

# Executive Summary School Accountability Report Card, 2009–10

## For Chaparral High School

**Address:** 1600 N. Cuyamaca St., El Cajon, CA 92020  
**Principal:** Randy Reid

**Phone:** (619) 956-4600  
**Grade Span:** 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

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Chaparral High School is the continuation/alternative school for the Grossmont Union High School District (GUHSD) which currently GUHSD serves 24,456 students at 10 District high schools and two charter schools. Located in the city of El Cajon, Chaparral provides an alternative educational setting for an average of 325 students, eighty of which are designated Special Education, in grades ten through twelve. Students at Chaparral are referred by the District comprehensive high schools for reasons involving poor attendance, lack of academic success or behavioral issues. In addition, students may voluntarily elect to attend Chaparral. The student population changes as students are returned to their school of residence upon completion of their remediation and/or academic goals. Chaparral offers programs and services to supplement the basic education program. Some of these services include an incoming orientation, Special Education Program, extended day tutorials and Title I tutorial support, and academic and emotional counseling.

### Student Enrollment

Group	Enrollment
Number of students	319
Black or African American	10.3%
American Indian or Alaska Native	3.1%
Asian	1.3%
Filipino	2.2%
Hispanic or Latino	28.8%
Native Hawaiian/Pacific Islander	0.0%
White (not of Hispanic origin)	53.9%
Two or More Races	0.0%
Socioeconomically Disadvantaged	56.1%
English Learners	12.5%
Students with Disabilities	21.3%

### Teachers

Indicator	Teachers
Teachers with full credential	#
Teachers without full credential	#
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	8%
Mathematics	6%
Science	18%
History-Social Science	14%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	476
Statewide Rank (from 2009 Base API Report)	-
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 0 of 10
2010–11 Program Improvement Status (PI Year)	Year 5

## School Facilities

### Summary of Most Recent Site Inspection

*Narrative provided by the LEA*

### Repairs Needed

*Narrative provided by the LEA*

### Corrective Actions Taken or Planned

*Narrative provided by the LEA*

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	-
District	-
State	\$5,681

<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Completion

<b>Indicator</b>	<b>Result</b>
Graduation Rate (if applicable)	60.7%

## Postsecondary Preparation

<b>Measure</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	21.2%
Graduates Who Completed All Courses Required for University of California or California State University Admission	-

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Chaparral High School	<b>District Name</b>	Grossmont Union High School District
<b>Street</b>	1600 N. Cuyamaca St.	<b>Phone Number</b>	(619) 644-8000
<b>City, State, Zip</b>	El Cajon, CA 92020	<b>Web Site</b>	<a href="http://www.guhds.net">www.guhds.net</a>
<b>Phone Number</b>	(619) 956-4600	<b>Superintendent</b>	Ralf Swenson
<b>Principal</b>	Randy Reid	<b>E-mail Address</b>	<a href="mailto:rswenson@guhds.net">rswenson@guhds.net</a>
<b>E-mail Address</b>	<a href="mailto:rreid@guhds.net">rreid@guhds.net</a>	<b>CDS Code</b>	37681303732559

### **School Description and Mission Statement (School Year 2009–10)**

The goal of Alternative Education is to provide individualized learning opportunities that address the educational needs of each student in a safe and nurturing environment. We in Alternative Education believe that ALL STUDENTS CAN LEARN. The faculty and staff are dedicated to providing excellence in education in a small learning community that is conducive to learning.

Chaparral High School's Mission Statement states that we will provide students a safe, nurturing, and positive environment with committed teachers who use the California Content Standards and modern technology to provide individualized learning opportunities that promote life-long learning, career opportunities, high expectations, and productive, positive citizens who give back to their communities.

### **Opportunities for Parental Involvement (School Year 2009–10)**

Chaparral greatly benefits from its supportive parents who ensure that their student attends school daily. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including Grossmont Schools Federal Credit Union, Kiwanis, the Jonathan Tarr Foundation, Taylor Guitars, and Rady's Children Hospital. Twice a year, we invite all parents/guardians to attend school with their student for a day. This is a great event for all parents to meet their student's teachers and learn everything that Chaparral offers to its students and families. We had several parents, grandparents, and guardians attend on October 16th, 2009. We also had our "Model School Visit" at the end of October, and we invited many parents to be part of a panel to discuss their views on Chaparral High School. All comments were positive and the Model School Committee was very impressed.

### **Student Enrollment by Grade Level (School Year 2009–10)**

This table displays the number of students enrolled in each grade level at the school.

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>		<b>Grade 8</b>	
<b>Grade 1</b>		<b>Ungraded Elementary</b>	
<b>Grade 2</b>		<b>Grade 9</b>	7
<b>Grade 3</b>		<b>Grade 10</b>	55
<b>Grade 4</b>		<b>Grade 11</b>	90
<b>Grade 5</b>		<b>Grade 12</b>	167
<b>Grade 6</b>		<b>Ungraded Secondary</b>	
<b>Grade 7</b>		<b>Total Enrollment</b>	319

### **Student Enrollment by Group (School Year 2009–10)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<b>Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	10.3	<b>White</b>	53.9
<b>American Indian or Alaska Native</b>	3.1	<b>Two or More Races</b>	0.0
<b>Asian</b>	1.3	<b>Socioeconomically Disadvantaged</b>	56.1
<b>Filipino</b>	2.2	<b>English Learners</b>	12.5
<b>Hispanic or Latino</b>	28.8	<b>Students with Disabilities</b>	21.3
<b>Native Hawaiian/Pacific Islander</b>	0.0		

## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10	32			12	31			14	18		
Mathematics	11	20			13	21			16	15		
Science	13	13			13	15			14	9		
Social Science	12	26			15	24		2	18	10	1	

## II. School Climate

### Climate for Learning

Students at Chaparral Alternative are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Chaparral Alternative discipline program is to provide safe environment for students to learn. Parents and students are informed of school rules and discipline policies through the Parents' and Guardians' Rights and Annual District Notification Booklet and Student Handbook which is sent home at the beginning of the school year and reviewed at all new student intakes and orientations.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Through the county ASSESTS consortium grant, we are able to offer many academic and co-curricular programs. By offering students a way to earn credits or participate in a sport or club, we promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: ASB, site basketball team, soccer team, flag football team, fishing club, weight training, and after school outdoor adventures.

Chaparral Alternative recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies, lunch with the Principal for outstanding students of the month, letters home to parents, etc.

### School Safety Plan (School Year 2009-10)

Safety of students and staff is a primary concern of Chaparral. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Committee will be reviewing the Safety Plan to align it with the East County REMS Grant (Readiness and Emergency Management for Schools). The plan will be updated by January, 2010 so that we can create a common template for a comprehensive and practical emergency plan that includes the needs of unique populations including After School Programs.

All revisions will be communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are and will continue to be conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by and during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in when they enter the campus.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	143.6	139.0	96.2	14.4	17.2	16.1
<b>Expulsions</b>	23.9	21.8	14.4	0.9	1.0	0.9

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

Chaparral Alternative was originally constructed in 1974 and is comprised of 22 classrooms, one library, one staff lounge, two computer labs, and one athletic turf field. We also have several portables for our growing population, and soon we will have a new CTE building so that our teachers in the portables and our CTE programs have a permanent 'home'.

The Chaparral new synthetic turf athletic field provides students with state of the art physical education facility.

Cleaning Process: The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Data @ lounge- HVAC grille missing.
<b>Interior:</b> Interior Surfaces	n/a		x		Staff restrooms- wall covering damaged at drinking fountain. Rm. 13- stained ceiling tiles. Rm. 2- stained ceiling tiles. Cafeteria- flooring damaged at the cove, several areas. Rm. 18 A/B- stained ceiling tiles. Rm. 26- stained ceiling tiles- Ms. Gallagher. Rm. 8- stained ceiling tiles. Learning center 17- 2-2 ft. holes in the ceiling at file storage. Rm. 25- stained ceiling.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			
<b>Electrical:</b> Electrical	n/a		x		Registrar- 1 light out, 1 light flickering. Nurse-diffusers missing in restroom. Admin.- light out in drop out. Rm. 14- 1 light out, 1 light flickering. Rm. 1- 2 lights out at the teachers desk. Cafeteria- light out, diffuser missing. Rm. 10- 1 light out. Rm. 8- 3 lights out. Custodian- light out. Learning center 17- light out in Beth Ruiz office, light out in speech.

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a	x			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	x			Womens restroom- peeling paint at the south wall.
<b>Structural:</b> Structural Damage, Roofs	n/a	x			Rm. 25- dry rot at siding south wall.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x			
<b>Overall Rating</b>		x			n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	21	25		
<b>Without Full Credential</b>	1	0		
<b>Teaching Outside Subject Area of Competence</b>	0	1	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

It is the goal of Chaparral to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. We are lucky to have the counseling services of the San Diego Youth and Community Services and Harmonium on campus; they provide services to students and their families during the school day and in the evenings. We also have outside counselors who have office space in our Learning Resource Lab to work with our special education students' emotional needs. There are many layers of support for all our students.

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	160
Administrators	2	n/a
Pupil Services	3	n/a
Classified Staff	3	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	See Appendix 1
Mathematics		0	
Science		0	
History-Social Science		0	

<b>Foreign Language</b>		0	
<b>Health</b>		0	
<b>Visual and Performing Arts</b>		0	
<b>Science Laboratory Equipment (grades 9-12)</b>		0	

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,584	-	-	\$69,856
<b>District</b>	n/a	n/a	-	\$68,475
<b>Percent Difference – School Site and District</b>	n/a	n/a	-	2.01
<b>State</b>	n/a	n/a	\$5,681	\$69,595
<b>Percent Difference – School Site and State</b>	n/a	n/a		

### Types of Services Funded (Fiscal Year 2009–10)

In addition to general state funding, Chaparral Alternative receives state and federal funding for the following categorical funds and other support programs: Title I, Economic Impact Aid, Block Grant funds, ASSETs After School Enrichment Grant, American Revenue and Recovery Act (ARRA), and Lottery Funds.

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$41,911	\$43,096
<b>Mid-Range Teacher Salary</b>	\$65,864	\$70,018
<b>Highest Teacher Salary</b>	\$87,718	\$89,675
<b>Average Principal Salary (Elementary)</b>	-	-
<b>Average Principal Salary (Middle)</b>	-	\$122,408
<b>Average Principal Salary (High)</b>	\$125,129	\$128,615
<b>Superintendent Salary</b>	\$247,056	\$204,469
<b>Percent of Budget for Teacher Salaries</b>	38.3	37.5
<b>Percent of Budget for Administrative Salaries</b>	5.7	5.1

## IX. Student Performance

### Standardized Testing and Reporting Program

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 assessments under the STAR program 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, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	11	10	8	44	47	48	46	50	52
Mathematics	10	11	6	23	29	31	43	46	48
Science	11	18	14	41	45	45	46	50	54
History-Social Science	5	8	14	37	43	46	36	41	44

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	31	45	46
All Students at the School	8	6	14	14
Male	8	8	15	16
Female	9	2	14	9
Black or African American	3	0	9	0
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	8	6	0	5
Native Hawaiian or Pacific Islander				
White	11	8	19	24
Two or More Races				
Socioeconomically Disadvantaged	7	4	15	12
English Learners	0	0		11
Students with Disabilities	4	0	7	3
Students Receiving Migrant Education Services				

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	32.0	10.7	11.1	54.6	51.8	48.5	52.9	52.0	54.0
Mathematics	16.0	14.8	12.8	55.7	58.4	54.2	51.3	53.3	53.4

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52.0	21.4	26.7	46.4	36.0	17.7
All Students at the School	88.2	2.9	8.8	84.8	10.9	4.3
Male	95.2	0.0	4.8	89.7	6.9	3.4
Female	76.9	7.7	15.4	76.5	17.6	5.9
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White	78.9	5.3	15.8	80.0	12.0	8.0
Two or More Races						
Socioeconomically Disadvantaged	90.5	0.0	9.5	86.2	10.3	3.4
English Learners						
Students with Disabilities				100.0	0.0	0.0
Students Receiving Migrant Education Services						

## California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	1.9	1.9	34.6

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	-	-	-
Similar Schools	-	-	-

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	40	-55	-56
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	476	735	729
Black or African American		670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino		687	672
Native Hawaiian/Pacific Islander			706
White		768	801
Two or More Races		638	747
Socioeconomically Disadvantaged		664	669
English Learners		620	626
Students with Disabilities		509	494

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	No	No

## Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-05	2004-05
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	21.1

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's 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 course 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 admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

## 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 Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

## Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	13.4	4.2	10.7	3.3	2.6	3.6	5.4	4.8	5.6
<b>Graduation Rate</b>	47.8	56.8	60.7	89.5	86.9	84.0	80.6	80.2	78.5

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>			94.5
<b>Black or African American</b>			89.7
<b>American Indian or Alaska Native</b>			95.3
<b>Asian</b>			97.4
<b>Filipino</b>			98.2
<b>Hispanic or Latino</b>			91.6
<b>Native Hawaiian/Pacific Islander</b>			95.2
<b>White</b>			98.1
<b>Two or More Races</b>			N/A
<b>Socioeconomically Disadvantaged</b>			91.3
<b>English Learners</b>			98.5
<b>Students with Disabilities</b>			53.4

## Career Technical Education Programs (School Year 2009–10)

Chaparral post secondary planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Chaparral have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

Advisors/Guidance Counselors offer additional support through various programs, including field trips to colleges, and places of employment opportunities. Soon, we will be building a CTE building to house our existing floral, culinary arts, and construction classes.

## Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	104
Percent of pupils completing a CTE program and earning a high school diploma	21.2%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.0%

## Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	351.7
Graduates Who Completed All Courses Required for UC/CSU Admission	-

## Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	-	n/a
English	-	n/a
Fine and Performing Arts	-	n/a
Foreign Language	-	n/a
Mathematics	-	n/a
Science	-	n/a
Social Science	-	n/a
All courses	-	

## XII. Instructional Planning and Scheduling

### Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings

Principal PLC Meetings  
Technology Tools  
Conscious Classroom Management  
Differentiated Instruction for the Teenage Brain, Parts I & II  
Effective Teambuilding  
Literacy for all Core Content Areas  
Literacy for Special Ed  
Literacy for EL  
Making Common Assessments Meaningful Using Edu-Soft  
Outrageous Teaching!  
Poverty Training  
Special Ed in the Regular Ed Classroom  
Working and Communicating Effectively with Colleagues