

Snowline Joint Unified School District Chaparral High School

Grades 9 through 12
Dave Smith, Principal



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2008-09 School Accountability Report Card *Published January 2010*

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2009-10
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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 2008-09 school year, 266 students were enrolled, including 1% in special education, 8% qualifying for English Language Learner support, and 49% qualifying for free or reduced price lunch.

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
2008-09 Enrollment: 266

Caucasian	53.76 %
Hispanic or Latino	34.96 %
African-Amer.	6.02 %
Multiple/No Response	4.51 %
Asian	0.38 %
Filipino	0.38 %

Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Snowline Joint Unified School District or Chaparral High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Chaparral High School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	13	14	14	48	50	52	43	46	50
Math	3	5	7	40	42	48	40	43	46
Science	0	10	12	51	54	56	38	46	50
Social Science	11	19	16	38	43	46	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Chaparral High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	8		*		14	*	16
Math	0		*		8	*	7
Science	*				15	*	13
Social Science	8		*		15	*	18

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Chaparral High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	13	16	0	10	*	
Math	9	5	0	4	*	
Science	16		*	17	*	
Social Science	20	9	0	10	*	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Chaparral High School			SJUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	13.3	*	*	54.1	55.7	51.2	48.6	52.9	52.0
Math	20.0	*	*	55.0	48.6	50.9	49.9	51.3	53.3

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 2008-09						
	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.

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; 61% of Chaparral High School's tenth grade students who took the test passed the math portion of the exam and 54% 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.

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 grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or 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/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	-	-	-
Ninth	*	*	*

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

Owing to its small population and unique demographics, Chaparral High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

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 Suspension, Credit Completion, and High School Graduation. 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 (2008-09 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/.

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Suspension	18.8	Sufficient
Credit Completion	9.0/8.7	Sufficient
High School Graduation	99	Commendable

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 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% 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 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CHS	SJUSD
Overall Results	No	No
<i>Participation Rate</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>	No	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 2008-09, 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/.

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, school newsletters, monthly newsletters, progress reports, letters, and quarterly report cards. Contact the principal or school 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

School Activities

Back to School Night
Open House
Student Recognition Assemblies
Parent Education Workshops

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 interior and exterior security surveillance systems
- Installation of green house to support science lab curriculum

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 two evening custodians are assigned to Chaparral High School. The day custodian is responsible for:

- Office Area Cleaning
- Cafeteria Setup/Cleanup
- General Cleaning of Classrooms
- Special Events Preparation

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

- Comprehensive Classroom Cleaning
- Restrooms

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

Campus Description	
Year Built	1988
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	3
Portable Classrooms	10
Restrooms (sets)	4
Cafeteria	1
ASB Store	1
Career Center/Computer Lab	1
Counseling Office	1
Gymnasium	1
Health Technician Office	1
Plant Manager Office	1
Science Lab	1
Teacher Lunch/Work Room	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 2008-09 school year, Chaparral High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

For the 2008-09 school year, the district has budgeted \$427,000 for the deferred maintenance program. This represents 0.7 % of the Snowline Joint Unified School District general fund budget.

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 14, 2009. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, August 14, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior			✓
C. Cleanliness	✓		
D. Electrical			✓
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Rm 309: caulk small holes. Rms 300, 301: replace ceiling tile. \$ms 301, 302: broken diffusers. Rm 400: patch wall.
(D)	Rms 100, 101, 200: bulbs and ballast out.
(G)	Rm 300: roof.

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

Rating Description

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

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, dean of students, teachers, and counselor. The principal, dean of students, campus monitor, and counselor monitor 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 monitor student behavior and 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, updated, and discussed with school staff in August 2009.

Classroom Environment

Discipline & Climate for Learning

Chaparral High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm,

and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	CHS		
	06-07	07-08	08-09
Suspensions (#)	117	98	94
Suspensions (%)	49.16 %	36.57 %	36.15 %
Expulsions (#)	13	14	16
Expulsions (%)	5.46 %	5.22 %	6.15 %
SJUSD High Schools			
Suspensions (#)	957	928	658
Suspensions (%)	30.74 %	29.30 %	21.72 %
Expulsions (#)	98	94	78
Expulsions (%)	3.15 %	2.97 %	2.58 %

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. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class	Number of Classrooms		
	Size	1-20	21-32	33+
English	22.1	7	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	Number of Classrooms		
	Size	1-20	21-32	33+
	English	24.5	7	9
Math	23.7	4	9	*
Science	30.9	*	5	3
Social Science	28.4	*	14	2
2008-09				
Subject	Avg. Class	Number of Classrooms		
	Size	1-20	21-32	33+
	English	28.4	1	8
Math	23.2	6	5	*
Science	22.4	7	7	*
Social Science	25.9	4	9	3

Dropouts

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 the independent study program. 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, 2007-08 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 2005-06 school year, 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			
	05-06	06-07	07-08
Dropout Rate	1.8%	5.0%	3.4%
Graduation Rate	99.2%	94.0%	93.6%
SJUSD			
	05-06	06-07	07-08
Dropout Rate	0.2%	1.5%	1.1%
Graduation Rate	91.3%	95.0%	95.5%
California			
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Chaparral High School. Alternative methods of acquiring a diploma are available through the community day school, adult school, independent study program, and community college for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Chaparral High School.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Chaparral High School	SJUSD	California
75.7 %	83.8 %	80.2 %
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

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 continue to support the expanding

implementation of Focus on Standards (FOS) into grade level and course collaboration efforts. Decisions concerning selection of staff development activities are performed by FOS coaches (designated school administrators and teacher representatives) using tools such as state assessment results, teacher surveys, NCLB requirements, and state curriculum frameworks and standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

During the 2008-09 school year, Chaparral High participated in one district-sponsored staff development day which focused on credit recovery programs and the at-risk population of students. Ongoing site level implementation of FOS activities at Chaparral High take 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. Teachers from Eagle Summit Community Day School and Desert View Independent School join teachers at Chaparral High for most staff training sessions.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2008-09 school year, district offerings included:

- Response to Intervention
- DIBELS Assessment Administration Training
- Pacing, Assessments, and Instructional Pieces
- Reading Intervention Training for Upper Grades
- Differentiated Instruction Training for Gifted & Talented Students
- Writing Instruction
- Research Based Best Practices Based on Dr. Riggs' Work
- FOS - Collaboration
- Special Education

Chaparral 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. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
0	0	1

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 22, 2009, 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 #10-932 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 core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Snowline Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Professional Staff

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) 2008-09		
	No. of Staff	FTE
Counselor	1	.3
Dean of Students	1	1.0
Health Technician	1	.4
Nurse	1	*
Psychologist	1	.2
Speech & Language Specialist	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Chaparral High School had 9 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 by NCLB-compliant and non-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 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Chaparral High School	86.3 %	13.7 %
District Totals		
All Schools	97.6 %	2.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

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 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 www.calstate.edu/admission/.

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 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

Individual student assessment of work readiness skills takes place through:

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

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 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 San Bernardino County Office of Education. 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. During the 2008-09 school year, Chaparral High School offered the following ROP programs as elective courses:

- Business Technology Lab
- Customer Service Occupations

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
Foreign Languages		
2005	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2005	McDougal Littell, <i>En Espanol 1 & 2</i>	0 %
History-Social Science		
2006	Holt, Rinehart and Winston, <i>World Geography Today</i>	0 %
2006	Pearson Prentice Hall, <i>America: Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2006	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Language Arts		
2002	Holt McDougal, <i>The Language of Literature</i>	0 %
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
Math		
2004	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2009	Holt, <i>Holt CA Geometry</i>	0 %
2004	Holt McDougal, <i>McDougal Littell Algebra 1</i>	0 %
2005	Holt McDougal, <i>McDougal Littell Algebra 2</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Biology CA</i>	0 %
2007	Merrill Publishing, <i>Chemistry: A Modern Course</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %

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. Chaparral High School offers only those classes required to earn a high school diploma. Students may take college level courses at a local community college while simultaneously enrolled at Chaparral High School.

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

Teacher Credentials & Assignments				
	CHS			SJUSD
	06-07	07-08	08-09	08-09
Total Teachers	9	11	11	385
Teachers with full credentials	7	10	9	353
Teachers without full credentials	2	1	2	32
Teachers in alternate routes to certification	1	0	1	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	1	0	4
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	4	0	0	2
Teacher misassignments for English learners	4	0	0	2
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	1	0	0	0

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

Teacher Education Levels 2008-09		
	CHS	SJUSD
Doctorate	0.0 %	0.5 %
Master's degree plus 30 or more semester hours	0.0 %	31.7 %
Master's degree	18.2 %	29.4 %
Bachelor's degree plus 30 or more semester hours	63.6 %	26.0 %
Bachelor's degree	18.2 %	12.5 %
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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CHS	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,284	\$40,917
Mid-Range Teacher Salary	\$73,553	\$64,688
Highest Teacher Salary	\$88,313	\$82,849
Superintendent Salary	\$164,197	\$176,845
Average Principal Salaries:		
High School	\$117,283	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.5%	40.3%
Administrative Salaries	5.7%	5.9%

Expenditures Per Student

For the 2007-08 school year, Snowline Joint Unified School District spent an average of \$7,407 of total general funds to educate each student (based on 2007-08 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 www.cde.ca.gov/ds/fd/ec/ and 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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- California Peer Assistance & Review Program for Teachers (CPARP)
- Class Size Reduction Facilities Funding
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education

- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	CHS	SJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	231	8382	N/A	N/A	N/A
Total**	\$6,415	\$6,106	105.06	N/A	N/A
Restr.†	\$6,089	\$1,250	487.10	N/A	N/A
Unrestr.††	\$326	\$4,856	6.72	\$5,512	5.92
Avg. Teacher Salary	\$58,627	\$66,272	88.46	\$64,246	91.25

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

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 Serrano Branch Library, a branch of San Bernardino County Library.

Address: 9292 Sheep Creek Road, Phelan

Phone Number: (760) 868-0583

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 10

Disclosure

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 September 2009. Those to prepare the school facilities section were acquired in October 2009.