

Snowline Joint Unified School District Serrano High School

Grades 9 through 12
Sharon Schlegel, Principal



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2010-11 School Accountability Report Card *Published January 2012*

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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.

Serrano High School believes that "Determination Brings Academic Courage, Knowledge, and Success (D-BACKS). We strive to encourage students to be Successful, Safe, Educated, and Inspired. 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

We are dedicated to making a difference in the Snowline Learning Community by developing successful individuals and educational excellence through a passionate commitment to collaboration and continuous improvement.

Snowline is committed to providing high-quality service to the entire diverse Snowline Learning Community (students, staff, families, and community members) through our core values:

- Effective Teamwork
- Respectful Relationships
- Comprehensive Safety
- Collaborative Communication
- Shared Accountability

School Profile

Serrano High School is located in the central region of Phelan and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2010-11 school year, 2448 students were enrolled, including 10% in special education, 12% qualifying for English Language Learner support, and 43% qualifying for free or reduced price lunch. Serrano High School achieved a 2011 Academic Performance Index (API) score of 791.

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.

Every Monday 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.

Student Enrollment by Ethnicity / Grade Level
2010-11

Ethnic Group	%	Grade Level	
			#
African-Amer.	5.51 %	Grade 9	695
Amer. Indian or Alaskan Native	0.78 %	Grade 10	698
Asian	3.15 %	Grade 11	573
Filipino	0.45 %	Grade 12	482
Hisp. or Latino	34.27 %		
Pacific Islander	0.49 %		
Caucasian	54.98 %		
Multi-Racial	0.00 %		
Total Enrollment			2,448

Student Achievement

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>.

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; 85% of Serrano High School's tenth grade students who took the test passed the math portion of the exam and 85% 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 fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Serrano High School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	50	54	56	50	52	55	46	50	54
Math	27	29	29	42	48	49	43	46	50
Science	46	50	54	54	56	64	46	50	56
Social Science	43	48	54	43	46	54	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Serrano High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	43	*	64	61	*	48	*	92
Math	17	*	60	32	*	23	*	42
Science	42	*	72	60	*	46	*	*
Social Science	44	*	69	58	*	48	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11							
	SJUSD	Serrano High School					
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
Lang. Arts	55	56	54	58	14	45	18
Math	49	29	29	30	13	23	9
Science	54	54	55	54	17	43	11
Social Science	64	54	60	48	15	44	14

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2010-11						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	38	27	35	42	38	20
Male	44	26	30	41	38	21
Female	32	28	40	43	39	18
African-Amer.	50	26	24	55	24	21
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	28	36	36	20	36	44
Filipino	*	*	*	*	*	*
Hisp. or Latino	47	26	27	49	37	13
Pacific Islander	*	*	*	*	*	*
Caucasian	32	27	41	36	42	22
Multi-Racial	*	*	*	*	*	*
English Learners	84	14	2	76	20	4
Economically Disadvantaged	48	28	24	51	36	13
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	88	10	1	94	3	3

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

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Serrano High School			SJUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	56.6	52.3	62	55.7	51.2	59	52.9	52.0	59
Math	49.8	51.5	58	48.6	50.9	53.8	51.3	53.3	56

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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth	15.7	23.3	44.1

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			
	2008	2009	2010
Statewide Rank	8	7	8
Similar Schools Rank	10	7	8

Results generated from 2008, 2009, and 2010 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	-16	15	1
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-10	23	10
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	-21	12	0
Other Subgroups			
Students with Disabilities	-8	9	-18
Economically Disadvantaged	-18	34	4
English Learners	*	*	-8

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	728	744	696
Amer. Indian or Alaskan Native		786	733
Asian	849	887	898
Filipino		817	859
Hisp. or Latino	750	776	729
Pacific Islander	848	906	764
Caucasian	821	832	845
Multi-Racial		*	836
Economically Disadvantaged	742	769	726
English Learners	680	744	707
Students with Disabilities	521	660	595
All Students	791	807	778

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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% 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 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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 2010-11		
<i>Did the school and district meet or exceed 2011 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</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	Yes	No

Reported data based upon performance of all subgroups for each of the areas listed

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 2010-11, Serrano 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		
	SHS	SJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		33.3%

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 (automated telephone message delivery system), progress reports, school marquee, school newsletters, school website, AERIES Parent Portal, and mandatory/formal letters. 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 School Dances

Committees

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

School Activities

Athletic Events
Back to School Night
Parent Night
Student Performances
College Information Night
Breakfast with the Principal

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.

2010-11 Campus Improvements

- Installation of solar energy panels - both carport and ground array systems
- Comprehensive inventory of campus improvement needs assessment (completed by principal and lead day custodian)
- Upgraded water supply system for sports fields

2011-12 Campus Improvements

- Asphalt maintenance

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. Four day custodians and four evening custodians are assigned to Serrano High School. The day custodians are responsible for:

- Classroom cleaning
- General maintenance
- Restroom cleaning
- Special events preparations

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

- Restroom cleaning
- Comprehensive classroom cleaning
- Evening event setup/cleanup

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 2010-11 school year, Serrano High School received \$111,769 in deferred maintenance funds for the repair and/or maintenance of:

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

For the 2011-12 school year, the district has budgeted \$250,000 for the deferred maintenance program. This represents 0.4% 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, September 29, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, September 29, 2011			
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)	Room 205: hole in wall. Room 209: repair, refinish or eliminate old casework. Rooms 412, 407, 506: replace carpet. Rooms 502, 503: cracked diffusers. Gyms, 600's: hole in drywall in the hallway.
(C)	Room 306: cluttered. Room 300: cluttered wood storage.
(D)	Rooms 100, 103, 104, 105, 106, 107, 108, 111, 300, 303, 306, 308: bulbs, ballast out. Rooms 212-216, bulbs out. Rooms 217-218: fixtures out.
(G)	Room 420: roof leaks.
(H)	Rooms 431-507 and Weight Room: basketball courts crack fill. Room 801: asphalt patch. Room 803: tack weld ramp. Rooms 800-822 Boys' Restroom: needs new panels, stalls.

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, campus monitors (15), 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 October 2011.

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		
	08-09	09-10	10-11
Suspensions (#)	403	236	316
Suspensions (%)	15.38 %	9.22 %	12.89 %
Expulsions (#)	60	65	47
Expulsions (%)	2.29 %	2.54 %	1.92 %
SJUSD High Schools			
Suspensions (#)	658	441	555
Suspensions (%)	21.72 %	14.79 %	19.50 %
Expulsions (#)	78	81	58
Expulsions (%)	2.58 %	2.72 %	2.04 %

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	2008-09			
	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
2009-10				
Subject	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
2010-11				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.9	24	54	12
Math	28.3	18	29	29
Science	31.4	6	15	39
Social Science	29.5	16	38	15

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, tutoring, and the 20/20 online credit recovery 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, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 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			
	SHS		
	07-08	08-09	09-10
Dropout Rate	0.9%	0.7%	0.7%
Graduation Rate	96.7%	98.1%	94.8%
SJUSD			
	07-08	08-09	09-10
	Dropout Rate	1.5%	1.1%
Graduation Rate	95.0%	95.5%	88.2%
California			
	07-08	08-09	09-10
	Dropout Rate	4.4%	3.9%
Graduation Rate	80.6%	80.2%	80.4%

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 Serrano High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, concurrent enrollment in community college, Adult school, and California High School Proficiency Exam (CHSPE) 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* 2009-10**		
Serrano High School	SJUSD	California
88.2 %	N/A	80.4 %
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 ongoing implementation of standards-based instruction. School-wide collaborative efforts focus on students learning the standards through differentiated instruction.

Decisions concerning selection of site-based staff development activities are performed by school administration and teacher leaders using a variety of tools such as student performance and behavior data, staff surveys, and identified school goals to determine the areas in which teacher training may increase student achievement levels. 2010-11 topics included school safety, pacing plans, PBIS, benchmark assessments, and WASC action plans.

Serrano High School supports ongoing professional growth throughout the year on staff collaboration days and substitute release time. Teachers collaborate in both grade and department teams to support ongoing implementation of behavior and academic-based programs.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as a supplement to site-based staff development. During the 2010-11 school year, Serrano High School's teachers attended the following events:

- Data Management and Analysis
- English Language Development
- Gifted and Talented Education
- Instruction and Assessment
- Positive Behavior Intervention and Support (PBIS)
- Response to Instruction and Intervention (RtI²)
- Technology

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.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
1	1	0

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 13, 2011, 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 #12-1019 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 2011-12 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
History-Social Science		
2006	Holt, Rinehart and Winston, <i>World Geography Today</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>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Language Arts		
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
2002	McDougal Littell, <i>The Language of Literature</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
Math		
2004	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Algebra 2</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry</i>	0 %
2009	Holt, <i>Geometry</i>	0 %
2005	Holt McDougal, <i>McDougal Littell Algebra 1</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Biology CA</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Physics</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 following 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 web site 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/.

Students Enrolled in UC/CSU Courses 2009-10*	
	%
Students enrolled in courses required for UC/CSU admission	60.0
Graduates who completed all courses required for UC/CSU admission	25.0

*Most current data available

Advanced Placement

In 2010-11, 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 2010-11		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	1	2.6 %
Fine and Performing Arts	1	0.9 %
Foreign Language	1	2.2 %
Math	1	1.8 %
Science	2	2.9 %
Social Science	3	6.7 %
All Courses	9	17.1 %

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

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Serrano High School's technical and career education programs. All students meet with a guidance technician at least once a year 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. Serrano High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

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

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Industry-standard tests
- 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 2010-11 school year, Serrano High School offered the following career academy 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 2010-11 school year, Serrano High School offered the following career technical education programs as elective courses:

- Agricultural Mechanics
- Computer Applications
- Accounting
- Marketing Principles
- Economics of Business Ownership
- Computer Programming

- Web Page Design
- Computer Concepts
- Computer Networking Technician
- Child Development
- Digital Animation (ROP)
- American Sign Language (ROP)
- Restaurant Occupations (ROP)
- Careers with Children (ROP)
- Computer Technology (ROP)
- Medical/Health Occupations (ROP)
- Fire Science (ROP)
- Law Enforcement (ROP)
- Sports/Fitness Careers (ROP)
- Landscaping (ROP)
- Woodworking (ROP)
- Legal Assistant (ROP)
- Stagecraft (ROP)
- Veterinary Assistant (ROP)
- Introduction to Engineering Design

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. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at www.cde.ca.gov/ci/ct/.

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) 2010-11		
	No. of Staff	FTE
Counselor	3	3.0
Guidance Technician	3	3.0
Health Technicians	3	1.5
Nurse	1	.2
Psychologist	1	1.0
School Police Officer	1	1.0
Speech & Language Specialist	1	1.0

Counselor-to-Student Ratio: 1:816
FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Serrano High School had 95 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 2010-11		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Serrano High School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	SHS			SJUSD
	08-09	09-10	10-11	10-11
Total Teachers	109	104	95	331
Teachers with full credentials	93	89	95	331
Teachers without full credentials	16	15	0	0
Teachers in alternate routes to certification	12	12	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	2	2	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	2	1	0	1
Teacher misassignments for English learners	2	1	0	1
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	SHS	SJUSD
	11-12	11-12
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	1
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	SHS	SJUSD
Doctorate	1.0 %	1.0 %
Master's degree plus 30 or more semester hours	68.0 %	33.0 %
Master's degree	1.0 %	31.0 %
Bachelor's degree plus 30 or more semester hours	27.0 %	22.0 %
Bachelor's degree	3.0 %	13.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	SHS	State Average of Districts in Same Category
	SJUSD	
Beginning Teacher Salary	\$40,174	\$41,284
Mid-Range Teacher Salary	\$71,576	\$65,173
Highest Teacher Salary	\$85,939	\$83,460
Superintendent Salary	\$186,437	\$179,397
Average Principal Salaries:		
High School	\$119,629	\$118,384
Percentage of General Fund Expenditures for:		
Teacher Salaries	44%	40%
Administrative Salaries	6%	6%

Expenditures Per Student

For the 2009-10 school year, Snowline Joint Unified School District spent an average of \$6,916 of total general funds to educate each student (based on 2009-10 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 2009-10 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund

- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Title I, II, III, IV, V

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	SHS	SJUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Size & Type	
ADA*	2303	8119	N/A	N/A	N/A
Total**	\$5,483	\$5,456	100.50	N/A	N/A
Restr.†	\$1,175	\$1,209	97.24	N/A	N/A
Unrestr.††	\$4,308	\$4,247	101.42	\$5,455	78.97
Avg. Teacher Salary	\$65,467	\$68,598	95.44	\$57,071	114.71

* 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 2011. Data to prepare the school facilities section were acquired in January 2012.