrolled at the time the test would have been administered, therefore results are not disclosed. Comparative District and state results can be found at the CDE's Website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

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

	Chaparral High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	12	13	14	48	48	50	42	43	46
Math	1	3	5	41	40	42	40	40	43
Science	4	0	10	45	51	54	35	38	46
Social Science	8	11	19	41	38	43	33	33	36

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

	Chaparral High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*				8		19
Math	*				6		5
Science					*		15
Social Science	*				12		23

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

	Chaparral High School						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Language Arts	14	14	*	11	*		
Math	3	7	*	6	*		
Science	14	*	*	*			
Social Science	24	11	*				

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

	Chaparral High School			SJUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	18.2	13.3	*	59.7	54.1	55.7	51.1	48.6	52.9
Math	*	20.0	*	49.9	55.0	48.6	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	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
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\*\***

Chaparral High School	SJUSD	California
100.0 %	88.9 %	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; 29% of Chaparral

High School's tenth grade students who took the test passed the math portion of the exam and 53% 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.

## Alternative School Accountability Model

Schools that cannot participate in the API owing to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Chaparral High School has adopted ASAM, which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Chaparral High School's performance indicators used to evaluate progress are . Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of Chaparral High School's students in each category and corresponding performance rating (2007-08 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. "Growth Plan" indicates that the school is making obvious efforts to improve performance. For more information on ASAM, visit the state's website at [www.cde.ca.gov/ta/ac/am/](http://www.cde.ca.gov/ta/ac/am/).

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Suspension	21.9	Sufficient
Credit Completion	11.6	Commendable
High School Graduation	93	Sufficient

## 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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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	SJUSD
Overall Results	Yes	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	No
API Score <i>0 or Increase API by 0 point</i>	Yes	Yes
Graduation Rate	Yes	Yes

## 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, Chaparral 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/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	CHS	SJUSD
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 ConnectEd, flyers, monthly school newsletters, letters, progress reports, and quarterly report cards. Contact the principal or office staff at (760) 868-5400 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Observe Class Instruction  
Assist with Athletics

### Committees

School Site Council  
Parent Advisory Group

### School Activities

Back to School Night  
Open House  
Student Recognition Assemblies  
Parent Education Workshops (District Sponsored)

## 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. Chaparral High School's original facilities were built in 1988; 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:

- Installation of greenhouse
- Installation of security camera system

Every morning before school begins, the plant manager inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Chaparral High School. The day custodian is responsible for general cleaning of classrooms, cafeteria, office areas, and special events preparation. Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for thoroughly cleaning classrooms and restrooms. The principal communicates with custodial staff weekly concerning maintenance and school safety issues.

Campus Description	
Year Built	1988
	Quantity
Permanent Classrooms	3
Portable Classrooms	10
Restrooms (student use)	4 sets
Science Labs	1
Gymnasiums	1
Teacher Lunch/Work Rooms	1
Cafeteria	1
ASB Store	1
Career Center/Computer Lab	1
Counseling Office	1
Health Technician Office	1
Plant Manager Office	1
Weight Training Room	1

## Deferred Maintenance

Chaparral 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, Chaparral High School received \$5,450 in deferred maintenance funds for the repair and/or maintenance of roofing systems.

## Facilities Inspection

The district's maintenance department inspects Chaparral High School on an annual basis in accordance with Education Code §17592.72(c)(1).

Chaparral 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 Friday, August 22, 2008. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, August 22, 2008			
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	✓		

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

**Rating Description**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

**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, the dean of students, teachers, and counselor. The principal, dean of students, campus monitor, and counselor supervise lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, dean of students, and teachers share oversight of student behavior to ensure students either leave campus or travel to after-school activities in a safe and orderly manner. To enhance two-way routine communication and facilitate an immediate response to urgent situations, the principal, office staff, plant manager, counselor, physical education teachers, and campus monitor carry hand-held radios while on campus. Chaparral 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 Chaparral 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 August 2008 and updated in August 2008. Staff responsibilities and safety plan updates were discussed with staff in August 2008.

**Classroom Environment**

**Instructional Time**

All instructional time offered at Chaparral High School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Chaparral High School offered 180 days of instruction. The state requires continuation school students to receive 32,400 minutes of instruction; Chaparral High School offered a total of 57,600 minutes of instruction for the 2007-08 school year for all grade levels.

**Discipline & Climate for Learning**

Chaparral High School's discipline policies are based upon effective classroom management strategies especially designed for the continuation school environment. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom.

Chaparral 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. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include referral to a school administrator.

At the beginning of the school year, school rules, discipline policies, and behavior expectations are shared with students 1) during a Powerpoint presentation led by the counselor, 2) in classroom orientation with teachers, and 3) outlined in the student handbook. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in monthly newsletters and at quarterly assemblies.

Administrators and teachers recognize students demonstrating good citizenship, positive behavior, and student achievement at the end of the each quarter. Individual recognition includes Honor Roll, Student of the Quarter, Most Improved Award, Academic Student of the Quarter, Outstanding Athlete, and attendance awards. Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, basketball, softball, and soccer.

Suspensions & Expulsions			
	CHS		
	05-06	06-07	07-08
Suspensions (#)	18	117	98
Suspensions (%)	8.00 %	49.16 %	36.57 %
Expulsions (#)	12	13	14
Expulsions (%)	5.33 %	5.46 %	5.22 %
SJUSD High Schools			
Suspensions (#)	489	957	928
Suspensions (%)	15.65 %	30.74 %	29.30 %
Expulsions (#)	90	98	94
Expulsions (%)	2.88 %	3.15 %	2.97 %

*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	24.7	5	4	1
Math	22.8	7	3	1
Science	29.3	*	6	1
Social Science	27.9	1	12	3
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	22.1	5	4	*
Math	23.9	5	4	1
Science	27.4	2	5	1
Social Science	27.4	5	5	7
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	24.5	3	9	*
Math	23.7	4	9	*
Science	30.9	*	5	3
Social Science	28.4	*	14	2

**Graduation & Dropout Rates**

Chaparral 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: parent conferences, counseling, 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	06-07
Dropout Rate	0.0%	1.8%	5.0%
Graduation Rate	98.8%	91.3%	95.0%
	SJUSD		
	04-05	05-06	06-07
Dropout Rate	0.0%	0.2%	1.5%
Graduation Rate	90.5%	91.3%	95.0%
	California		
	04-05	05-06	06-07
Dropout Rate	3.1%	3.5%	4.4%
Graduation Rate	85.0%	83.0%	79.5%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Chaparral High School revolve around the California State Content Standards and Frameworks. Professional development activities support the expanding implementation of FOS (Focus on Standards) into grade level and course collaboration efforts. Decisions concerning selection of staff development activities are performed by FOS coaches (designated site administrators and teacher representatives) using tools such as state assessment results, teacher surveys, NCLB requirements, and state content standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Ongoing site level implementation of FOS activities at Chaparral High takes place at staff meetings and after school. Teachers meet in grade level and department teams to analyze assessment results, redirect instruction accordingly, and plan intervention.

Chaparral High School offers support to new and veteran teachers through peer coaching and mentoring. 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 Chaparral High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. 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 Tuesday, September 23, 2008, the Snowline Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #09-869 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 their visual/performing arts curricula. During the 2008-09 school year, Snowline Joint Unified School District certifies that each student, including English learners,

enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
<b>Foreign Languages</b>		
2005	McDougal Littell, <i>En Espanol 1 &amp; 2</i>	9-12
2005	McDougal Littell, <i>Discover French Nouveaux</i>	9-12
2005	McDougal Littell, <i>Abriendo Puertas: Tomo I &amp; II</i>	9-12
<b>Language Arts</b>		
1997	Rosen Publishing, <i>Accelerated Reader</i>	9-12
1999	Sopris West, <i>Language!</i>	9-12
2002	McDougal Littell, <i>The Language of Literature</i>	9-12
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	9-12
<b>Math</b>		
2004	Glencoe, <i>Geometry Concepts and Applications</i>	9-12
2004	McDougal Littell, <i>Algebra 1</i>	9-12
2005	McDougal Littell, <i>Algebra I - Concepts and Skills</i>	9-12
<b>Science</b>		
2007	Holt Rinehart & Winston, <i>Biology CA</i>	9-12
2007	Pearson/Prentice Hall, <i>Earth Science</i>	9-12
2007	Merrill Publishing, <i>Chemistry: A Modern Course</i>	9-12
<b>Social Science</b>		
2006	Holt, Rinehart & Winston, <i>World Geography Today</i>	9-12
2006	Prentice Hall, <i>World History: The Modern World</i>	9-12
2006	Pearson/Prentice Hall, <i>America: Pathways to the Present</i>	9-12
2006	Pearson/Prentice Hall, <i>Magruder's American Government</i>	9-12
2006	Pearson/Prentice Hall, <i>Economics: Principles in Action</i>	9-12
2006	Pearson/Prentice Hall, <i>Economics: Principles in Action</i>	9-12

### School Leadership

Leadership at Chaparral High School is shared among school administration and parents. Chaparral High's principal is responsible for the day-to-day operations of the school, working closely with the dean of students and counselor to provide a high quality instructional program.

Principal Dave Smith has been in the educational field for 26 years and serving Chaparral High School for 14 years as principal (as of 2007-08). Principal Smith holds a bachelor's degree in physical education and health, a master's degree in administration, a Life Single Subject Teaching Credential, and a Clear Administrative Services Credential.

Chaparral High's leadership is a collaborate effort among school administrators and teaching staff. Twice a month, the principal conducts a staff meeting to discuss the school's calendar of activities, districtwide events, student information and issues, and attendance concerns.

The principal and Chaparral High's FOS coach meet individually and with the administrative team weekly to discuss program implementation and follow-up and address staff development needs. Once a month, Chaparral High's FOS coach leads a meeting with all

staff from Chaparral High, Eagle Summit, and Desert View schools to collaboratively address state standards, student test scores, and district assessments.

### 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.

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed with a teacher who has been certified to teach English learners. Most students enrolled in Chaparral High School do not require formal instruction in English language acquisition. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. Tutoring is provided based upon the individual needs of each student.

Chaparral High School's special education program is staffed by one special education instructional aide. 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 and provided tutoring outside the general education classroom based on individual needs. 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.

Chaparral High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, end-of-unit exams, credits completed, and course grades, 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 Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- After School Tutoring
- Computer Lab
- Districtwide Tutoring
- CAHSEE Tutoring
- Peer Tutoring
- CAHSEE Prep Classes

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on daily classwork, end-of-unit tests, and course grades 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	69.2
Graduates who completed all courses required for UC/CSU admission	0

\*Most current data available

#### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Upon enrollment, students meet with the counselor to discuss their four-year academic plan and are introduced to Chaparral 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. Chaparral High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 14 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the county superintendent of schools. A variety of 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. On-campus ROP courses include:

- Business Technology Lab
- Customer Service Occupations

Workability provides work experience opportunities outside the school day to meet students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Chaparral High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Chaparral 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. The 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

Chaparral High School does not experience any difficulties finding substitute teachers to fill vacancies. A pool of more than 180 substitutes is available through a district pool that is comprised primarily of teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree and have passed the CBEST (California Basic Education Skills Test)
- A CBEST waiver and have acquired 90 semester units of college level coursework

#### Teacher Evaluations

Evaluation procedures and criteria for Chaparral High School's teachers are defined in board policy. Evaluation criteria are based on the California Standards of the Teaching Profession. Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

#### Counseling & Support Staff

Chaparral 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 Chaparral 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 and the employee is on campus and available all day every day of the week; 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
Counselor	1	1.0
Dean of Students	1	1.0
Health Technician	1	0.5
Psychologist	1	0.2
School Nurse	1	0.1
Speech Therapist	1	0.1

FTE = Full-Time Equivalent

#### Teacher Assignment

During the 2007-08 school year, Chaparral High School had 11 teachers who met all credential requirements in

accordance with state guidelines. 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
Chaparral High School	91.1 %	8.9 %
<b>District Totals</b>		
All Schools	98.3 %	1.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	CHS			SJUSD
	05-06	06-07	07-08	07-08
Total Teachers	9	9	11	400
Teachers with full credentials	8	7	10	362
Teachers without full credentials	1	2	1	38
Teachers in alternate routes to certification	1	1	0	31
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	1	1	6
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	4	0	0
Teacher misassignments for English learners	0	4	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	1	0	0

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

Teacher Education Levels 2007-08		
	CHS	SJUSD
Doctorate	0.0 %	0.8 %
Master's degree plus 30 or more semester hours	9.1 %	24.3 %
Master's degree	18.2 %	27.0 %
Bachelor's degree plus 30 or more semester hours	63.6 %	32.0 %
Bachelor's degree	9.1 %	16.0 %
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		
	SJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,082	\$39,692
Mid-Range Teacher Salary	\$71,411	\$62,830
Highest Teacher Salary	\$85,741	\$80,472
Superintendent Salary	\$165,678	\$166,547
<b>Average Principal Salaries:</b>		
High School	\$113,867	\$114,549
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	43.4%	40.2%
Administrative Salaries	5.5%	5.8%

### Expenditures Per Student

For the 2006-07 school year, Snowline Joint Unified School District spent an average of \$6,966 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, Snowline Joint 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 Vocational Incentive Grants
- After School Learning & Safety
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Exam (CAHSEE)
- Carl Perkins
- Career Technical Education Equipment and Supplies
- Community Based Tutoring
- Discretionary Block Grant

- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Partnership Academies Program
- Peer Assistance & Review
- Professional Development Block Grant
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Supplemental School Counseling Program
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Transportation

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	CHS	SJUSD	% Diff. School & Dist.	State Avg., Dist. Size & Type	% Diff. School & State
ADA*	231	8372	N/A	N/A	N/A
Total**	\$5,688	\$7,393	76.94	N/A	N/A
Restr.†	\$5,419	\$2,140	253.24	N/A	N/A
Unrestr.††	\$270	\$5,253	5.13	\$5,300	5.09
Avg. Teacher Salary	\$60,932	\$64,097	95.06	\$62,157	98.03

\* 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 Chaparral 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 Chaparral High School's SARC and access the internet at any of the county's public libraries. The closest public library to Chaparral High School is the Serrano Branch Library, located at 9292 Sheep Creek Road, Phelan (Serrano High School Campus).

Hours: M-Th 3-8; Sat. 10-5

Phone Number: (760) 868-0583

Number of Computers Available: 8

Printers Available: Yes