

# Snowline Joint Unified School District Serrano High School

Grades 9 through 12  
Sharon Schlegel, Principal



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

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## Principal's Message

Welcome to Serrano High School! In accordance with Proposition 98, every school in the state is required to issue a School Accountability Report Card annually. The data contained within this report describes our campus environment, instructional programs, support services, school staff, and students' progress.

We expect students to become effective communicators, critical thinkers, lifelong learners, and responsible citizens. We stress student involvement, leadership, and interaction in an effort to build successful attitudes, resolve problems, and increase student achievement. The excellent quality of our program is a reflection of our highly committed staff who are dedicated to providing a welcoming, stimulating environment. We value the support of parents and the community. Together, we provide challenges, preparation, and support for our students to achieve fulfilling, successful lives.

## Mission Statement

Learning for ALL...Whatever It Takes.

## School Profile

Serrano 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, 2,640 students were enrolled, including 9% in special education, 4% qualifying for English Language Learner support, and 34% qualifying for free or reduced price lunch. Serrano High School achieved a 2009 Academic Performance Index (API) score of 775.

Serrano High places a strong emphasis in maintaining a positive, safe learning environment through effective discipline, fair and firm discipline, and a zero tolerance policy. District police officers circulate on and around the campus daily. Parents know that their students are safe at Serrano High and that everyone's focus is on academics. Student performance at Serrano High consistently ranks #1 compared to similar high schools in the High Desert.

Freshmen and sophomore students are grouped into teams that share the same set of teachers for core instruction (Smaller Learning Communities). Every Tuesday for 36 minutes, students report to their assigned homeroom teacher for advisory period for school news updates, grade level activities, character education lessons, substance abuse prevention, school safety discussions, and career exploration. At the beginning of the 2008-09 school year, a group of juniors and seniors are participating in a medical career pathway pilot program.

Percentage of Students by Ethnicity  
2008-09 Enrollment: 2640

Caucasian	57.69 %
Hispanic or Latino	32.08 %
African-Amer.	5.19 %
Asian	2.31 %
Multiple/No Response	1.10 %
Amer. Indian or Alaskan Native	0.76 %
Filipino	0.45 %
Pacific Islander	0.42 %

# 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 Serrano 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](http://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									
	Serrano High School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	53	50	54	48	50	52	43	46	50
Math	24	27	29	40	42	48	40	43	46
Science	51	46	50	51	54	56	38	46	50
Social Science	40	43	48	38	43	46	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Serrano High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	51	50	64	*	47	*	58
Math	23	25	56	*	24	*	31
Science	29	*	78	*	41	*	56
Social Science	37	*	74	*	41	*	52

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Serrano High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	52	56	9	43	14	33
Math	29	29	15	22	10	42
Science	54	46	11	42	11	
Social Science	54	42	9	38	16	55

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Serrano High School			SJUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	56.2	56.6	52.3	54.1	55.7	51.2	48.6	52.9	52.0
Math	57.1	49.8	51.5	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	47.7	28.3	24.1	48.6	36.6	14.8
Male	54.1	27.4	18.5	46.8	36.5	16.7
Female	40.5	29.3	30.3	50.7	36.7	12.6
African-Amer.	56.7	30.0	13.3	56.7	36.7	6.7
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	31.2	31.2	37.5	12.5	43.8	43.8
Filipino	*	*	*	*	*	*
Hispanic or Latino	56.1	25.8	18.2	59.7	29.1	11.2
Pacific Islander	*	*	*	*	*	*
Caucasian	42.9	29.1	28.0	43.4	40.7	15.9
English Learners	66.2	20.3	13.5	61.3	29.3	9.3
Economically Disadvantaged	59.4	28.8	11.8	61.8	30.7	7.5
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	87.7	10.5	1.8	75.9	24.1	0.0

\* 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; 83% of Serrano High School's tenth grade students who took the test passed the math portion of the exam and 83% 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, Serrano 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/](http://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	14.9	29.1	45.0

## Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	8	8	7
Similar Schools Rank	9	10	7

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

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	775	12	-16	15
<b>Ethnic Subgroups</b>				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	742	7	-10	23
Pacific Islander	*	*	*	*
Caucasian	793	18	-21	12
<b>Other Subgroups</b>				
Students with Disabilities	533	*	-8	9
Economically Disadvantaged	719	29	-18	34
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

## Adequate Yearly Progress

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

For the 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/](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 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	SHS	SJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CAHSEE Exam)</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	Yes	Yes

## No Child Left Behind (NCLB)

The No Child Left Behind Act is part of the Federal Title I funding program that supports 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. In 2008-09, Serrano High School did not participate in the Title I program and is therefore not required to comply with program mandates. 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		
	SHS	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, school web site, school marquee, formal letters, progress reports, and AERIES Parent Portable. Contact the principal, assistant principal, or activities director at (760) 868-3222 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Chaperone Dances

### Committees

English Learner Advisory Council  
Parent Advisory Committee  
Regional Occupational Program Advisory Groups  
Booster Clubs

### School Activities

Back to School Night  
Parent Night  
College Information Night  
Athletic Events  
Breakfast with the Principal  
Student Performances (band, choir, performing arts)

## 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. Serrano High School's original facilities were built in 1977; 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 modular 40' x 40' multi-use building
- Installation of two additional shade structures
- Repaint, refinish gym floor
- Resurface tennis courts
- Resurface concrete walkway
- Re-roof storage area
- Replace ceiling in ROP kitchen
- Installation of new flooring in 13 rooms

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

- Cafeteria Setup/Cleanup
- General Routine Maintenance
- Restrooms
- Special Events Preparations

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

- Restrooms
- Comprehensive Classroom Cleaning

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

Campus Description	
Year Built	1977
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	44
Portable Classrooms	69
Restrooms (sets)	7
Computer Lab(s)	5
Gymnasium(s)	2
Cafeteria	1
Performing Arts Center	1
Career Center	1
Counseling Office	1
Library	1
Staff Lunch/Work Room	1
Weight Room	1

## Deferred Maintenance

Serrano 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, Serrano High School received \$50,833 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Interior/Exterior Painting
- Floor Systems
- Other Systems

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 Serrano High School on an annual basis in accordance with Education Code §17592.72(c)(1). Serrano 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 Thursday, August 13, 2009. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, August 13, 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)	Admin: carpet replacement. Weight Rm: stained ceiling tiles. Rms 208, 209: cabinets need reworked. Room 21: missing ceiling tile. Rm 307: wall needs repaired and broken ceiling tiles. Rms 406, 407, 408, 431, 601, 602: stained ceiling tiles.
(C)	Library, PAC, 700s: band room and drama, excessive clutter, disorganized.
(D)	Rm 501, 502, 601, 602: light fixtures out. Rms 432, 433 and 435: fixtures and bulbs out. Rms 420-428: bulbs fixtures out. Rms 419-419: lights out. Rms 400, 404, 407: bulbs out.

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. Administrators, the campus monitor, and the district police officer share supervision of students in the morning when students arrive, during lunch, and when students are dismissed for the day. Serrano 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 Serrano 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 June 2009.

**Classroom Environment**

**Discipline & Climate for Learning**

Serrano 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		
	SHS		
	06-07	07-08	08-09
Suspensions (#)	838	531	403
Suspensions (%)	30.71 %	19.51 %	15.38 %
Expulsions (#)	85	79	60
Expulsions (%)	3.11 %	2.90 %	2.29 %
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.

Subject	Teaching Load Distribution Departmentalized Instruction			
	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.2	30	51	30
Math	28.6	15	45	28
Science	29.0	11	35	24
Social Science	30.7	10	28	41
2007-08				
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.9	20	39	40
Math	31.4	6	33	39
Science	30.4	12	21	32
Social Science	30.8	7	33	38
2008-09				
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.7	18	62	19
Math	30.0	2	56	17
Science	29.1	6	41	19
Social Science	32.6	4	30	37

**Dropouts**

Serrano 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, referral to an alternative high school setting, and tutoring. 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 can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	Graduation & Dropout Rates		
	SHS		
	05-06	06-07	07-08
Dropout Rate	0.0%	0.9%	0.7%
Graduation Rate	99.8%	96.7%	98.1%
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 and language arts portions of CAHSEE, and complete a senior project to receive a high school diploma from Serrano High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, community college, and the adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Serrano High School. The following table illustrates the percentage of students graduating from Serrano High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Serrano High School	SJUSD	California
87.3 %	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 Serrano 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, Serrano High School participated in one district-sponsored staff development day which focused on English learner programs and GATE instructional strategies. Ongoing site level implementation of FOS activities at Serrano High takes place every Wednesday. Teachers meet in grade level and department teams to analyze assessment results, redirect instruction accordingly and plan intervention. Additional staff development training takes place during common prep periods and faculty meetings. Once a month, conference period faculty meetings oftentimes incorporate staff development activities, focusing on a selected theme or discipline. All training activities are centered around improving instructional strategies to increase student achievement.

Teaching staff may participate in district-sponsored workshops or training sessions to supplement to site-based training, reinforcement content of previous trainings, or follow up on training for new 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
- Special Education

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

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 Serrano 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 SARCs 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.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>Foreign Languages</b>		
2005	McDougal Littell, <i>Abriendo Puertas: Tomo I &amp; II</i>	0 %
2005	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2005	McDougal Littell, <i>En Espanol 1 &amp; 2</i>	0 %
<b>History-Social Science</b>		
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 %
<b>Language Arts</b>		
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 %
<b>Math</b>		
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 %
<b>Science</b>		
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. 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 2007-08*	
	%
Students enrolled in courses required for UC/CSU admission	71.0
Graduates who completed all courses required for UC/CSU admission	0

\*Most current data available

### Advanced Placement

In 2008-09, Serrano High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2008-09		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	1	3.1 %
Fine and Performing Arts	1	2.5 %
Foreign Language	2	2.4 %
Math	1	1.8 %
Science	2	2.8 %
Social Science	3	4.9 %
All Courses	10	17.6 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

### Workforce Preparation

During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to career education programs. The counselor meets annually with each student to follow up on their progress in meeting graduation requirements and career objectives. All career technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Serrano High School offers the following programs that promote leadership, develop job-related skills, and provide on-the-job experience:

- Work Experience
- Regional Occupational Programs
- Workability
- Career/Partnership Academies
- Career Pathways

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 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.

Workability provides work experience opportunities outside the school day that meet the 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.

Serrano High School's career/partnership academies are a "school within a school"; program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2008-09 school year, Serrano High School offered the following programs:

- Medical Careers Pathway
- English Partnership Academy
- Social Science Partnership Academy
- Math Partnership Academy
- Web Page Design/Basic Computers Skills Partnership Academy
- Video, Visual & Graphic Arts Partnership Academy

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

During the 2008-09 school year, Serrano High School offered the following vocational programs as elective courses:

- Agricultural Mechanics
- Computer Applications
- Accounting
- Marketing Principles
- Economics of Business Ownership
- Virtual Enterprise
- Computer Programming
- Web Page Design
- Computer Concepts
- Computer Networking Techn.
- Child Development
- Digital Animation (ROP)

- American Sign Language (ROP)
- Bakery/Restaurant Occupations (ROP)
- Careers with Children (ROP)
- Computer Technology (ROP)
- Construction Techn. (ROP)
- Medical/Health Occupations (ROP)
- Fire Science (ROP)
- Furniture Making (ROP)
- Law Enforcement (ROP)
- Automotive Trades (ROP)
- Sports/Fitness Careers (ROP)
- Landscaping (ROP)
- Woodworking (ROP)
- Legal Assistant (ROP)
- Stagecraft (ROP)
- Real Estate (ROP)
- Veterinary Assistant (ROP)

Serrano High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Serrano 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. For more information on career technical education programs, contact the counselor or visit the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

Career Technical Education (CTE) Program Participation 2008-09	
Total number of students participating in CTE programs	1083
Percentage of students completing CTE program and earning a high school diploma	97.6 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

## Professional Staff

### Counseling & Support Staff

Serrano 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 Serrano 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	6	6.0
Guidance Technician	4	4.0
Health Technician	3	1.5
Nurse	1	.2
Psychologist	1	1.0
Speech & Language Specialist	1	1.0

FTE = Full-Time Equivalent

## Teacher Assignment

During the 2008-09 school year, Serrano High School had 89 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
Serrano High School	97.2 %	2.8 %
<b>District Totals</b>		
All Schools	97.6 %	2.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	SHS		SJUSD	
	06-07	07-08	08-09	08-09
Total Teachers	111	109	104	385
Teachers with full credentials	92	93	89	353
Teachers without full credentials	19	16	15	32
Teachers in alternate routes to certification	15	12	12	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	4	4	2	4
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	2	0	0	0
Total teacher misassignments	61	0	2	2
Teacher misassignments for English learners	59	0	2	2
Other misassignments of certificated staff	2	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	SHS	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		
	SHS	SJUSD
Doctorate	1.0 %	0.5 %
Master's degree plus 30 or more semester hours	32.7 %	31.7 %
Master's degree	27.9 %	29.4 %
Bachelor's degree plus 30 or more semester hours	26.0 %	26.0 %
Bachelor's degree	12.5 %	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		
	SJUSD	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
<b>Average Principal Salaries:</b>		
High School	\$117,283	\$117,805
<b>Percentage of General Fund Expenditures for:</b>		
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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- California Peer Assistance & Review Program for

### Teachers(CPARP)

- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- 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
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs
- Title I, II, III, IV, V

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	SHS	SJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2504	8382	N/A	N/A	N/A
Total**	\$6,035	\$6,106	98.84	N/A	N/A
Restr.†	\$1,358	\$1,250	108.66	N/A	N/A
Unrestr.††	\$4,677	\$4,856	96.31	\$5,512	84.85
Avg. Teacher Salary	\$68,830	\$66,272	103.86	\$64,246	107.14

\* 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 Serrano 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 Serrano High School's SARC and access the internet at any of the county's public libraries. The closest public library to Serrano 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.