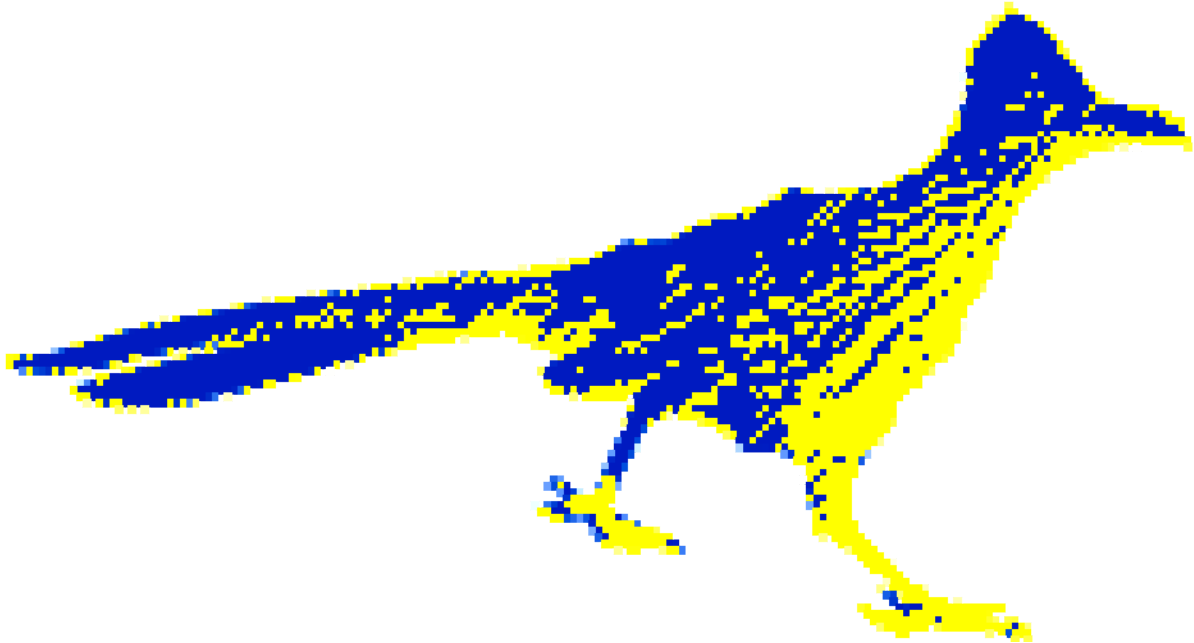


**CHAPARRAL HIGH SCHOOL
2011 - 2012
SINGLE PLAN FOR STUDENT ACHIEVEMENT**



Revised and approved by School Site Council (SSC) on October 20, 2011

Principal: Randy Reid
SSC President: Thomas Schroeder



**Chaparral High School
2011-2012
Single Plan for Student Achievement**

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SCHOOL PROFILE

General Info:

Chaparral High School is the main continuation/alternative school for the Grossmont Union High School District. As of 2010, the California Continuation Education Association (CCEA) recognizes Chaparral as a School of Excellence. Currently GUHSD serves 24,196 students at nine high schools and two charter high schools. Located in the city of El Cajon, Chaparral provides an alternative educational setting for an average of 350 students, eighty of which are designated Special Education, in grades nine through twelve. Students at Chaparral are referred by the eleven comprehensive high schools in GUHSD 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.

About Chaparral:

- For both voluntary transfer students (10th – 12th grade) and involuntary transfer students, or are English Language Learners or Special Ed. students referred through I.E.P. team.
- Referrals are made by the home school administrator.
- Voluntary students attend for a minimum of one semester.
- Involuntary students attend for a minimum of a semester plus one.
- Incoming students complete a two week orientation program.
- On-site individual or group counseling is available through Harmonium.
- Students usually have six period days starting at 8:10 a.m. and ending at 2:44 p.m.
- Fridays are a minimum day; classes start at 8:10 a.m. and end at 12:21 p.m.
- Class completion is based on work completed and 60 hours of seat time (traditional high school classes require 95 hours of seat time).
- Students with near perfect attendance and working at an accelerated rate can potentially earn a maximum of 45 credits in a semester.
- Classes at Chaparral have an average of 18 to 20 students per class.
- Classes are taught using direct instruction and self-paced contract packets that meet the content standards.
- Chaparral is WASC accredited and students who meet graduation requirements receive a diploma from Chaparral High School.

As of Dec. 1 2009, Chaparral High School has been designated as a Year 5 Program Improvement (PI) School; Chaparral did not achieve Adequate Yearly Progress (AYP) during 2010-2011 due to proficiency and participation rates on the English Language Arts and Math sections of the California High School Exit Exam (CAHSEE).

Facilities:

Chaparral High School has 24 classrooms, a Learning Resource Center (LRC) and one computer lab. Each classroom has at least one internet-connected, multi-media computer with printer. Each room has a television with videocassette recorder and the capability to display computer produced or accessed materials via video projector. Nearly every classroom has a video projector. The computer lab has 16 Dell computers. The LRC

currently has nine Dell computers for student access. Most classrooms are now equipped with LCD projectors so that the teachers are able to project lessons from their computer station.

School schedule:

The daily schedule (Monday through Thursday) for the Chaparral student provides seven periods per day. Zero period runs for sixteen minutes serving as an advisory period for students to meet daily with a teacher who encourages school attendance and academic success. The remaining six periods run for 54 minutes with a four-minute passing period. There is one half-hour lunch period between fourth and fifth periods. Every Friday is a minimum day providing six periods each of 35 minutes duration. Staff utilizes the remaining time on Fridays for staff development, departmental and interdepartmental meetings, conferencing, and other academic activities. Alternative Education instructional minutes are met during the first three days of attendance. School is in regular session for 180 instructional days and offers a summer school program.

School safety:

Alternative Education maintains safe and orderly campuses. Students are expected to behave appropriately within the guidelines of the Behavior Code and are held accountable by teachers, staff and administrators. Interventions include the PATH, STEP, ATS, and PASS programs as well as after school assignments that serve as alternatives to suspension. Anger management, tobacco cessation, and drug counseling groups also meet on the campuses through Harmonium and Family Resource Centers. Teachers are notified of student suspensions as required by the California Education Code. A full time School Resource Officer (SRO) employed through the El Cajon Police Department works on site at Chaparral and services Chaparral, **and** Gateway East. The SRO works with school personnel to train staff, conduct investigations, make arrests as necessary, and coordinate emergency response drills. In addition, the SRO serves as a resource to parents and students regarding law enforcement issues. We conduct a minimum of two emergency drills per school year, including one as a lockdown. Emergency response plans are updated annually. All Special Education teachers have been trained in Pro-ACT®, a risk management, safety enhancement tool for the organization seeking to establish a zero-restraint environment.

SCHOOL PROGRAMS

CAHSEE intervention classes:

For those students in need of extra work in math or English language arts who have not passed the CAHSEE, intervention classes are offered. Students focus on the subject strands in which they may be lacking through such curricula as ETAP.

EL support:

EL students with a designation of Intermediate or below are offered alternative education at Chaparral. All EL students at Chaparral are mainstreamed in either regular or Sp.Ed. classes. The EL Coordinator has a pull-out period in which to check on all EL students, discuss with teachers the ability level of the EL student(s) in their classes and to provide appropriate class work for EL students, and occasionally pull students out of their assigned class to work one-on-one with them.

After School Safety and Enrichment for Teens (ASSETs):

The ASSETs grant provides after school activities from tutoring, athletic activities, credit recovery, and enrichment classes.

Intake/Orientation:

There is an active effort to orient students and parents to Chaparral. Enrollment begins with intake conferences where parents and students meet with guidance personnel and an administrator to establish goals and discuss educational needs. Students at Chaparral then enter a two week long orientation class where diagnostic testing for placement is interspersed with instruction in how to succeed at Chaparral along with study skills training. Upon successful completion of the orientation program, students are programmed into the regular Chaparral school day and they begin their course of study with Chaparral teachers. These practices enable more thorough assessment of student needs and modes of learning and enable counseling to select the most suitable course of study toward the completion of the student's goals for return to the comprehensive school site or for graduation from Chaparral.

Tutorials:

All Alternative Education programs offer extended day tutorials in CORE subject areas as well as CAHSEE prep. Alternative Education teachers staff tutorials. Students may self-select to attend or may be assigned by their teacher, counselor or administrator.

Reading classes:

All students in Alternative Education are tested using the Gates-MacGinitie Reading Test. If students score below seventh grade level they are placed in a reading class for one period per day.

School-To-Career:

All students take a career assessment in the orientation class at Chaparral as designed by the district's Post Secondary Committee. Students in Alternative Education have access to the Career Cruising Guidance Program. Counselors use this program with each student and develop a personalized Post Secondary Plan. Students interested in beginning specific job training while in high school can enroll in one of 85 Regional Occupational Programs (ROP) offered within the Grossmont District. There are four ROP classes on the Chaparral campus: Construction, Culinary Arts, Floral Design, and Floral Entrepreneurship. In addition, a Work Experience teacher is on-site one day a week to sign work permits for students in Alternative Education.

Special Education (Sp.Ed.)

-Regular Special Education Classes:

Chaparral has three regular Sp. Ed. Sheltered classes focusing on behavior modification. Chaparral High School offers services for resource and special day students. Currently Chaparral has approximately 75 students in the Special Education program. The students in the program have access to Social Work interns for counseling services. Regular Special Education students spend zero-period with their advocate to ensure the students are on track in school. There are three regular Special Education classes that students may be enrolled in (forming a sort of Academy setting). Some Special Education students are also mainstreamed in Chaparral's regular ed. Classes.

-Intervention:

The Intervention Program is an alternative Special Education class for those students who have not found success in traditional special education programs. The Intervention program is a small group, highly structured program, with the addition of positive behavioral supports. Intervention seeks to recognize the individual student while assisting them to overcome obstacles with learning or behavioral issues.

About Intervention:

- For Special Education (9th – 12th grade) students with behavioral issues needing a self-contained special day program.
- Students are referred to Intervention through an IEP team meeting.
- A behavior support plan must be in place and implemented prior to referral to program.
- Schedule and length of school day are individualized based on needs of the student. A seven period school day is offered.
- Designed to provide constant supervision with behavioral support through a point and level behavior management system.
- Counseling services available through counseling intern program.
- Small class sizes with no more than 12 students.
- The Intervention Program has one teacher and two instructional aides.
- All diploma course requirements offered with modifications (if needed).
- Designed for students to transfer to a less restrictive program.
- Located on the Chaparral campus.

-Small Group Individual Instruction (SGII):

SGII serves Special Education students who work on independent study contracts. Students may only enter SGII with a parent initiated IEP, in which the previous IEP goals are changed to a single goal: that students attend SGII at least one hour per week. Students may come to class at their leisure as long as their IEP goal is met. The teacher works one-on-one with students. A teacher aide is available to help when more than one student is present at a time. Students must complete a minimum of 20 hours of work per week, with each five-credit course not exceeding 12 weeks in duration. Student work is individualized to meet the student's needs both at an academic level and for the purpose of earning credits toward graduation.

Discipline Intervention Programs

-Alternatives To Smoking (ATS):

About ATS:

- ATS is an 8 hour tobacco education/intervention program in lieu of suspension.
- Program for students who have had a first time smoking (tobacco) offense.
- Students are referred to ATS by a home school administrator.
- A two day program which meets on Tuesday and Wednesday from 12:30 to 4:30 located in room 25 on the Chaparral Campus.
- Students are to report to ATS the Tuesday following the incident.
- Successful completion of the program changes the suspension to a fieldtrip code.
- Eight hours of classroom instruction are required to complete the program.
- Instructional materials, including paper and pencils will be provided.
- Parents do not need to accompany the student to the class.
- The same discipline/dress code rules apply at Chaparral as at the home school.
- Transportation is not provided.

-Reconnecting Youth (RY):

About RY:

- RY is a semester long course designed to improve school attendance and achievement, decrease drug-use, and increase mood/anger management.
- It is based on a curriculum that teaches self-esteem skills, decision making, interpersonal communication, and personal control.

-Pointing Adolescents Toward Health (PATH):

About PATH:

- A mandatory program for students who have had a first time drug or alcohol offense.
- Students are referred to PATH by a home school administrator. Paperwork is faxed to Chaparral High School (619) 596-7815.
- A five day program which meets Monday to Friday from 11:30 a.m. to 3:30 p.m. held on the Chaparral Campus.
- Students are to report to the program the first school day after the incident.
- Twenty classroom hours are required to complete the program.
- Small class size with individualized instruction.
- Successful completion of the program changes the suspension to a fieldtrip code.
- Alternative option for lower level special education students available.
- Instructional materials, including paper and pencils are provided.
- Parents do not need to accompany the student to the class.
- The same discipline/dress code rules apply at Chaparral as at the home school.
- Students who do not complete PATH within eight days (with no doctor's note allowing for absences) will be referred to alternative education.
- Transportation is not provided.

-Positive Activities for Student Sobriety (PASS):

About PASS:

- Program for students who have had a second drug or alcohol offense (except for sale of a controlled substance which is mandatory expulsion).
- A voluntary program that student and parent choose in lieu of expulsion.
- Students are referred to PASS by a home school administrator.
- All required information must be faxed to Student Support Services (619) 698-3285.
- Students meet weekly from 3:15 p.m. to 5:00 p.m.
- PASS is offered on Monday at West Hills, Tuesday at Chaparral, Wednesday at Granite Hill and Thursday at Mount Miguel.
- The length of the program is the same time length as an expulsion: the remainder of the semester of the incident plus one additional semester.
- Random weekly drug testing is required.
- Parents must accompany student to the first meeting.
- Students receiving special education services or 504 accommodations would be handled through the IEP/504 process.
- Dismissal from the PASS program due to missed appointments or positive drug tests will result in an immediate recommendation for expulsion.

-Systems To Encourage Peace (STEP):

About STEP:

- Program for students who have had a first time altercation.
- Students are referred to STEP by a home school administrator. Paperwork is faxed to Chaparral High School (619) 596-7815.
- A three day program which meets Monday thru Friday from 7:30 a.m. to 11:30 a.m. held on the Chaparral Campus.
- Students are to report to the program the first school day after the incident.
- Twelve classroom hours are required to complete the program.
- Small class size with individualized instruction.
- Successful completion of the program changes the suspension to a fieldtrip code.
- Special education students have a fifth grade reading level.
- Instructional materials, including paper and pencils will be provided.
- Parents do not need to accompany the student to the class.
- The same discipline/dress code rules apply at Chaparral as at the home school.
- Transportation is not provided.

Regional Occupational Programs (ROP):

Four ROP classes are offered on campus: Floral Design, Cosmetology, Cooking, and Construction. Students take the classes for elective credits and may earn a certificate of completion used for enrollment in a community college program.

About ROP:

- GUHSD ROP is designed to prepare high school students with high-quality and relevant occupational training that develops job-specific skills, knowledge and attitudes, as well as prepare students for further education.
- High school students are referred to ROP classes through their home school counselors.
- Students must be eligible to attend classes in the Grossmont Union High School District to be enrolled into ROP classes.
- Generally, high school students referred to ROP classes should be 16 years of age or in the 11th grade.
- Students can earn high school credit for successful completion of ROP classes in accordance with District policies.
- Some ROP courses meet District graduation requirements; other courses may be eligible for college credit through articulation agreements; and several courses meet the UC 'a-g' requirements.
- Students who successfully complete ROP courses will receive an ROP Certificate of Completion and a list of occupational competencies they have mastered for that class.
- Industry certifications and licensure may be available for specific course offerings.
- GUHSD ROP is accredited by the Western Association of Schools and Colleges.
- ROP courses are integrated into the school site and offered at every GUHSD campus, the Health Occupation Center, and the Work Training Center.
- The ROP Administrative Offices are located at 924 East Main St., El Cajon.

CHAPTER II: PROGRESS REPORT

STUDENT DATA

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

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%

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

Students with Disabilities	21.3%
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Student Performance

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

Academic Progress²

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

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

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

School Completion

Indicator	Result
Graduation Rate (if applicable)	60.7%

Postsecondary Preparation

Measure	Percent
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	
School Name	Chaparral High School	District Name	Grossmont Union High School District
Street	1600 N. Cuyamaca St.	Phone Number	(619) 644-8000
City, State, Zip	El Cajon, CA 92020	Web Site	www.guhsd.net
Phone Number	(619) 956-4600	Superintendent	Ralf Swenson
Principal	Randy Reid	E-mail Address	rswenson@guhsd.net
E-mail Address	rreid@guhsd.net	CDS Code	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.

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	10.3	White	53.9
American Indian or Alaska Native	3.1	Two or More Races	0.0
Asian	1.3	Socioeconomically Disadvantaged	56.1
Filipino	2.2	English Learners	12.5
Hispanic or Latino	28.8	Students with Disabilities	21.3
Native Hawaiian/Pacific Islander	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
Suspensions	143.6	139.0	96.2	14.4	17.2	16.1
Expulsions	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 is 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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Data @ lounge- HVAC grille missing.
Interior: 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.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			
Electrical: 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.

Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a	x			
Safety: Fire Safety, Hazardous Materials	n/a	x			Womens restroom- peeling paint at the south wall.
Structural: Structural Damage, Roofs	n/a	x			Rm. 25- dry rot at siding south wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x			
Overall Rating		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
With Full Credential	21	25		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence	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
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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	

Foreign Language		0	
Health		0	
Visual and Performing Arts		0	
Science Laboratory Equipment (grades 9-12)		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
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,681	\$69,595
Percent Difference – School Site and State	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
Beginning Teacher Salary	\$41,911	\$43,096
Mid-Range Teacher Salary	\$65,864	\$70,018
Highest Teacher Salary	\$87,718	\$89,675
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	\$122,408
Average Principal Salary (High)	\$125,129	\$128,615
Superintendent Salary	\$247,056	\$204,469
Percent of Budget for Teacher Salaries	38.3	37.5
Percent of Budget for Administrative Salaries	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

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

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

Grade Level	Number of Students
Grade 8	
Ungraded Elementary	
Grade 9	7
Grade 10	55
Grade 11	90
Grade 12	167
Ungraded Secondary	
Total Enrollment	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.

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

English Learner (EL) students:

Alternative Education has seen an increase in the number of EL students. All teachers within Alternative Education have CLAD (Cross-cultural, Language, and Academic Development) certifications to support the growing EL population. Students designated as Intermediate or below on the CELDT (California English Language Development Test) are provided more intensive English Learner support. Those with designations of Early Advanced or Advanced on the CELDT are offered support/modifications as necessary.

School site yearly EL comparisons:

Year	2006-07	2007-08	2008-09	2009-10	2010-11
Number of EL students enrolled	38	31	43		

Students eligible for free/reduced lunch:

Approximately 46.4% of the students at Chaparral are eligible to receive free or reduced lunches based upon data from 2008-2009. This economic indicator continues to place Chaparral High School into school-wide Title I funding for 2010-2011.

Free/Reduced Price Meals 2008-2009:

School	Free & Reduced Price Meals	Unofficial Enrollment Used for Meals
CHAPARRAL HIGH	143 (46.4)	308
District Total:	8,403 (33.9%)	24,768
County Total:	221,896 (46.1%)	496,702
State Total:	3,118,053 (50.9%)	6,252,011

Progress in reducing dropout rates:

Dropout rates have fluctuated in the past in part due to differing methods of tracking student movement across the state. In an effort to reduce these differences and obtain consistent data, our Site Support Technicians joined other individuals from local school sites to receive training from the district. The California Student Information System (CSIS) was initiated last year as a better, more consistent way, to gather dropout data from each school.

Dropout Rate History:

	'06-'07	'07-'08	08-09	09-10	10-11
Enrollment	276	432		319	
CHAPARRAL Dropout rate	13.4%	4.2%	10.7		
District Dropout rate	3.3%	2.6%	3.6		
State Dropout Rate	5.5%	4.9%	5.6		

Chaparral Attendance (Percent Attending):

Chaparral Percentage of Attendance (from monthly reports)

	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-2012
Month 1	85.02	86.54	86.43	85.98	86.95	88.37	90.93	90.69
Month 2	84.3	84.33	81.46	83.33	84.88	86.55	87.68	
Month 3	83.39	82.63	81.39	88.59	83.73	88.77	89.68	
Month 4	81.09	81.76	80.35	83.75	81.5	89.11	88.24	
Month 5	85.89	85.74	80.35	91.57	91.1	88.54	83.9	
Month 6	80.96	83.95	80.7	84.28	83.62	88.69	84.88	
Month 7	80.29	80.18	83.2	83.19	82.42	88.57	84.69	
Month 8	80.64	82.17	83.73	84.71	84.98	86.48	84.98	
Month 9	80.49	78.62	82.36	81.41	83.93	86.39	82.44	
Month 10	78.79	81.84	81.66	83.09	83.51	84.79	83.62	
Month 11	87.48	94.21	94.44	89.23	90.24	91.04		

Special Ed. Percentage of Attendance (from monthly reports)

	2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-2012
Month 1	84.77	86.05	84.62	84.51	86.13	86.41	90.04	90.44
Month 2	83.67	83.93	78.9	82.03	83.81	83.91	86.86	
Month 3	82.43	82.37	80.11	87.68	83.37	87.5	89.15	
Month 4	80.27	81.78	79.29	82.35	80.47	88.11	87.58	
Month 5	86.02	85.9	81.68	91.02	91.16	88.11	83.08	
Month 6	80.52	83.53	79.63	82.94	82.95	88.43	83.89	
Month 7	79.72	79.95	82.4	81.35	81.77	87.95	85.08	
Month 8	80.13	81.55	83.74	83.29	84.27	86.13	84.8	
Month 9	79.73	77.84	82.78	80.49	84.29	83.92	82.39	
Month 10	78.78	81.92	81.16	81.44	82.74	81.18	83.72	
Month 11	87.59	94.23	94.48	88.8	90.11	71.99		

Classroom discipline and learning climate, including suspension/expulsion rates:

Alternative Education continues to address the large number of suspensions and expulsions over the years. Staff meets regularly to discuss individual students in order to avert potential problems. Student Study Team meetings are held with parents and students to address both academic and behavioral concerns. A district probation officer works throughout the District to address truancy issues and work with student offenders.

CHAPARRAL STUDENT PERFORMANCE DATA SUMMARY

California English Language Development Test Report (CELDT)

All Assessments – All Students:

Overall Proficiency	2006				2007				2008				2009			
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12
	Advanced	0	--	3	0	0	--	0	0	0	0	0	0	0	0	--
Early Advanced	0	--	3	5	0	--	1	3	0	0	2	8	0	4	--	4
Intermediate	0	--	5	1	0	--	3	7	0	3	7	8	0	0	--	6
Early Intermediate	0	--	0	0	0	--	2	2	0	2	4	3	0	2	--	1
Beginning	0	--	0	0	0	--	0	0	0	0	0	0	0	0	--	0
Number Tested	0	3	11	6	0	3	6	12	0	5	13	19	0	6	3	13

California Standards Test (CST)

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	8	11	10	43	44	47	43	46	50
Mathematics	8	10	11	22	23	29	40	43	46
Science	4	11	18	32	41	46	38	46	50
History/Social Science	7	5	8	32	37	43	33	36	41

2010 STAR Test Results

Chaparral High School

Total Enrollment on First Day of Testing: 247

Total Number Tested: 240

Total Number Tested in Selected Subgroup: 240

An asterisk (*) appears on the Internet reports to protect student privacy when ten or fewer students had valid test scores.

Reported Enrollment

Result Type	9	10	11	EOC
Reported Enrollment	43	87	117	

CST English-Language Arts

Result Type	9	10	11	EOC
Students Tested	38	86	114	
% of Enrollment	88.4 %	98.9 %	97.4 %	
Students with Scores	37	84	114	
Mean Scale Score	294.7	272.3	266.9	
% Advanced	0 %	1 %	3 %	
% Proficient	16 %	4 %	5 %	
% Basic	27 %	19 %	11 %	
% Below Basic	27 %	32 %	28 %	
% Far Below Basic	30 %	44 %	53 %	

CST General Mathematics

Result Type	9	10	11	EOC
Students Tested	31			31
% of Enrollment	72.1 %			
Students with Scores	31			31
Mean Scale Score	284.3			284.3
% Advanced	6 %			6 %
% Proficient	3 %			3 %
% Basic	19 %			19 %
% Below Basic	35 %			35 %
% Far Below Basic	35 %			35 %

CST Algebra I

Result Type	9	10	11	EOC
Students Tested	7	25	38	70
% of Enrollment	16.3 %	28.7 %	32.5 %	
Students with Scores	7	25	38	70
Mean Scale Score	*	261.9	276.7	273.7
% Advanced	*	0 %	0 %	0 %
% Proficient	*	0 %	5 %	6 %
% Basic	*	12 %	13 %	13 %
% Below Basic	*	40 %	47 %	41 %
% Far Below Basic	*	48 %	34 %	40 %

CST Geometry

Result Type	9	10	11	EOC
Students Tested		5	14	19
% of Enrollment		5.7 %	12.0 %	
Students with Scores		5	14	19
Mean Scale Score		*	261.6	269.3
% Advanced		*	0 %	0 %
% Proficient		*	0 %	0 %
% Basic		*	0 %	11 %
% Below Basic		*	64 %	58 %
% Far Below Basic		*	36 %	32 %

CST Algebra II

Result Type	9	10	11	EOC
Students Tested			2	2
% of Enrollment			1.7 %	
Students with Scores			2	2
Mean Scale Score			*	*
% Advanced			*	*
% Proficient			*	*
% Basic			*	*
% Below Basic			*	*
% Far Below Basic			*	*

CST World History

Result Type	9	10	11	EOC
Students Tested		23	2	25
% of Enrollment		26.4 %	1.7 %	
Students with Scores		21	1	22
Mean Scale Score		260.8	*	259.2
% Advanced		0 %	*	0 %
% Proficient		5 %	*	5 %
% Basic		10 %	*	9 %
% Below Basic		14 %	*	14 %
% Far Below Basic		71 %	*	73 %

CST U.S. History

Result Type	9	10	11	EOC
Students Tested			111	
% of Enrollment			94.9 %	
Students with Scores			111	
Mean Scale Score			278.9	
% Advanced			1 %	
% Proficient			15 %	
% Basic			12 %	
% Below Basic			23 %	
% Far Below Basic			49 %	

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	9	10	11	EOC
Students Tested		84		
% of Enrollment		96.6 %		
Students with Scores		83		
Mean Scale Score		286.6		
% Advanced		1 %		
% Proficient		13 %		
% Basic		17 %		
% Below Basic		24 %		
% Far Below Basic		45 %		

CST Biology

Result Type	9	10	11	EOC
Students Tested	2	17	33	52
% of Enrollment	4.7 %	19.5 %	28.2 %	
Students with Scores	2	17	33	52
Mean Scale Score	*	289.4	306.5	299.9
% Advanced	*	0 %	3 %	2 %
% Proficient	*	12 %	15 %	13 %
% Basic	*	24 %	33 %	31 %
% Below Basic	*	47 %	15 %	25 %
% Far Below Basic	*	18 %	33 %	29 %

CST Chemistry

Result Type	9	10	11	EOC
Students Tested			1	1
% of Enrollment			0.9 %	
Students with Scores			1	1
Mean Scale Score			*	*
% Advanced			*	*
% Proficient			*	*
% Basic			*	*
% Below Basic			*	*
% Far Below Basic			*	*

CST Earth Science

Result Type	9	10	11	EOC
Students Tested	1	3	23	27
% of Enrollment	2.3 %	3.4 %	19.7 %	
Students with Scores	1	3	23	27
Mean Scale Score	*	*	328.7	326.9
% Advanced	*	*	9 %	7 %
% Proficient	*	*	26 %	30 %
% Basic	*	*	30 %	26 %
% Below Basic	*	*	9 %	7 %
% Far Below Basic	*	*	26 %	30 %

California Standards Test (CST) Scores (STAR):

TESTS	9th														
	2008					2009					2010				
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Advanced	Proficient	Basic	Below Basic	Far below Basic
ELA	13	10	23	35	19	7	9	33	26	26	0	16	27	27	30
General Math	7	18	25	32	18	5	15	20	45	15	6	3	19	35	35

TESTS	10th														
	2008					2009					2010				
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Advanced	Proficient	Basic	Below Basic	Far below Basic
ELA	4	9	26	26	35	0	9	27	20	44	1	4	19	32	44
Algebra I	0	5	14	33	48	0	6	18	29	47	0	0	12	40	48
World History	0	6	17	14	64	3	8	10	28	53	0	5	10	14	71
Science	1	10	24	37	28	3	15	29	15	37	1	13	17	24	45
Biology / Life Science	0	9	22	39	30	0	5	48	14	33	0	12	24	47	18
Earth Science	0	11	37	26	26										

TESTS	11th														
	2008					2009					2010				
	Advanced	Proficient	Advanced	Proficient	Basic	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Advanced	Proficient	Basic	Below Basic	Far Below Basic
ELA	1	5	1	7	19	30	43	19	30	43	3	5	11	28	53
Algebra I	0	3	0	6	12	38	44	12	38	44	0	5	13	41	40
Geometry	0	0	10	0	0	70	20	0	70	20	0	0	0	64	36
US History	0	4									1	15	12	23	49
Biology/Life Science	0	0	2	7	40	19	31	40	19	31	3	15	33	15	33
Earth Science	6	17	0	17	33	25	25	33	25	25	9	26	30	9	26

CAHSEE Results – Mathematics

	2008			2009			2010*		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	78	35	44	94	48	51	77	32	42
Grade 11	104	41	39	71	33	46			
Grade 12	49	21	43	59	21	38			
Gender									
Male	155	58	37	148	61	41			
Female	76	38	50	76	41	54			
Ethnicity									
Am. Indian	4	--	--	3	--	--			
Asian	2	--	--	3	--	--			
African Am.	31	10	32	--	--	--			
Filipino	0	--	--	5	--	--			
Hispanic	84	25	30	80	33	41			
Pac. Islander	5	--	--	3	--	--			
White	99	55	56	104	53	51			
Unknown/Declined	7	--	--	--	--	--			
Language									
ELL	53	14	26	45	12	27	10	na	na
IFEP	12	4	33	12	5	42			
RFEP	8	--	--	10	--	--			
EO	158	75	47	157	78	50			
Economic Status									
Econ disadvantaged	140	51	36	74	47	38	47	18	38
Non-econ disadvantaged	81	41	51	140	53	64	30	14	47
Spec. Ed. Prog.									
Spec. Ed	65	23	35	65	14	22	12	4	33

* waiting for verification of results

CAHSEE Results – English

	2008			2009			2010*		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	78	35	44	94	48	51	72	13	38
Gender									
Male	155	58	37	148	61	41			
Female	76	38	50	76	41	54			
Ethnicity									
Am. Indian	4	--	--	3	--	--			
Asian	2	--	--	3	--	--			
African Am.	31	10	32	--	--	--			
Filipino	0	--	--	5	--	--			
Hispanic	84	25	30	80	33	41			
Pac. Islander	5	--	--	3	--	--			
White	99	55	56	104	53	51			
Unknown/Declined	7	--	--	--	--	--			
Language									
ELL	53	14	26	45	12	27	8	na	na
IFEP	12	4	33	12	5	42			
RFEP	8	--	--	10	--	--			
EO	158	75	47	157	78	50			
Economic Status									
Econ disadvantaged	140	51	36	74	47	38	44	17	39
Non-econ disadvantaged	81	41	51	140	53	64	28	11	39
Spec. Ed. Prog.									
Spec. Ed	65	23	35	65	14	22	13	5	38

**waiting for verification of results*

CAHSEE Results 2004-2011:

10th Grade	Math # passed/ # tested	School %	ELA # passed/ # tested	School %
2005	37/91	41	37/90	41
2006	30/67	45	35/69	51
2007	37/72	51	35/77	45
2008	34/65	52	34/72	47
2009	42/72	58	36/63	57
2010	30/69	43	31/71	44
2011	6/32	17	6/35	19

2010 -11 Accountability Progress Reporting (APR)
 School Report
 2011 Adequate Yearly Progress (AYP) Report
 California Department of Education
 Assessment and Accountability Division
 9/22/2011

Made AYP: No
Met 2 of 6 AYP Criteria

CAHSEE Participation Rate

GROUPS	English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u>					Mathematics Target 95% <u>Met all participation rate criteria? No</u>				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	97	94	97	Yes	ER	95	89	94	No	ER
Black or African American	14	13	93	--		14	12	86	--	
American Indian or Alaska Native	3	3	100	--		3	3	100	--	
Asian	1	1	100	--		1	1	100	--	
Filipino	2	2	100	--		2	2	100	--	
Hispanic or Latino	28	27	97	--		27	26	97	--	
Native Hawaiian or Pacific Islander	1	1	100	--		1	1	100	--	
White	46	45	98	--		45	43	96	--	
Two or More Races	2	2	100	--		2	1	50	--	
Socioeconomically Disadvantaged	63	60	96	--		63	61	97	--	
English Learners	17	17	100	--		16	15	94	--	
Students with Disabilities	24	24	100	--		24	22	92	--	

CAHSEE Percent Proficient - Annual Measurable Objectives (AMOs)

<u>GROUPS</u>	English-Language Arts Target 66.7 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 66.1 % <u>Met all percent proficient rate criteria? No</u>				
	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>
	<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2011</u>		<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2011</u>	
Schoolwide	35	6	17.1	No		32	6	18.8	No	
Black or African American	4	--	--	--		4	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	14	1	7.1	--		14	2	14.3	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	16	5	31.2	--		13	4	30.8	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	21	3	14.3	--		21	5	23.8	--	
English Learners	5	--	--	--		4	--	--	--	
Students with Disabilities	14	1	7.1	--		12	1	8.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
534	529	-5	No	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

	School			district			state		
	07	08	09	07	08	09	07	08	09
Graduation Rate	47.8	56.8	60.7	89.5	86.9	84.0	80.6	80.2	78.5
Dropout Rate (1-year)	13.4	4.2	10.7	3.3	2.6	3.6	5.4	4.8	5.6

Current Year: Graduation Rate Results

<u>2010 Graduation Rate (Class of 2008-09)</u>	<u>2011 Graduation Rate (Class of 2009-10)</u>	<u>2011 Target Graduation Rate</u>	<u>2011 Graduation Rate Criteria Met</u>	<u>Alternative Method or Exclusion</u>
81.95	85.39	82.84	Yes	DA

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

[Graduation Rate Goal: 90 Percent](#)

API weight scores

Content Areas	Grades 9-11			School Content Area Weights
	Test Weights D	Valid Scores E	Weight x Scores F	
CST in English-Language Arts (ELA)	0.30	89	26.70	25.3 %
CST in Mathematics	0.20	42	8.40	8.0 %
CST in Science - End of Course	0.22	53	11.66	11.1 %
CST in Science - Grades 5, 8, and 10	0.10	28	2.80	2.7%
CST in History-Social Science (HSS)	0.23	70	16.10	15.3 %
CAHSEE ELA	0.30	72	21.60	20.5 %
CAHSEE Mathematics	0.30	41	12.30	11.7 %
Assignment of 200 CST in Mathematics	0.10	48	4.80	4.6%
Assignment of 200 CST in Science	0.05	22	1.10	1.0%
Total			105.46	100.00%

State Accountability: Academic Performance Index (API):

2007 API	2008 API	2009 API	2010 API	2011 API	Growth in the API from 2010 to 2011	Growth Target for 2012	Target API for 2012
549	589	532	534	529	-5	+26	55

Federal Accountability: Adequate Yearly Progress (AYP)

PI Status: In PI

2011-12 PI Placement: Year 5
Prior PI Placement: Year 5
First Year of PI Implementation: 2004-2005
Made 2010 Adequate Yearly Progress (AYP): No

Federal Accountability - Adequate Yearly Progress (AYP):

2008		2009		2010		2011	
<i>Made AYP</i>	N	<i>Made AYP</i>	N	<i>Made AYP</i>	N	<i>Made AYP</i>	N
<i>Participation Rate</i>	N	<i>Participation Rate</i>	Y	<i>Participation Rate</i>	N	<i>Participation Rate</i>	N
<i>Percent Proficient</i>	Y	<i>Percent Proficient</i>	N	<i>Percent Proficient</i>	N	<i>Percent Proficient</i>	N
<i>API</i>	Y	<i>API</i>	N	<i>API</i>	Y	<i>API</i>	N
<i>Graduation Rate</i>	Y	<i>Graduation Rate</i>	Y	<i>Graduation Rate</i>	N	<i>Graduation Rate</i>	Y

CA School Climate Survey (Oct 2008 and Later)

Staff Responses:

- 40% Feel that they need more professional development, training, mentorship or other support to do their job in the area of **servicing English Language Learners**.
- 45% Feel that student **alcohol and drug use** is a **severe problem**.
- 31% Feel that **tobacco use** among students is a **severe problem**.
- 31% Feel that **harassment or bullying** among students is a **severe problem**.
- 32% Feel that **disruptive student behavior** is a moderate or **severe problem**.
- 28% Feel that **cutting classes/truancy** is a **severe problem**.
- 60% Feel that this school does not much or at all provide nutritional instruction.
- 27% Feel that this school does not provide much conflict resolution or behavior management instruction.
- 27% Feel that this school does not provide much character education.
- 27% Feel that this school does not provide much harassment or bullying prevention.
- 19% disagree that this school sets high expectations for students with IEPs.

Student Responses:

- 13% are living in a foster home, group care, or waiting placement; hotel/motel; or are on the street, car, campground.
- 11% are receiving mostly F's
- 34% are receiving mostly A's or B's
- 40% have been truant 0 times.
- 21% have been truant more than once a week.
- 49% score Low for having Opportunities for meaningful participation in school.
- 34% score Low for having Opportunities for meaningful participation in the community.
- 24% disagreed or strongly disagreed that they feel close to people in the school.
- 30% disagreed or strongly disagreed that they feel like they are a part of the school.
- 28% disagreed or strongly disagreed that teachers at this school treat them fairly.
- 21% disagreed or strongly disagreed that they feel safe at this school.

- 29%** felt it not true at all that there is an adult at this school who really cares about them.
- 20%** felt it not true at all that there is an adult at this school who notices when I am not here.
- 22%** felt it not true at all that there is an adult at this school who listens when they have something to say.
- 21%** felt it not true at all that there is an adult at this school who believes that they will be a success.
- 29%** felt it not true at all that they do interesting activities at school.
- 48%** felt it not true at all that they help decide things like class rules or activities.
- 38%** felt it not true at all that they do things that make a difference at school.

Alcohol or drug use:

- 75%** Life time use: Alcohol (one full drink)
- 64%** Life time use: Marijuana 4 or more times
- Student perception of marijuana use among peers:
- 47%** of students think that 90-100% of their peers use marijuana

- 38%** Life time use: Inhalents (to get high)
- 30%** Life time use: Cocaine
- 20%** Life time use: Meth
- 41%** Ecstasy
- 42%** Other illegal drug or pill
- 54%** prescription pain killers
- 52%** cold/cough medicines
- 53%** have driven after drinking (respondent or by friend)

On school property:

- 21%** have used alcohol, marijuana, or any illegal drug or pill in the past month.
- 35%** were offered illegal drugs on school property in the past year.
- 15%** miss school do to alcohol/drug use
- 42%** have NOT heard, read or watched any messages about not using alcohol, tobacco, or drugs.
- 26%** smoke cigarettes daily
- 12%** have smoked on school property in past month
- 13%** perceive no harm in smoking 1-2 packs of cigarettes a day.
- 32%** have been in a physical fight on school property in past year.
- 27%** had property stolen/damaged on school property.
- 25%** have damaged school property on purpose.
- 14%** have carried a gun on school property in the past year.
- 17%** have carried another weapon on school property in the past year.
- 28%** have seen someone with a weapon on school property in the past year.
- 18%** have been threatened/ injured with a weapon on school property in the past year.
- 38%** neither approve/ disapprove of weapon possession.
- 23%** are currently involved in gangs.

16% have been a victim of physical violence of girlfriend/ boyfriend in past year.

9% feel unsafe at school.

32% have been victims of cyber bullying in the past year.

52% did not eat breakfast today.

12% have seriously considered suicide in the past year.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

Alternative Education has various programs targeted at specific populations with varied needs and interests (e.g. Special Education programs, language and speech therapy, counseling (drug and anger management), a school nurse, and tutoring. The teachers' curriculum uses power standards so that students are receiving the California State Content Standards. We are also expanding students' opportunities for vocational skills training.

The following statements characterize educational practice in this program:

1. Alignment of curriculum, instruction and materials to the performance standards. A combination of direct instruction and standards-aligned materials are used in all classes. A combination of digital curriculum also supplements instruction.
2. Availability of standards-based instructional materials appropriate to all student groups; standards-based instructional materials and books are adequate to support all students. New materials have been utilized to focus on the needs of the EL students on the campus. Textbooks are updated on a district timeline. An EL coordinator consults with teachers providing them with materials and strategies needed to support the EL students in class.
3. Alignment of staff development and assessed student performance and professional needs is data driven; a staff development is targeted to meet these professional needs with ongoing training on assessing data and using it to drive the teaching and focus in all programs.
4. Services provided by categorical funds to enable under performing students to meet standards: Title I aides have been placed with teachers in the core subject areas of Math, English, Social Science and Science. In addition, a reading class taught, by a teacher who is a Reading Specialist, is available to all students who score below the seventh grade on reading tests at Chaparral High School. Economic Impact Aid money provides for aides, translation and materials to maintain the EL program.
5. Use of state and local assessments to modify instruction and improve student achievement: Staff has been trained on the use of the student Performance Profile Data available through the District web site. Teachers are using Performance

Profile to gather information about their students. Common assessments are difficult to do given that most teachers are teaching different subjects within their core. Reading data is available to teachers in Performance Profiles.

6. Number and percentage of teachers in academic areas experiencing low student performance: Student failure rate is much too high but has shown steady improvement over the past three years. We continue to evaluate our D/F rate by teacher as well as by individual student.
7. Family, school district and community resources available to assist these students: Community resources such as Harmonium, County Probation, Drug Rehabilitation programs are available to students. Many of the students are involved with the Juvenile Justice System that mandates some of these services. Family involvement is minimal although the student advisory period at Chaparral High has teachers in regular contact with parents and a parent visitation day has been established twice a year to encourage more parental involvement. The response has been quite positive.
8. School, district and community barriers to improvements in student achievement: Barriers to improvement include lack of motivation, low self-esteem, poor attendance, low expectations, limited parental involvement and the transience of students in and out of alternative education.

CAMPUS ACTIVITIES

- ASSETs (provided numerous extra-curricular activities and support)
- Football Team (played games versus other continuation schools)
- Soccer Team (played games versus other continuation schools)
- Basketball Team (played games versus other continuation schools)
- Weightlifting Club
- Fishing Club (visited two county lakes)
- Video game tournaments (wii,/x-box: Madden Football, FIFA Soccer)
- E2020 (on-line credit recovery classes)
- Weightlifting Competition (included local police enforcement guests)
- Prom (Chaparral's first Prom ever, included Juniors and Seniors, catering and music provided by ASSETs, ASB organized, included elections for and presentations of Prom King and Queen)
- ROP served WASC dinner, 2 staff appreciation breakfasts
- ASB Blood Drives (three)
- Parent Shadow Days (one each semester)
- Golden Bee Awards Ceremony
- Year Book
- School Newspaper
- Spirit Week (run by ASB - three days of themed dress-up days, and the fourth day was a "kick butts day" to support quitting smoking)
- Recycling (run by ASB - cans, bottles, and paper)

- Business Club (sold Chaparral apparel)
- Student of the Month Award/ Staff of the Month Award (award and luncheon given monthly to select students chosen by departments)
- Perfect Attendance Award (award and free lunch given monthly to perfect-attenders)
- Harmonium (counseling provided to students, parents, and community)
- Orientation (expanded to two weeks)
- Expanded Biology Lab (Frog Dissection in Biology class)
- Field Trips (Cuyamaca Community College, Old Globe Theater, etc.)
- Drug Awareness Assembly (SRO conducted)
- Teen Truth Live assembly (body image/ self esteem assembly)
- Tutorials (mornings and afternoons)

ANALYSIS OF DATA

1. a)	API dropped 5 points:
b)	Next Steps: Continue a 2 week “Rodeo” each year. Offer CAHSEE Prep classes. English teachers can use <i>Achieve 3000</i> , <i>ETAP</i> , <i>Read Naturally</i> , and <i>Edge</i> reading system for Sp.Ed. students and regular ed. English classes, especially EL students. Continue with block Reading/EL classes flip-flopping back-to-back. Continue block-scheduled Math classes (9 week blocks) with direct instruction.

2. a)	CST scores are consistently lower than the district average in all subjects; however, there has been a three year trend of increasing scores in science*:
b)	Next Steps: Increase tutorials, teacher collaboration in PLCs on classroom activities, and strategies to engage all students. Teachers can use <i>Achieve 3000</i> , <i>ETAP</i> , <i>Read Naturally</i> and <i>Edge</i> reading system. Assess the effectiveness of the block Math classes (9 week blocks) with direct instruction. Assess the effectiveness of the block Reading/EL classes flip-flopping back-to-back.

3. a)	Parent communication and involvement is a concern; however, we have seen an increase in parents attending Parent Shadow Day (from 1 parent in '04 to 43 parents in '10 to 31 parents in '11):
b)	Next Steps: Evaluate the change in Parent Visitation Day format from throughout the school day to after the school day has ended. Have teachers increase parent contacts, have Administration send out all-calls to parents for involvement in SSC and campus activities, increase parent activities on campus (e.g.: Parent Teacher Night, Parent-Teacher Conferences).

4. a)	Chaparral has a consistently higher referral rate than comprehensive sites in the district*:
b)	Next Steps: Teachers make more calls home when referring students to Administration, staff make more consistent enforcement of Chaparral’s rules and behavior policy in every classroom and across campus. The student handbook is read through in the first week of class and in each Orientation group, and a quiz is given on the contents of the handbook, especially regarding the behavior code.

5. a)	School safety is a concern according to staff and to students (according to the student survey):
b)	Next Steps: Additional campus supervisors (or substitutes) can be hired.

6. a)	School-to-career opportunities can increase:
b)	Next Steps: Increase field trips to colleges. Have more advisors from colleges come to Chaparral to meet with students.

7. a)	Attendance is consistently lower than the rest of the district, but has been over 80% consistently since '04*:
b)	Next Steps: Increase awards for students with perfect attendance, including Advisory Period class awards.

8. a)	We did not meet AYP due to a decrease in API. Over 48% of API is calculated from ELA scores:
b)	Next Steps: Continue a 2 week "Rodeo" each year. Offer CAHSEE Prep classes. English teachers can use <i>Achieve 3000</i> , <i>ETAP</i> , <i>Read Naturally</i> , and <i>Edge</i> reading system for Sp.Ed. students and regular ed. English classes, especially EL students. Evaluate effectiveness of block Reading/EL classes flip-flopping back-to-back.

9. a)	Graduation rate increased 3%.
b)	Next Steps: Continue using e2020 credit recovery courses afterschool.

*** note: Chaparral High School's student population consists mainly of students who have been referred to Chaparral from GUHSD comprehensive sites with a history of behavior problems or are credit deficient. Further, many students come to Chaparral only days before state-wide tests, so they have not had a chance for remediation at Chaparral High School.**

ANALYSIS OF 2010-11 SCHOOL GOAL OUTCOMES

Goal #1: To provide a safe, nurturing, positive environment

By June 2011, all students will be educated in learning environments that are safe, violence free, drug free, tobacco free and conducive to learning as measured by a reduction in suspension (from 307 in '09/'10 to 276 [~10% decrease]) and a reduction in expulsions (from 46 in '09/'10 to 41 [~10% decrease]) arising from drug or tobacco possession and violence.

Actual:

Decrease in Suspensions 307-118

Decrease in Expulsions 46-36

Goal #2: To provide committed teachers

By June 2011, professional development opportunities will be provided to empower teachers to foster academic achievement and strengthen positive school climate as measured by increased performance on the CST and CAHSEE tests*.

*see statistical change expectations for CST and CAHSEE listed in Goal #3.

Actual:

CAHSEE – remained flat (from 43-44% proficient/advanced in Math, from 44-43% proficient/advanced in ELA)

CST – increases in Geom (0-5%), World Hist (5-9%), Bio (+6 in 10th and 11th grade each 12-18/18-24) -decreases in all else

Goal #3: To promote life long learning and high expectations

By June 2011, Chaparral students will show academic improvement in core areas as measured by:

A) CST scores' increase of ten students testing proficient or better in all grade levels and core subject areas: in English from 9% to 13%, Math from 3% to 6%, Science from 23% to 27%, Social Studies from 10% to 16%.*

Actual:

CST – increases in Geom (0-5%), World Hist (5-9%), Bio (+6 in 10th and 11th grade each 12-18/18-24) -decreases in all else

B) EL students' CAHSEE scores' increase of 3% passing English Language Arts and 5% passing Math*‡.

EL scores NA (unreported) due to 10 or fewer students taking the test.

C) a rise in API score from 476 to 524 (~10% increase).

*base numbers are from 2010 statistics.

‡waiting for verification of results from CDE for exact pass rates.

API fell 5 points: from 534-529

Goal #4: To promote career opportunities and productive, positive citizens that give back to their communities

By June 2011, Alternative Education staff, students, parents and community members will work in partnership to support students to

graduate from high school as well rounded individuals prepared for post secondary education or work as measured by an increase in CST results and passing rate for the CAHSEE*, Post-Secondary Plans, attendance from 85% (in '09) to 90%, graduation rate, and decrease the drop-out rate from 4.2% (in '09) to 3%.

- see statistical change expectations for CST and CAHSEE listed in Goal #3.

Actual:

attendance from 85% (in '09) to 90%, Remained flat (87.9-86% regular ed., 84-85% sp.ed.)
graduation rate... no numbers reported
decrease the drop-out rate from 4.2% (in '09) to 3%... no numbers reported

CHAPTER III: SELF-STUDY PROCESS

Chaparral's SSC meets four times a year to review student data, review school wide goals, and approve actions and budget to meet the goals. Each June the SSC submits to the GUHSD School Board goals for the following year along with an action plan. At the first meeting of the school year, the SSC reviews the previous year's goals and reports and which goals were met/ unmet. Further, the current year's goals are reviewed and amended where appropriate. At the second and third meetings, any updates to the goals are added and amendments made, and progress towards meeting goals is reported. At the fourth and final meeting of the SSC, progress toward meeting the goals is reported, and new goals are approved for the following year.

Goals are created through staff input via Friday Staff Meetings and through the Leadership Team. School wide data is presented to the staff and input requested regarding problem areas and solutions to improving student achievement.

CHAPTER IV:

CATEGORY A: ORGANIZATION

- 1. VISION AND PURPOSE**
- 2. GOVERNANCE**
- 3. LEADERSHIP AND STAFF**
- 4. QUALIFIED STAFF**
- 5. ONGOING PROFESSIONAL DEVELOPMENT**
- 6. RESOURCES**

CATEGORY B: Standards-Based Student Learning: Curriculum

CATEGORY C: Standards-Based Student Learning: Instruction

CATEGORY D: Standards-Based Student Learning: Assessment And Accountability

CATEGORY E: School Culture And Support For Student Personal And Academic Growth

CATEGORY A: ORGANIZATION

Vision and Purpose, Governance, Leadership, and Staff, and Resources

AI: *To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?*

Chaparral has a written vision statement that reflects school wide learning results. Administrators, teachers, and classified staff all brainstormed and created ESLRS in order to establish the school's vision during the week prior to the beginning of the 2006 school year. Surveys were sent to the entire staff, students and parents to determine the level of understanding and commitment to the vision. Parents and students are interviewed during the orientation process, and their level of understanding of the vision of our school is supported by the enrollment of their child and the signatures of parent and child on the orientation forms, which clearly states our visions.

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards.

Central administration is creating the opportunity for faculty and onsite administration to improve standards based instruction by providing Professional Learning Community workshops. Grossmont Union High School District's website supports school wide learning results by keeping updated information on students' academic results and needs within Performance Profile and e-Backpack. The website also allows for links to educational issues, such as CAHSEE and new laws that are passed. The monthly newsletter from the district also details the aforementioned information on a consistent and thorough basis to keep staff updated on these important issues.

A2: *To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?*

The data that we received about our students lead us to our ESLR development. The ESLRS are based on the district's learning results. Data also drives the Site Plan for Student Achievement and analysis. Benchmarks and accountability tools used in the monitoring process include pre-post Gates-MacGinnitie testing, CAHSEE results, and Writing Performance Assessments as examples.

To what extent does the governing board delegate implantation of these policies to the professional staff?

The entire staff is involved in the development of the Single Plan for Student Achievement. This plan is then approved by the School Site Council with final approval given by the Board. All of the money spent at the school must be aligned with the goals in the Site Plan and approved by the School Site Council.

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

The Governing Board approves the Single Plan for Student Achievement and all of its revisions throughout the year. The board allocates time/fiscal/personnel resources, improvement plans, and learning plans based on the action plan on the SSP. Test results and reports on dropouts, suspension and expulsions are provided to the Governing Board for review at least yearly,

A3: *To what extent based on student achievement data do the school leadership and staff make plans and initiate activities that focus on all students achieving the expected school learning results and academic standards?*

The staff review student achievement data as it becomes available and base all staff development activities on the needs of the students and improving academic performance. The review of the data showed that we needed to improve the CAHSEE pass rate and resulted in us offering CAHSEE prep classes in the master schedule as well as after school tutorials. Reading classes for those students scoring below a fifth grade level are available during the student's day and EL classes have been initiated to focus on the academic success of our EL population.

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Each Friday staff meets to discuss and make decisions about how our students are achieving school wide learning results and academic standards. Meetings frequently are devoted to teachers, administrators, counselors, and classified staff offering up information regarding academic, behavioral, and personal achievements, successes, and needs to which results and action plans are instituted. As data becomes available, staff reviews the data and goals for the Single Plan for Student Achievement are written and revised.

A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

At Chaparral High School, a qualified staff facilitates achievement of the academic standards and expected school wide learning results through a system of preparation, introduction, and ongoing development. Written policies such as staff handbooks, posters, charts, and faculty written policies, are displayed campus wide. Each Friday staff and administrators meet to collaborate on issues such as team building, focusing on successful student learning outcomes, and supporting student learning in general. Staff is given the opportunity to participate in seminars, in-services, and training classes to further support professional growth and to benefit student-learning outcomes. Innovations and collegial strategies such as observations, BTSA, coaching, presentations, and guest speakers are also used to encourage improvement in professional knowledge.

A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that's focuses on identified student learning needs?

Counselors, teachers and administrators are involved in professional growth and development workshops, conferences, as well as specific continuation education and alternative education professional memberships that support and provide research and data.

Most staff is involved in on going research and data--- based on correlated professional development that focuses on student need. In the Pre school workshop for staff, activities include overview of student data from STAR testing, CAHSEE and Gates MacGinnitie (Reading). The data is reviewed and discussed by teachers, Administration and counseling and school wide goals are proposed. Staff continues to meet weekly to evaluate progress of students.

General education students participate in a 2 week orientation program to help adjust to the new school environment. They also are able to meet other new students as well as establish an academic baseline line in reading comprehension vocabulary, language and math. Further more, learning styles are identified and applied to their school program. Other general education students participate in the Challenge Program for their orientation program. Special Education students are referred through the IEP Team process and all have a current IEP as well as a Behavior Support Plan (BSP).

A6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected learning results?

The human resources available to help Chaparral students accomplish their academic standards and the expected school wide learning results include 21 teachers who are NCLB compliant and credentialed in their subject area(s). There are 2 vice principals, a principal, 2 counselors, 1 guidance information specialist, a psychologist, Harmonium staff, an on-site substitute teacher, an El Cajon Police Officer, 3 campus supervisors and numerous additional classified staff. This variety of personnel effectively meets the diverse needs of our students and helps them attain their potential. The staff personnel are hired by the principal in concert with other staff. Positions are filled only by qualified individuals who are flexible and able to attend to special needs and skills of our students. Although parents and students are not directly involved in the hiring of Chaparral's staff, parents, student representatives, community members and Chaparral's School Site Council representatives all have essential input in Chaparral's goal of helping students since they create the School Site Plan.

The School Site Plan outlines the materials necessary to educate our students and plans how our programs are to be funded. The School Site Plan details the categorical funding allocated to our school through various funding sources:

STATE PROGRAMS:

1. Economic Impact Aid/English Learner Program (to develop fluency in English & academic proficiency of English learners.)
2. Safe Schools (to institute those programs & changes to insure a safe campus.)
3. Lottery-Proposition 20 (to provide ongoing improvements in the instructional program.)
4. 861 Block Grant (to provide ongoing improvements in the instructional

program.)

5. CAHSEE prep money (for improving pass rate on the test for Juniors and Seniors)

FEDERAL PROGRAMS:

1. Title I: School wide Program (to upgrade the entire educational program of the school by hiring tutors, to provide staff development, purchase materials and supplies, etc.

Students who need special help to pass the CAHSEE receive courses catering to their individual academic needs. For example, we have math and English classes designed as CAHSEE prep in the Master Schedule.

The School Site Plan also details how the resources are being coordinated to support all students to accomplish the academic standards and the expected school wide learning results. Staff participates in the development of the annual School Site Plan and it is approved by the School Site Council, whose members are made up of teachers, students, community members, and administration.

The procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visuals, support technology, manipulative and laboratory materials are known by all staff and easily used. All textbooks used are those adopted by the District and familiar to students coming from District schools. Teachers may order instructional materials with the okay of Department Chairs, the Principal, the Principal's Secretary and the District's Purchasing Staff. Guidance in purchasing or use of District materials is readily available.

Areas of strength:

1. Staff participates in the development of the Single Plan for Student Achievement after a review of data.
2. The District administration and Governing Board support the goals of the Single Plan for Student Achievement by approving the plan and its revisions each year.

Prioritized growth areas:

1. To have better communication with District Fiscal services so that there is money to support the goals established on the Site Plan.
2. Establish a back up list of goals we would like to work on should money become available so that if the State provides “one time only” money, we will be prepared to implement immediately.

Category B: Standards-based Student Learning: Curriculum

B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how is it taught), the expected schoolwide learning results are accomplished.]

All students at Chaparral High School receive student centered learning based upon the California Frameworks and Standards and maintain District graduation requirements. These Frameworks and Standards provide expectations of high student achievement. We use all district approved texts and curriculum and students have access to a varied program ranging from college prep coursework to vocational education avenues. The students learn through different modes of instruction and media and they demonstrate mastery of standards and the ESLR’s through varied assessments, academic support programs and tutorials. We use digital curriculum to augment and enhance teacher prepared materials, and technology allows us to vary assessments to measure student learning.

Some important features:

- ❖ Student centered learning based upon California Frameworks and Standards.
- ❖ Technology allows use of varied types of assessments to measure student learning.
- ❖ Students have access to college prep and vocational education avenues.

B2: To what extent do all students have access to the school entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

All incoming students to Chaparral High School meet with their parent and counselor to effect a personal learning plan for the student. All district core academic courses and many electives including ROP classes are offered to the student. English Learners are placed in classes that best meet their academic needs. Students have access to different

programs based upon their academic and behavioral assessments. Students exercise choice in elective selection. Every tenth grader receives 10th grade conferencing with their counselor. All classes on campus are no larger than 22 students which assure regular contact with their teacher. The small size of the campus allows for immediate contact from support personnel. There are yearly fieldtrips to the Community Colleges for interested students, as well as course access to coursework for students who wish to receive high school and college credit simultaneously. In addition, regular guest speakers and field trips occur which encourage post educational career planning. Other programs available to students include an Orientation class, ROP courses, Work Experience, the Challenge program, Harmonium counseling, STEP and PATH.

Programs available at Chaparral include:

- ❖ Work Experience
- ❖ All district core academic courses and many electives are offered.
- ❖ English learners are accommodated.
- ❖ Students have access to different programs based on academic and behavioral assessments.
- ❖ All incoming students and parents meet with counselor to effect learning plan.
- ❖ Collaboration between parents, staff and students, in the development of and monitoring of the student's personal learning plan.
- ❖ Program flexibility – weekly influx of students are accommodated.
- ❖ Collaboration with junior colleges
- ❖ Regular guest speakers and field trips to encourage post educational career planning.

B3: *To what extent are the students able to meet all the requirements of graduation upon completion of the high school program?*

All students at Chaparral High School have access to the core required courses to meet the district graduation requirements established in their individual education plan. Small class sizes and regular monitoring by the counseling department allows for more one on one instruction and after school tutorials. Transcripts for each student are reviewed regularly and updated to make certain that students stay on track for graduation. All teachers have access to Performance Profile data on each student in order to access transcript and assessment data. Students in jeopardy of not passing graduation requirements are offered before and after school tutorials. The teachers continuously work at improving and upgrading their academics and vocational offerings and seek to improve student performance and pass rate on the CAHSEE. The data generated by the student's assessments is reviewed regularly to establish goals for the site plan. In addition, better efforts are being made to follow the success of students who leave Chaparral in order to return to their school of residence.

Assistance offered to students:

- ❖ Tutorials and individualized instruction assist students in meeting skill set requirements.
- ❖ Students have access to all core required courses.
- ❖ Small class size allows for more one on one instruction.
- ❖ Regular review of student data to ensure correct placement and progress.
- ❖ Regular review of student transcripts to insure proper course assignment

Areas of strength:

1. Improved overall student performance.
2. Improved CAHSEE scores.
3. Scaffold writing and mathematics reviews.

Prioritized growth areas:

1. Purchase of new computers would provide all students with access to Digital Curriculum.
2. Contact other local area junior colleges regarding course offerings and facilitating Chaparral enrollment.
3. Investigate ways to monitor academic and vocational progress of Chaparral alumni.

CATEGORY C: Standards-Based Student Learning: Instruction

CI: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Challenging, standards-based learning experiences are provided for students in various assignments and environments. In the core academic classes (math, English, history, and science) district-approved, standards-based textbooks are used in the classroom. Teachers also incorporate additional assignments to supplement a text-driven curriculum. In any given course students complete a diverse array of assignments including:

- Essays
- Projects
- Notes
- Creative writings
- Textual analysis
- Problem solving

Teachers address the state standards in many different ways in their respective classrooms. Standards are specifically addressed in the following manner[s]:

- Standards are explicitly stated then discussed in class
- Standards are posted in the classroom
- Standards are addressed prior to lessons
- Standards are kept in student folders
- Standards are listed on student assignment sheets
- Standards are listed on class syllabi
- Standards are written on the board
- Standards covered are printed and given to students on a weekly basis

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills , and help them succeed at high levels

The faculty at Chaparral uses a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize higher order thinking skills, and help them succeed at high levels. Teachers and students use technology in the classroom and students are exposed to opportunities for field trips and other real world experiences. Students are also exposed to many guest speakers.

Past field trips have included:

- Visits to the Salk Institute
- Visits to the La Jolla Playhouse and San Diego Civic Center

- Visits to various technical schools
- Visits to local community colleges
- Visits to local universities

Guest speakers include:

- Holocaust survivor David Faber
- US Military personnel
- Job Corp
- Border Patrol
- Grossmont/Cuyamaca College

Technology:

- Teachers use Power Point presentations in the classroom
- Students create independent Power Point presentations
- Students use the computer lab for research and word processing
- Teachers and students use the computer lab for web-based lessons
- Students use computers for CAHSEE prep
- Students perform biotechnology labs
- Students view and analyze motion pictures in Film as Literature
- Students view and take notes on informational films in numerous classrooms
- Some Students store their projects and homework in E-Backpacks which are accessible from home

Areas of strength:

1. Standards are being addressed in a variety of ways.
2. Students are being made aware of standards and which specific standards are being covered.
3. Uniformity of presentation of standards.
4. Continued reinforcement of standards.

5. Finally, it is important that the staff continues to emphasize and reinforce the standards on a daily basis in order for all students (new and old) to achieve full awareness and understanding.
6. The creation of the computer lab at the end of last year has given teachers an opportunity to utilize technology in new and innovative ways.
7. Teachers have received digital projectors and following their installation, they will be able to give students more access to technology.

Prioritized growth areas:

1. Technology use needs to be increased in the classroom.
2. Field trips should be done more frequently and made available to more students.
3. More uniformity needs to be achieved addressing state standards in the classroom.
4. Finding better ways to address all contract standards in non-contract classes.

CATEGORY D: Standards-Based Student Learning: Assessment and Accountability

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Chaparral High School assesses students based on the California State Standards. With curriculum aligned accordingly, students are tested for skills and knowledge in the various subjects.

In addition to on site teacher generated exams, the District uses the following standardized assessments:

- ❖ CAHSEE
- ❖ STAR
- ❖ District Program Assessments in Math, English
- ❖ California Standards Test
- ❖ DPI Assessment
- ❖ CELDT and WPA-For ELD students
- ❖ Basic Skills Locator Tests

- ❖ Algebra Readiness Test
- ❖ Ultimate Speed-reader
- ❖ EPATH

Chaparral High School is currently in year three of Program Improvement. We have met our percent proficient numbers however did not meet our participation rate.

Although we failed to make our Annual Yearly Progress goals, we are experiencing growth in many areas. Our scores do not report as Numerically Significant because the numbers of students taking the test is low. We are an ASAM school and the indicators chosen are to improve attendance, reduce suspension rate and our pre and post indicators involve reading/language assessment using the Gates MacGinnitie.

Chaparral has made significant growth on the Academic Performance Index:

<u>Number of Students included in the 2006 API Growth</u>	API		
	<u>2006 Growth</u>	2005 Base	<u>2005-06 Growth</u>
69	526*	410*	116

API growth target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM).

Subgroups

Ethnic/Racial	Number of Students Included in 2006 API	Numerically Significant in Both Years	Subgroup API		
			<u>2006 Growth</u>	<u>2005 Base</u>	<u>2005-06 Growth</u>
African American (not of Hispanic origin)	5	No			
American Indian or Alaska Native	2	No			
Asian	2	No			
Filipino	2	No			
Hispanic or Latino	19	No			
Pacific Islander	4	No			
White (not of Hispanic origin)	32	No			
<u>Socioeconomically Disadvantaged</u>	42	No			
<u>English Learners</u>	9	No			
<u>Students with Disabilities</u>	14	No			

- State Accountability: Academic Performance Index (API)

Number of Students Included in the 2005 API	92
2005 API Base	410 *

Subgroups

Ethnic/Racial

African American (not of Hispanic origin)
 American Indian or Alaska Native
 Asian
 Filipino
 Hispanic or Latino
 Pacific Islander
 White (not of Hispanic origin)

Socioeconomically Disadvantaged

English Learners

Students with Disabilities

	Number of Students Included in 2005 API	Numerically Significant	2005 Subgroup API Base
African American (not of Hispanic origin)	9	No	
American Indian or Alaska Native	0	No	
Asian	0	No	
Filipino	0	No	
Hispanic or Latino	8	No	
Pacific Islander	0	No	
White (not of Hispanic origin)	25	No	
Socioeconomically Disadvantaged	47	No	
English Learners	13	No	
Students with Disabilities	21	No	

When looking at test scores, a “snapshot” of student performance is recorded. Comparing scores from year to year allows us to see both individual progress as well as schoolwide/student population trends. Due to the high turnover in our student population, data that is typically useful to the traditional classroom is not as useful in our data analysis. Individual student progress is a more valid measurement of student growth.

D2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

We use a variety of strategies in reporting data to parents. The School Accountability Report Card, school web site and letters sent home address schoolwide data, but the Performance Profile and Parent Portal gives parents access to individual test scores for their children. As a whole we need to do a better job in informing and encouraging parents to use the Parent Portal information and having teachers access Performance Profile data to assess where students are at.

To what extent do students and teachers use these findings to modify the teaching /learning process for the enhancement of the educational progress of every student?

Teachers at Chaparral use a variety of testing strategies and techniques which take into account individual learning plans and students' strengths and limitations. A survey was distributed to the faculty. The survey (see Appendix) reported the following as evaluation strategies:

- ❖ Rubrics
- ❖ Teacher generated essays
- ❖ Daily Warm Ups
- ❖ Text generated tests
- ❖ Teacher generated selected response
- ❖ Portfolios
- ❖ Personal Communication
- ❖ Performance Assessment

Teachers determine the proper assessment by taking into account the nature of the skills being tested. Other considerations include but are not limited to:

- ❖ Student learning styles
- ❖ Reading and Math ability levels
- ❖ Test anxiety level
- ❖ IEP's and 504 accommodations
- ❖ The type of activity being assessed
- ❖ Quantity of material covered
- ❖ Grading time constraints

Modifications for second language learners include:

- ❖ Bilingual Teacher's aide
- ❖ Extended test time limits
- ❖ Simplified vocabulary
- ❖ One-on-one assistance
- ❖ Open notes/book tests
- ❖ Calculators
- ❖ Verbal instructions
- ❖ Modeling
- ❖ Scaffolding
- ❖ Decreased number of questions
- ❖ Slower and smaller pieces of information

Teachers use a number of strategies to reduce test taking anxiety:

- ❖ Frequent tests as parts of daily assignments

- ❖ Teach test and note taking skills
- ❖ Open note/book tests
- ❖ Encouragement
- ❖ Shorter, smaller pieces of information
- ❖ Provide samples
- ❖ Play music
- ❖ Test grade over averaged with work
- ❖ Group tests
- ❖ Practice tests
- ❖ Frequent breaks
- ❖ Relaxation techniques
- ❖ Humor/relaxed demeanor

Teachers report turn-around time for grading of assessments to be 1 to 5 days. The strengths of the staff at Chaparral are that they utilize a variety of assessments in order to determine where students are academically, and individualize their schedule to accommodate learning strengths and weaknesses. The staff would like to see more technology in the classroom to assist them in their assessments and better use of the Performance Profile data available to them.

D3: To what extent does the school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

The district supports our efforts in assessing students by organizing the data generated and making it available to staff in an understandable, useful way. They have created the Parent Portal for this year so that parents can monitor their student's attendance and discipline in real time from home. In addition to data collected for the Single Plan for Student Achievement, data is also collected for ASAM reporting each year. In all, the district has been extremely supportive in providing reports and data necessary to monitor student achievement. There are times when staff do not fully utilize the data that is available to them in order to modify assignments/coursework.

D4: To what extent does the assessment of student achievement in relation the academic standards and the expected schoolwide learning results drive the schools program, its regular evaluation and improvement and usage of resources?

As a result of all of the data that is available to us, the staff was able to ascertain areas of strength and weakness in our academic focus and therefore give us the opportunity to adjust our ESLRs and schoolwide goals. In addition, it is the data that determines our objectives and focus through the Single Plan for Student Success.

As a result of the data analysis for the 2005-2006 school year, Chaparral instituted CAHSEE preparation courses. Students who did not pass the exam or students who are at risk for failure are referred for skills reinforcement and testing strategies. This year, we have expanded the course into separate sections for ELA and Math. The teachers use a variety of techniques and curriculum to reinforce concepts. In addition, a reading intervention class is in place for students scoring below the 7th grade reading level, and an EL program has been initiated to best meet the needs of our increasing EL population.

Tutorials are available for students five days per week to work on CAHSEE prep as well as assistance with academic skills areas. We continuously evaluate the data to determine if we, as a school, are moving our students in a forward direction. Many of our growth areas are being addressed through staff development opportunities at Chaparral as well as through the district. The Single Plan for Student Success highlights the need for continued staff development and achievement.

Areas of strengths:

1. Variety of assessment strategies.
2. Efficient student information system that allows teachers, parents, and students to access scores.
3. CAHSEE Preparation Classes.
4. API Growth.
5. Individualized Learning Plans that facilitate proper assessment strategies

Prioritized growth areas:

1. Staff development in the areas of test creation and item/score analysis.
2. Increase the number of opportunities for “authentic” assessment that moves away from knowledge based tests and towards synthesis and evaluation of curriculum.

3. Focus on ASAM indicators and create a systematic tracking system for analyzing results.
4. Development of common grading rubrics by department.

CATEGORY E: School Culture and Support for Student Personal and Academic Growth

E1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement especially with the teaching/learning process?

Chaparral's school leadership employs a wide range of strategies that encourages parental and community involvement into the school's teaching and learning process that has been enhanced over the past three years with the continuity of the administrative staff, teachers, and support personnel. Because of the continuity of staff, Chaparral has been able to develop many strategies to link parents and the community into the school's learning environment. The following events are examples of activities where the students, parents, and the community come together to support students personally and in their academic growth.

- ❖ Golden Bee Awards are given by the staff at an award assembly to students that have demonstrated exceptional personal attributes and/or accomplishments.
- ❖ Graduation and the scholarship presentations create one of the strongest links with the parents and community. We are fortunate to be in partnership with the La Mesa Kiwanis, Spring Valley Kiwanis, Jonathan Tarr Foundation, and Sprites of East County, to name a few.
- ❖ Parent visitation day is an opportunity for the parents to join their students in a typical day in their classes at Chaparral
- ❖ Thanksgiving Feast is a day where the staff, the district, and community members combine efforts to prepare and serve a Thanksgiving dinner to the students. This feast for many of our students will be the only time they will be able to enjoy a dinner like this during this holiday time.
- ❖ The participation of our student body in charitable events that link them with their surrounding community helps foster a positive experience for all participants.
- ❖ Pennies for Pasta which goes towards leukemia research and our students are rewarded with a party by the Leukemia Foundation for their efforts.
- ❖ The Christmas canned food drive is another event where the students along with the staff and the community gather canned food, gift

certificates, and other much needed items that are donated to needy families in our community. Chaparral families in need are also identified and are included in this school wide event to help brighten the holiday season.

- ❖ Monthly staff recognition of students for outstanding efforts is rewarded by a personal letter sent home by our Principal that helps build a positive atmosphere between our parents and the school.
- ❖ ROP/Community College Classes/GED classes which are programs where the parents can choose to actively participate with their students in an educational environment.
- ❖ Automated phone system that immediately updates families on student absences.
- ❖ Other activities that incorporate links with parents and the community are the following:
 - ❖ ASB events and activities
 - ❖ Chaparral Roadrunner Newspaper
 - ❖ Cooking Class and its networking with parents and community to donate food for their food prep.
 - ❖ Free and reduced breakfast and lunch program.
 - ❖ Letters sent home by the administration notifying parents of their student's 5th and 10th absences and initial truancy letter.
 - ❖ Harmonium is a counseling service provided by our Title 1 monies. Parents can also be incorporated into this process if the counselors believe all parties need to meet and participate together to get the best out of the counseling sessions.
 - ❖ Financial aide or scholarships are acquired by our library and counseling staff from the community by donations. They advertise through bulletins to all of our students so they can apply for the assistance to continue their education.
 - ❖ College and Career guest speakers are arranged by the counseling staff to provide a variance of activities for the students from outside sources.
 - ❖ SST meetings, which are conferences with staff, parents, and students concerning learning problems.

At Chaparral because of the cooperation between the administration, teachers, and support staff the processes for supporting parents as active partners in the educational learning environment is an on going positive experience for all stakeholders. It is especially helped by our bell schedule on Friday's when we have a minimum day for teachers to meet and discuss what is or isn't working in our classrooms or on the school site. If we need to implement new strategies to effectively help students and parents it is put into effect immediately if we all believe it is a positive process.

The following strategies and processes are being implemented at this time:

- ❖ Immediate feedback on course progress to parents by phone calls, weekly progress reports, or class completion.
- ❖ A WASC parent survey gives the parents an opportunity to express their opinions on the value of the educational programs and the learning environment at Chaparral.
- ❖ The district website with their student profiles gives the parents the ability to access student information on attendance, credits, and graduation requirements. It also allows them the ability to review all testing information to be sure their student is progressing towards graduation.
- ❖ A Dropout Prevention Specialist that gives support to parents of high risk attendance students.
- ❖ School nurse on-site for student and parent access for help.
- ❖ A positive working relationship with the El Cajon Police Department who has placed an excellent School Resource Officer on campus full time. This has promoted a positive relationship out in the community with both parents and students that carries over to the school everyday to help create a positive and safe learning environment.

E2: To what extent is the school a safe, clean and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continues school improvement?

Chaparral High school is a safe, clean, and orderly place that nurtures learning for the reasons that follow:

Chaparral has an exceptional safety team which consists of four full time campus supervisors and a full time School Resource Officer (SRO) from the El Cajon Police Department. Access to campus is limited to two entrances, both of which are observed during school hours. All visitors are greeted by security and guided to the appropriate office.

Chaparral is kept clean by a three member custodial staff. Trash and recycling bins are plentiful around campus. Rest rooms are kept clean and are supervised during lunch and break by security staff. Further Chaparral's ASB runs an ambitious recycling program administered by students. Lastly, Chaparral has the best maintained landscaping in the Grossmont district. The lawns and gardens here are kept in excellent condition by our own on site custodians and several District landscapers.

Further safety and clean campus programs include the following:

- ❖ Overall student teacher ratio is 22:1
- ❖ Student dress code regularly enforced
- ❖ Exercise and nutrition class available

- ❖ Once a month staff meeting specifically discussing students of concern
- ❖ On campus voter registration
- ❖ ASB elections
- ❖ Character education program
- ❖ Thanksgiving feast
- ❖ Red ribbon week activities
- ❖ On site counseling available
- ❖ Anger management classes
- ❖ Video surveillance of staff and student parking areas

E3: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Chaparral students have access to a very flexible system of course selection and program adjustment. Schedules are developed to meet student needs and goals for the future wherever possible. As such, students may be working towards graduation, GED, CHSPE or vocational training.

Even though the master schedule is somewhat limited in terms of elective options, our students do have access to a full range of academic requirements offered elsewhere in the district.

Teachers maintain an ongoing record of each student's progress in class in terms of attendance, work completion and academic grade. This information allows the teacher to talk to the student/parent and counselor should concerns arise. The advantage of this system is the ability to take action immediately without having to wait for an arbitrary time period such as a quarter or semester. If a student appears to be having problems in more than one class a Student Study Team meeting may be called as a way of getting input from all teachers, counselor, parent and student. The SST is designed to focus on both positives and negatives and to come up with concrete strategies for improving student success.

E4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Chaparral students have access to a wide array of services and activities beginning with the counseling department at initial intake and extending to extracurricular activities both on and off campus. Our Orientation class addresses math and language assessments, strategies for success at school, goal-setting, identification of learning styles. To monitor academic success, we hold SST meetings, which consist of the student, parents, teachers, counselors and administrators. The purpose of these meetings is to identify problematic areas that are interfering with a student's success at school, and work on solutions that will ensure that the student stays in school and progresses in a timely manner. For students who are not attending regularly, our on-site Dropout Prevention Specialist works closely

with students, and their families, who are at-risk of not completing high school. High School Exit Exam prep classes are offered, in addition to before and after-school tutoring, available four days a week, in order to provide additional academic support.

School wide services include the library and computer lab resources which serve not only to provide academic support for students but a quiet place for students to meet and work away from the classroom. During the 2005-2006 school year tryouts were held for a school basketball team. All students were invited to attend and the resulting teams played and in house tournament. Furthermore, as word got out that we had a team, other alternative schools expressed an interest in playing which resulted in an intramural basketball game between Chaparral and Twain. Local business and community organizations have been instrumental in providing donations to the school which allow us to run various incentive programs and an active scholarship program for our seniors.

Personal services include ongoing contact with counseling staff to review graduation status and plan for the future. Daily advisory classes provide students with an advocate whose function is to monitor student attendance, general progress and make referrals to counseling or teaching staff for additional support. In addition to our academic counseling services, we also offer personal and confidential counseling via our school-based Harmonium group. These counselors work closely with students to address issues such as drug/alcohol abuse, dysfunctional home lives, abusive relationships, pregnancy, development of social skills, peer relations and other psychological services. Our campus also offers several ROP classes. For further personal growth, our school offers opportunities with ASB, Journalism classes, a relaxation/nutrition class, work experience and community service. The ASB class organizes a blood drive twice a year and encourages students to donate/be a positive member of the community. ASB also coordinates a holiday food drive, "Pennies for Pasta" charity event, and charitable walks (such as for Asthma or Breast Cancer). David Faber, Holocaust survivor and author of *Because of Romek*, speaks at our school at least once a year, highlighting the horrors of the Holocaust and the consequences of prejudice and hate.

Areas of strength:

1. We have seen a consistent decrease in the number of arrests and fights on campus over the past four years due to increases in interventions and supportive teachers.
2. There are a variety of ways that Chaparral acknowledges student successes and promotes continued improvement.
3. There has been an increase in community involvement with the school.
4. School pride amongst students has increased.
5. School lock down drills.
6. Advisory classes have been refined.
7. Orientation program for incoming students.

Prioritized growth areas:

1. More consistent screening and identification of students needing Harmonium services.
2. Develop a wider range of extracurricular activities in order to reach a broader range of students.
3. Expand community connections in order to provide for more opportunities for students; scholarships, jobs, internships, incentives, etc.
4. Increase use and understanding of COIN 3 software for assisting students in job/career research and decision making.
5. More organized sports program.
6. Flexible school hours.
7. Doors with manual interior locks.
8. Grass field for P.E. classes (Safer running surface)

SCHOOL-WIDE GOALS

Goal #1: To improve academic performance

by June 2012, Chaparral students will show academic improvement in core areas as measured by:

- D)** a ten percent increase in students' CAHSEE scores in passing English Language Arts and Math.
- E)** a 10% decrease in students' scores in Below Basic and Far Below Basic levels in CST scores in all subject areas: English, Math, Science, and Social Studies.
- F)** a rise in API score from 529 to our benchmark goal of 555.

Goal #2: To promote positive behavior

by June 2012, there will be an increased use of conflict mediation, behavioral contracts, and consistency in maintaining school-wide behavioral expectations as measured by a reduction in suspensions from 118 to 106 and expulsions from 36 to 32.

Goal #3: To promote a positive school culture

by June 2012, Alternative Education staff will improve involvement of all shareholders: staff, students, parents and community members in school activities as measured by an increase in participation of staff and students in one or more after-school sports, tutorials, e2020, and outdoor outreach from 20% to 25%, and parents in Open House from 10% to 20%.

Goal 4: To improve attendance

by June 2012, student attendance will increase through the increased use of tracking and reporting of attendance, and attendance interventions of staff in supporting the school-wide tardy policy as measured by an increase of attendance rate from 85%-90%.

ACTION PLAN

<p>Goal #1: To improve academic performance by June 2012, Chaparral students will show academic improvement in core areas as measured by: A) a ten percent increase in students' CAHSEE scores from passing English Language Arts and Math. B) a 10% increase in students improving one or more levels in CST scores in all subject areas: English, Math, Science, and Social Studies. C) a rise in API score from 529 to our benchmark goal of 555. D)</p> <p>Student groups participating in this goal: All students Means of evaluating progress toward this goal: Disaggregated longitudinal data. Group data needed to measure academic gains: STAR-CST data</p>				
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditure	Estimated Cost	Funding Source
Alignment on instruction with content standards:				
<ul style="list-style-type: none"> All core subject areas will align curriculum to CA State Content Standards and continue to calibrate curriculum to the appropriate grade level. 	Department chairs, Teaching staff, Administration by 6/12	Substitutes, Curriculum Writing	\$1,500	Title I
<ul style="list-style-type: none"> Teachers in core areas will use standards aligned textbooks adopted by the GUHSD. In addition, the learning lab will be available to enhance curriculum. Software for the lab will be enhanced. Flash drives will be purchased in order to transfer textbooks for students. 	Core area teachers/ by 6/12	None	\$5,000	Title I Lottery Block grant
<ul style="list-style-type: none"> Class supplies will be utilized that reinforce state standards and core academic requirements for graduation. 	All staff/ by 6/12	Notebooks, paper, pencils, calculators	\$3,000	Title I, Lottery, Block grant
<ul style="list-style-type: none"> Staff will work in Professional Learning Communities to review data and establish school wide goals. 	All staff/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Field trips will be made available for Science classes to Sea World and the San Diego Zoo/ Wild Animal Park. 	Science teachers, Administration/ by 6/12	Admission, transportation, substitutes	\$1,000	Title I
<ul style="list-style-type: none"> A writing sample will be collected as part of the orientation week that will be shared with the other English teachers upon transition to Chaparral. 	Teachers, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> More Intermediate Algebra classes will be offered in order to increase the number of students taking the CST. 	Teachers, Administration/ by 6/12	None	\$0	None
Improvement of instructional strategies and materials:				
<ul style="list-style-type: none"> Reading skills will continue to be reinforced and emphasized school-wide across all subject areas with targeted strategies and challenging learning experiences that involve higher order thinking skills as measured by pre and post testing on the Gates MacGinnitie and scores on the CAHSEE. Library books will be utilized to supplement curriculum as well as encourage outside reading. 	Teachers/ by 6/12	Approved District Literature	\$5,000	Title I, Lottery, Block grant

<ul style="list-style-type: none"> Writing skills will continue to be reinforced and emphasized school-wide across all subject areas using targeted strategies and challenging learning experiences that involve higher order thinking skills and measured by scores on the CAHSEE. School wide writing prompts will be used throughout the year with teachers scoring the work using rubrics. Library, classroom books, DVDs, field trips, videos will be used to supplement curriculum and encourage student writings 	Teachers/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Literacy (writing and reading) skills will be taught across the curriculum as monitored by walk through observations and collaboration with like teachers. The reading teacher & EL coordinator will collaborate to maximize benefits to EL students. English, EL & reading teachers will participate in district staff development for PLC's. 	Teachers, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> CAHSEE prep classes will continue to be incorporated into the master schedule to assist those students who have not passed or who are preparing to take the CAHSEE. CAHSEE prep tutorials will be held after school. 	CAHSEE prep teachers, Administration/ by 6/12	None	TBD	General fund
<ul style="list-style-type: none"> Teaching assistants and certificated staff, preferably bilingual, will be utilized in all core classes as well as in CAHSEE prep. 	Administration/ by 6/12	None	\$15,000	MAA, Title I, EIA
<ul style="list-style-type: none"> Teachers will utilize effective researched based instructional strategies such as SDAIE modified curriculum with bridging & scaffolding and be monitored through teacher collaboration, progress reports, assignments and the EL Coordinator. Computer technology will also be utilized in all subject areas. 	Teachers/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Document projectors will be purchased and utilized in classrooms. 	Administration/ by 6/12	None	\$700	Title I
<ul style="list-style-type: none"> Supplies to enhance and support the current Science classes such as microscopes, scales, chemicals, visual models, and other lab materials and visuals such as posters will be purchased and utilized. Social science classes will purchase maps, charts, globes and atlases to supplement curriculum. 	Science and Social Studies Department Chairs, Administration/ by 6/12	Equipment, instructional support material	\$2,000	Block grant, Lottery, Title I
<ul style="list-style-type: none"> Edge reading material (for EL students) will be included for use in English/Reading classes. 	English/ Reading teachers/ by 6/12	Texts, instructional support materials	\$1,000	Block grant
<ul style="list-style-type: none"> Achieve3000 (online literacy program) will be made available for use during advisory period. 	Administration/ by 6/12	None	TBD	District funds
<ul style="list-style-type: none"> Gates-McGinitie pre- and post- reading tests will be administered to all orientation students. 	Orientation teacher/ by 6/12	Materials	\$500	Title I
Extended learning time:				
<ul style="list-style-type: none"> Extended day tutorials will be offered in all core subject areas. 	Administration/ by 6/12	None	\$2,000	Title I, Afterschool Tutorial
<ul style="list-style-type: none"> CAHSEE tutorials will be offered, with special attention given to EL and 	Staff, Administration/	Teachers Hourly	\$2,000	CAHSEE

Special Education.	by 6/12			
<ul style="list-style-type: none"> Students performing below the 7th grade reading level will be given reading support classes. 	Counseling, Staff, Title I Coord./ by 6/12	Certificated Salary	\$0	Title I
<ul style="list-style-type: none"> Students performing below 8th grade in math and having never passed a math class will be given support through the Foundations for Math class. 	Counseling, Staff, Title I Coord./ by 6/12	Certificated Salary	\$0	None
<ul style="list-style-type: none"> Summer school will be offered for repeating classes, finishing classes in progress, supplementary instruction such as standards-based pre-requisite classes in reading and math. 	Admin., District Categorical Office/ by 6/12	Certificated Salary	\$30,000	Title I
<ul style="list-style-type: none"> Credit recovery classes will be offered after school for all students. 	Administration, Title I Coord./ by 6/12	Consultation	*included elsewhere	Afterschool Tutorial
<ul style="list-style-type: none"> Supplemental Educational Services will be available to all students through Professional Tutors of America & after school tutorials. Bus passes will be made available to those students needing transportation to & from those services. 	Tutors/teachers/ by 6/12	None	TBD	District Funds
Increased educational opportunity:				
<ul style="list-style-type: none"> A program to give students access to a computer lab to enhance skills in reading and CORE subject areas will be available with digital curriculum. Increased opportunities for internet projects will be utilized. 	Department chairs, Teaching staff, Administration, Title I Coord./ by 6/12	None	\$2,000	Title I, Lottery, Block grant
<ul style="list-style-type: none"> Administration/counselors will investigate and begin, if possible, coordination of classes at Grossmont Community College for students. 	Counselors/ by 6/12	Trans. Substitutes	\$500	Title I, EIA, Lottery
<ul style="list-style-type: none"> All curricula will be enhanced whenever possible with outside learning opportunities such as guest speakers, field trips, etc. 	Department chairs, Teaching staff, Administration, Title I Coord./ by 6/12	None	*included elsewhere	Title I, EIA
<ul style="list-style-type: none"> Students will have access to fieldtrips that align with their classroom curriculum and enhance the learning process to include admission costs, transportation, and food. 	Department chairs, Teaching staff, Administration/ by 6/12	None	*included elsewhere	Title I
<ul style="list-style-type: none"> All classrooms will have video projectors installed for teacher use 	Administration, Title I Coord./ by 6/12	None	\$3,000	Title I, EIA
Involvement of staff, parents and community:				
<ul style="list-style-type: none"> Parent/Community will have access to information about Alternative Education, including the SARC via the GUHSD websites and the Parent Portal. 	Administration/ by 6/12	Postage	\$500	Title I, EIA
<ul style="list-style-type: none"> A Parent Visitation Day will be held two times throughout the year to encourage parental involvement in their student's education. 	Administration/ by 6/12	Refreshments	*included elsewhere	*included elsewhere
Auxiliary services for students and parents:				
<ul style="list-style-type: none"> Parents/community will have access to student assessment results via Parent Portal. Parents will obtain their passwords at student intake meeting with counselor. 	Principal, Counseling, Dept. chairs, GUHSD/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Parents will be offered the opportunity 	Counseling/ by	O.T. Wages	\$500	Title I, MAA

to meet with counselors for 10 th and 12 th grade conferences in addition to other times throughout the year.	6/12			
Monitoring program implementation and results:				
<ul style="list-style-type: none"> Administrators and staff will monitor D/F rates following each progress report and grading period. The data will be used to determine supplemental programs for students 	Department chairs, Teaching staff, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Administrators will monitor progress data of students returned to their home school or have entered college or a vocational program. 	Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Edusoft will be utilized to break down test results by standards, strands, and areas of needed improvement. 	Teachers/ ongoing	None	\$0	None
<ul style="list-style-type: none"> Teachers will cooperate to develop and include scaffolding, differentiation, cooperative learning techniques in the classroom. 	Teachers/ ongoing	None	\$0	None
<ul style="list-style-type: none"> Teachers will work to identify lower-performing students in advisory period and act as mentor for these students. 	Teachers/ ongoing	None	\$0	None
<ul style="list-style-type: none"> A "CAHSEE Boot Camp" will be implemented two weeks prior to administration of the CAHSEE exam in all English classes. 	Administration/ CAHSEE teacher/ by 6/12	Substitutes	\$500	CAHSEE, District funds
<ul style="list-style-type: none"> EL Coordinator and counseling will work to develop a plan for each student to access core curriculum and catch up when necessary. 	EL Coordinator, Counseling/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> EL and Special Education staff will work together to ensure students are receiving all entitled services. 	Special Education teachers, EL Coordinator,/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> CELDT data will be included in IEPs for EL students 	Special Education teachers, EL Coordinator, Counseling, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> DPI will be used for student placement and modification needs. 	EL Coordinator, Counseling/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Chaparral will work with the district to obtain necessary RFEP student progress for success to ensure support and provide necessary interventions. 	EL Coordinator, Counseling, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> CELDT data will be available in student files as well as Performance Profiles and systematically reviewed for progress to ensure appropriate placement and supplemental classes. 	GUHSD/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Appropriate grade level and modified curriculum and supplementary and instructional materials will be available to all EL students. 	Department chairs, EL Coordinator, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Students will have access to fieldtrips and guest speakers that align with their classroom curriculum and enhance the learning process to include admission costs, transportation and food. 	Teachers, Administration/ by 6/12	None	*included elsewhere	*included elsewhere

<ul style="list-style-type: none"> Periodicals and other adaptive supplementary materials such as headphones and listening devices will be used. 	Teachers/ by 6/12	None	\$1000	Title I
Involvement of staff, parents and community:				
<ul style="list-style-type: none"> Translation services will be available and staff designated for translation for meetings, documents and conferences. 	Principal/ by 6/12	None	\$500	EIA
<ul style="list-style-type: none"> Translated materials such as school communications and test results will be available to provide information to parents in language they can understand. 	Administration/ by 6/12	Classified Hourly	\$500	EIA
<ul style="list-style-type: none"> Outreach programs for parents of EL students will be available such as Parent Visitation Day, ELAC/DLAC, Resource Centers, and Parent Portal. 	Administration/ by 6/12	None	TBD	District Funds
Monitoring program implementation and results:				
<ul style="list-style-type: none"> EL students will be monitored for academic progress regularly and interventions implemented as needed for students receiving D's or F's and reports given to parents through reclassification rates, attendance rates, progress reports, etc. 	EL Coord., Counseling, Administration/ ongoing	Classified Staff, printing progress report sheets	\$200	Title I, General Site Budget
<ul style="list-style-type: none"> Teachers will include literacy techniques in the classroom. 	Teachers/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> The EL Coordinator will meet regularly with teachers to discuss EL student performance in the classroom. 	EL Coordinator, Teachers/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Gates-McGinitie pre- and post- reading tests will be administered to all orientation students. 	Orientation teacher/ by 6/12	Materials	\$300	Title I
Total Funds:			\$78,200	

Goal #2: To promote positive behavior

by June 2012, there will be an increased use of conflict mediation, behavioral contracts, and consistency in maintaining school-wide behavioral expectations as measured by a reduction in suspensions from 118 to 106 and expulsions from 36 to 32.

Student groups participating in this goal: All students

Means of evaluating progress toward this goal: Analysis of disaggregated data and longitudinal data.

Group data needed to measure academic gains: California Healthy Kids Surveys, arrest data, suspension data, ASAM data.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditure	Estimated Cost	Funding Source
Alignment of instruction with content standards:				
<ul style="list-style-type: none"> A more comprehensive plan for students to be informed of the Behavior Code and potential consequences will be implemented through the Orientation class. 	Orientation teacher/ by 6/12	Supplies, duplicating	\$300	None
<ul style="list-style-type: none"> Students, parents and staff will be informed of the Uniform Complaint Procedures and the Sexual Harassment Policy. 	Teaching staff, Administration/ by 6/12	None	\$0	None

<ul style="list-style-type: none"> School wide programs to improve motivation, promote tolerance, encourage responsible choices and develop social skills will be implemented such as the school basketball team, the fishing club, the Teen Truth Live assembly, yearbook, etc. 	Teaching staff, Administration/ by 6/12	Materials	\$500	Title 1
<ul style="list-style-type: none"> Teachers will encourage incorporation of units on substance abuse, conflict resolution, race human relations and making healthy choices into the instructional program and RY class as well as on site counseling services. 	Teaching staff/ by 6/12	Supplemental Materials	\$1,000	Title 1 Lottery Block Grant TUPE
Staff development to support a safe and drug free campus:				
<ul style="list-style-type: none"> Staff will receive training on a variety of school safety issues such as gangs, hate crimes, etc. 	Administrators, Classified staff, SRO, Teachers/ ongoing	Consultants/ conference fees	\$TBD	District funds
<ul style="list-style-type: none"> In consultation with law enforcement and emergency personnel, students and staff will receive training on emergency procedures and have an opportunity to practice procedures at least two times during the school year. 	Administrators, Classified staff, SRO, Teachers/ ongoing	None	\$TBD	District funds
<ul style="list-style-type: none"> Staff will explore alternatives to suspension and utilize them when appropriate. 	Administrators, Classified staff, Teachers/ ongoing	None	\$0	None
<ul style="list-style-type: none"> The SRO will be utilized as an instructional resource. 	Administrators,, SRO, Teachers/ ongoing	None	\$TBD	District funds
<ul style="list-style-type: none"> More earthquake, fire, and lock down drills will be held throughout the year. 	Administrators, Classified staff, SRO, Teachers/ ongoing	None	\$0	None
<ul style="list-style-type: none"> Purchase computers for the PATH program 	Administrators by 6/12	None	\$TBD	District funds
Improvement of instructional strategies and materials:				
<ul style="list-style-type: none"> Students will be recognized for academic achievements, community and school service and good attendance such as the Golden Bee assembly, monthly attendance awards, Student of the Month luncheon, letters home to the parents, school newspaper recognition, certificates, and gift certificates, etc. 	Administration, Counseling, Teachers, Counselors/ ongoing	Staff development and student training	\$2500	Block Grant, ASB, Title I, Site Safety
<ul style="list-style-type: none"> The nurse and PATH teacher will attend workshops and purchase materials necessary to diagnose communicable diseases as well as determine drug use among students. 	Nurse and PATH teacher, Administration/ by 6/12	Computer software and hardware	\$200	Site Safety, Drug Awareness
<ul style="list-style-type: none"> In order to prevent pandemic viruses on the campus, items such as antibacterial gels, soap dispensers and paper towels will be available in all offices, classrooms, and bathrooms. 	Administration/ by 6/12	Staff development and student training	\$1,000	Site Safety
Extended learning time:				
<ul style="list-style-type: none"> Students violating school policies in the areas of tobacco, controlled substances and confrontational behavior will be offered instruction through STEP, PATH, ATS, and PASS programs 	Asst. Principal, Counseling/ ongoing	None	TBD	District General Funds
<ul style="list-style-type: none"> Groups will be offered for student 	Harmonium,	None	* included	* included

support in areas such as conflict resolution, anger management, healthy relationships, motivation, tobacco cessation, and school success.	Inc./Family Res. Coord/ by 6/12		elsewhere	elsewhere
<ul style="list-style-type: none"> Students at Chaparral will receive alcohol prevention strategies and education. 	Harmonium/SD COE/ by 6/12	None	*included elsewhere	TUPE, Site Safety
<ul style="list-style-type: none"> Student activities such as Red Ribbon Week, Teens Kick Ash, etc. will be encouraged and supported to help students make good choices. 	ASB/SDCOE/ by 6/12	None	\$200	ASB funds, TUPE
Increased educational opportunity:				
<ul style="list-style-type: none"> Student and parent orientation programs will be reviewed, expanded, and improved to keep them informed of school rules, academic expectations, etc. with the addition of videotaped highlights. 	Administrators, Orientation Teacher, Counseling/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Students will be trained as peer mediators in order to reduce conflict on campus. 	Administration, Counseling/ by 6/12	District personnel	\$0	None
Involvement of staff, students, parents, emergency personnel and community:				
<ul style="list-style-type: none"> Parents, students and staff will review safety plans and the behavior code annually. Relevant data will be utilized in the review process. 	Administrators, Teachers, Counseling, SRO/ongoing	None	\$0	None
<ul style="list-style-type: none"> Parents will be asked to sign and enforce a Parent Compact for Success. 	Administrators, Counseling/by 6/12	None	\$0	None
<ul style="list-style-type: none"> A welcoming atmosphere and frequent communication including e-mail will be exhibited throughout Alternative Education programs to keep teachers, staff and parents informed. Staff will work to make families feel welcome and bonded to the school through frequent contact by the teachers. ASB will provide weekly bulletin announcements in order to keep students better informed. 	Administrators, Teachers, Counseling, ASB Teacher/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> SST meetings will be held at the request of staff or parents to establish plans for student support. 	Administrators, Teachers, Counseling/by 6/12	None	\$0	None
<ul style="list-style-type: none"> Red Ribbon Week activities will be conducted such as the "Crew Assembly" or Sharp Health Care's Think First program. 	Administrators/ by 6/12	Instructional Materials	\$3,000	TUPE, ASB funds
<ul style="list-style-type: none"> Continue service learning projects by students. 	Administrators, Counseling/by 6/12	None	\$0	None
Auxiliary services for students and parents:				
<ul style="list-style-type: none"> CAT Team services are available for students and their families. 	Administration, Counseling/ ongoing	None	\$0	None
<ul style="list-style-type: none"> Alternative Education will continue to use the services of Interquest Canine Detection for weapons detection. 	Administration/ ongoing	None	\$TBD	District funds
<ul style="list-style-type: none"> In collaboration with the El Cajon Police Department, Alternative Education will be served with a full time SRO. 	Administrators, SRO/ by 6/12	None	\$TBD	District funds
<ul style="list-style-type: none"> A Dropout Prevention Specialist (DPS) and SARB referrals will be utilized as truancy and dropout intervention. 	DPS, Administrators/ by 6/12	None	\$TBD	District funds

<ul style="list-style-type: none"> Student desks will be purchased as current supply is depleted. 	Administration, GUHSD/ongoing	None	\$TBD	Site discretionary
Monitoring program implementation and results:				
<ul style="list-style-type: none"> Administration and staff will monitor suspension/expulsion, crime data, attendance, suspension rates, reading levels, etc. 	Administration, staff/ongoing	None	\$0	None
<ul style="list-style-type: none"> Administration and staff will monitor interventions. Advocate teachers will track student attendance & credits. 	Administration, staff/ongoing	None	\$0	None
<ul style="list-style-type: none"> Staff will systematically review cumulative records for new students for background information such as 504s, SARB, etc. 	Staff/ongoing	None	\$0	None
<ul style="list-style-type: none"> Staff will implement clear and consistent behavioral expectations campus-wide. 	Staff/ongoing	None	\$0	None
<ul style="list-style-type: none"> Staff will implement structured consequences for behavioral correction (e.g.: tutorials, parental contact, etc.). 	Staff/ongoing	None	\$0	None
<ul style="list-style-type: none"> Safe School Plan will be reviewed by staff. 	Staff/ongoing	None	\$0	None
Total Funds:			\$8,700	

Goal #3: To promote a positive school culture

by June 2012, Alternative Education staff will improve involvement of all shareholders: staff, students, parents and community members in school activities as measured by an increase in participation of staff and students in one or more after-school sports, tutorials, e2020, and outdoor outreach from 20% to 25%, and parents in Open House from 10% to 20%.

Student groups participating in this goal: All students

Means of evaluating progress toward this goal: Disaggregated longitudinal data.

Group data needed to measure academic gains: ASSETs attendance records, Open House sign in records

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditure	Estimated Cost	Funding Source
Staff development to improve academic achievement and insure standards alignment:				
<ul style="list-style-type: none"> Assistant Principals will be provided the opportunity to attend the Principal's Institute 	Administration by 6/12		\$850	Title I
<ul style="list-style-type: none"> Certificated staff will be offered professional development opportunities in Achieve3000 and <i>Edge</i> use. 	Administration, GUHSD/by 6/12	Consultants, Substitutes	\$500	Title 1, EIA
<ul style="list-style-type: none"> Certificated staff will be offered professional development opportunities in proven, research based instructional strategies such as differentiated instruction, SDAIE, special education mainstreaming, PLC's, etc. 	Administration, GUHSD/by 6/12	Consultants, Substitutes	\$200	Title 1, EIA
<ul style="list-style-type: none"> Certificated staff will be provided with opportunities to analyze student performance data and will be offered training on accessing student performance data via Performance Profiles. 	Administration, GUHSD/by 6/12	Consultants, Substitutes	\$200	Title 1, EIA

<ul style="list-style-type: none"> Staff will have collaboration time for curriculum calibration and alignment to standards. 	Administration/by 6/12	Substitutes	\$500	Title I
<ul style="list-style-type: none"> Administration will guide and provide opportunities for teachers and paraprofessionals to meet NCLB requirements. 	Administration/by 6/12	None	\$0	None
<ul style="list-style-type: none"> Staff will have opportunities to learn strategies of PLC's and how to incorporate them into alt. ed. 	Administration, GUHSD/by 6/12	Substitutes	\$500	Title I, EIA
<ul style="list-style-type: none"> Alt. ed. staff will be given opportunities to visit other alternative education programs, state conferences, share best practices during staff development time as well as conduct peer observations. 	Administration, GUHSD/by 6/12	Consultants, Substitutes	\$2,000	Title I, EIA
<ul style="list-style-type: none"> An outside consultant will be utilized at Chaparral as required by its Program Improvement status. 	Administration, GUHSD/by 6/12	Consultants	\$500	Title I
<ul style="list-style-type: none"> New teachers will be offered support through BTSA. 	Administration, GUHSD/by 6/12	None	TBD	District funds
<ul style="list-style-type: none"> Conferences that meet District goals surrounding Professional Learning Communities will be supported. Conferences through state organizations pertaining to alternative education will be supported. 	Administration, GUHSD/by 6/12	None	\$1,000	Title I
Staff development to support achievement for EL students::				
<ul style="list-style-type: none"> An EL coordinator will be provided to support effective research based instructional practices for English Language Learners. 	EL Coord., Administration/ ongoing	Certificated Salary, Subs & Travel	\$0	
<ul style="list-style-type: none"> All staff will be offered training in SDAIE and other areas to support EL instruction. 	Administration/ ongoing	Certificated Salary, Subs & Travel	\$TBD	EIA
Staff development to support collaboration and post secondary preparation:				
<ul style="list-style-type: none"> Certificated staff will receive additional technology training including how to utilize Performance Profiles to access student performance records in order to modify school wide programs and enhance classroom instruction. 	Administration by 6/12	None	\$0	None
<ul style="list-style-type: none"> Staff will be provided support/release time for collaboration in curriculum, assessment development, and reading/assessing student work as through PLC work. 	Administration by 6/12	Release time Substitutes	\$500	Title I, EIA
<ul style="list-style-type: none"> Paraprofessional training will be offered to meet NCLB requirements. 	Administration by 6/12	None	\$0	None
<ul style="list-style-type: none"> Training for classified employees will be offered in customer service and technology to better serve parents and community. 	Administration by 6/12	None	\$500	Title I
Monitoring program implementation				

and results:				
<ul style="list-style-type: none"> Teachers will be given opportunities to attend teacher conferences. 	Administration/ by 6/12	None	*included elsewhere	None
<ul style="list-style-type: none"> Administration will monitor staff implementation of strategies learned during professional development opportunities. 	Administration/ongoing	None	\$0	None
<ul style="list-style-type: none"> Staff will work together in Professional Learning Communities (PLCs) to develop and implement best practices that improve student achievement. 	Staff/ by 6/12	None	\$0	None
Total Funds:			\$7,250	

Goal 4: To improve attendance

by June 2012, student attendance will increase through the increased use of tracking and reporting of attendance, and attendance interventions of staff in supporting the school-wide tardy policy as measured by an increase of attendance rate from 85%-90%.

Student groups participating in this goal: All students

Means of evaluating progress toward this goal: Comparison of longitudinal and disaggregated data.

Group data needed to measure academic gains: student attendance reports.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditure	Estimated Cost	Funding Source
Alignment on instruction with content standards:				
<ul style="list-style-type: none"> Teachers will assist students by providing relevant curriculum and in making interdisciplinary connections between the core curriculum and career opportunities. 	Teachers/ by 6/12	None	\$0	None
Post-secondary Planning:				
<ul style="list-style-type: none"> More career related instruction will be incorporated into the curriculum as well as ROP offerings, work experience, etc. 	Department chairs, Administration, Counseling, Title I Coord., EL Coord. Tech prep coord./ ongoing	None	\$0	None
<ul style="list-style-type: none"> Students will explore career opportunities throughout their four years. Career Cruising curriculum will be utilized to establish Career Plans. 	Counseling/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Students will be pretested/post tested during orientation week to determine their understanding of job readiness skills. 	Orientation teacher/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> A new course will be offered to focus on career exploration, college and financial aid readiness. 	Counseling/ by 6/12	None	TBD	District general fund
<ul style="list-style-type: none"> Every student will have a post-secondary plan which includes field trips to colleges, vocational schools, business facilities, and job shadowing. 	Counseling/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> A college/career center will be created in Guidance with display racks/ shelves for pamphlets. 	Counseling/ by 6/12	None	TBD	

<ul style="list-style-type: none"> Orientation class will focus on post-secondary plans (e.g.: Career Cruising, career research project, etc.). 	Orientation teacher/ by 6/12	None	\$0	None
Extra-curricular Activities:				
<ul style="list-style-type: none"> ASSETS will provide ample opportunities for students to interact in extra-curricular activities (e.g.: soccer, basketball, football, gaming tournaments, fishing trips, etc.). 	ASSETS Coordinators/ by 6/12	None	\$0	
Increased educational opportunity:				
<ul style="list-style-type: none"> Students will be offered opportunities for articulated coursework with local community colleges. 	Staff/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Students will complete a four-year plan. 	Counseling/ Ongoing	None	\$0	None
<ul style="list-style-type: none"> Guidance staff conference with students and parents upon entering the school and throughout the year to review post-secondary education and career options and develop a plan to meet individual goals. 	Counselors/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Teachers at Chaparral will hold an advisory period each day to meet with students, encourage achievement, and monitor attendance. 	Teachers/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Students will have access to adult education, ROP and community college classes. 	Counselors, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> Students who leave alternative education will be followed to determine academic success through CAHSEE & STAR results as well as Performance profile data, graduation date, and credits earned. 	Counselors, Administration/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> A video camera will be utilized to conduct mock interviews, feedback, and analysis of interview skills. 	Orientation teacher/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> CAHSEE Prep classes will be offered to students who have not passed the CAHSEE. 	Counselors, Administration/ by 6/12	None	*included elsewhere	*included elsewhere
<ul style="list-style-type: none"> E2020 online courses will be available for student enrollment for use as credit recovery. 	E2020 teacher, Counselors, Administration/ by 6/12	None	\$2,000	Block Grant
<ul style="list-style-type: none"> Staff will evaluate student performance to place students in the most effective educational setting (e.g.: the Community Day Schools (CDS), GED Prep, etc.) that will reduce the dropout rate from 4.2% (07/08) to 3.9%. 	Orientation Teacher/ by 6/12	None	\$0	None
Involvement of parents and community:				
<ul style="list-style-type: none"> Parent and community membership on the School Site Council will be determined in compliance with California State regulations 	Admin. / by 6/12	None	\$0	None
<ul style="list-style-type: none"> Letters will be sent home on student progress each semester. 	Admin. / by 6/12	None	TBD	District Fund
<ul style="list-style-type: none"> Multiple ways to encourage parent participation will be designed such as Parent Visitation Day, Parent Portal, and Alert Now phone system. 	Admin., faculty/ by 6/12	Refreshments, Postage, supplies	\$2,000	Title I
<ul style="list-style-type: none"> Community members will be invited to campus as guest speakers. 	All staff/ by 6/12	Refreshments/ promotional material	*included elsewhere	Title I
<ul style="list-style-type: none"> Staff will work to improve communication with parents. 	All staff/ by 6/12	None	\$0	None

Student involvement in community:				
<ul style="list-style-type: none"> Student field trips will be offered to students to partake in community activities (e.g.: visit the local courthouse, community colleges, museums, etc.). 	All staff/ by 6/12	None	\$2,000	Title I
<ul style="list-style-type: none"> A van will be utilized for transporting students on fieldtrips, extra curricular activities, and deliveries from floral design class. 	All staff/ by 6/12		\$0	
<ul style="list-style-type: none"> Students will have access to fieldtrips that align with their classroom curriculum and enhance the learning process to include admission costs, transportation, and food. 	All staff/ by 6/12	Refreshments, transport	\$2,000	Title I
<ul style="list-style-type: none"> ASB will be involved in more community service projects involving the entire student body. 	ASB Coordinator/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> ASB will conduct blood drives through San Diego Blood Bank. 	ASB Coordinator/ by 6/12	None	\$0	None
<ul style="list-style-type: none"> ASB will collect recycling of paper, bottles, and cans throughout the campus. 	ASB Coordinator/ by 6/12	None	\$0	None
Total Funds:			\$8,000	

TOTAL CATEGORICAL EXPENDITURES:	\$102,150
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BUDGET ALLOCATIONS

Centralized Services Expenditures

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85% of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. The following are estimates.

Funding allocated to Chaparral High School

<u>State Programs</u>	
Economic Impact Aid/Limited English Proficient (832): Purpose: Develop fluency in English and academic proficiency of English learners.	Amount: \$5,768
Economic Impact Aid/State Compensatory Education (833): Purpose: Develop fluency in English and academic proficiency of LEP students and Educationally Disadvantaged Youths.	Amount: \$7,801
Lottery-Proposition 20 (Program 502): Purpose: Newly adopted or replacement textbooks.	Amount: \$21,385
Block Grant (Program 861): Purpose: To provide ongoing improvements in the instructional program.	Amount: \$6,192
CAHSEE: Purpose: To provide materials, programs, and services to students in order to assist them in passing the CAHSEE. Only Juniors and Seniors who have not passed the test are eligible for funds.	Amount: \$4,301
Medi-Cal Administrative Activities (MAA): Purpose: For helping students on site (academic needs, TAs, etc.)	Amount: \$3,453
Tobacco Use Prevention Education (TUPE): Purpose: Smoking cessation	Amount: \$2,800
	Sub Total: \$51,700
<u>Federal Programs</u>	
Title I Professional Development Parent Involvement Purpose: Upgrade entire educational program of the school.	Amount: \$46,440

Sub Total: \$46,440	
<u>Other Funds</u>	
After School Tutorial Purpose: For student support in core academic areas.	Amount: \$4,481
Site Safety Purpose: To maintain a safe learning environment.	Amount: \$6,500
Sub Total: \$10,981	
State, federal and other funds allocated:	Total amount: \$109,103

The previous state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Total allocations:	\$109,103
Total expenditures:	\$102,150
Carry over (c/o) to next year:	\$6,953

CHAPARRAL HIGH SCHOOL'S PARENTAL INVOLVEMENT POLICY

Chaparral High School will jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements below:

Chaparral High School will notify parents of an annual meeting, to be convened at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. The number of meetings will be flexible, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. Chaparral High School will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan, through the School Site Council (SSC).

Chaparral will provide parents of participating children timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and if the school-wide program plan is not satisfactory to the parents of participating children, any parent comments on the plan will be submitted when the school makes the plan available to the school board.

Chaparral High School will jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and address the importance of communication between teachers and parents on an ongoing basis through frequent reports to parents on their children's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

To ensure effective involvement of parents and to support a partnership among Chaparral High School, parents, and the community to improve student academic achievement, Chaparral will provide assistance to parents of children, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve

the achievement of their children. Chaparral will also provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. In addition, Chaparral will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Further, to the extent feasible and appropriate, Chaparral will coordinate and integrate parent involvement programs and activities, such as a parent resource center, that encourage and support parents in more fully participating in the education of their children.

Chaparral will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Chaparral may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training, and may provide necessary literacy training.

Chaparral may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, and may train parents to enhance the involvement of other parents.

School meetings may be scheduled at a variety of times, or Chaparral may schedule in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation. Furthermore, Chaparral may adopt and implement model approaches to improving parental involvement, may develop appropriate roles for community-based organizations and businesses in parent involvement activities, and will provide such other reasonable support for parental involvement activities as parents may request.

To include participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, Chaparral will provide information and school reports in a format and, to the extent practicable, in a language such parents understand.

TEAM LEADER COMMITTEE

<i>Department</i>	<i>Representative</i>
Social Studies	Chris Emerick
PE	Ross Bartell
Math	Melanie Ruiz
ELD	Laura Precoda
English	Leland Bene
Science	Matt Farley
Art	Mike Leyva
Special Education	Cheryl Howes
Educational Technology Coordinator	Thomas Schroeder

SCHOOL SITE COUNCIL (SSC) MEMBERSHIP

The SSC make-up:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Principal	1				
Non-teaching Staff			2		
Teacher		3			
Parent/Community				2	
Student					3
Number of members of each category	1	3	2	2	3

*At secondary schools there must be equal numbers of students, parents or other community members (selected by their peers) as there are classroom teachers, other school personnel (selected by their peers). *Education Code 52012).*

SSC Members:

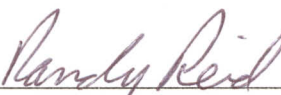
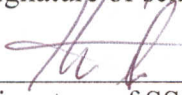
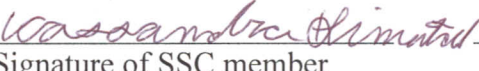

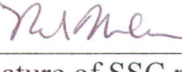
Name	Position
Schroeder, Thomas	Teacher, SSC President
Karly Johnstone	Teacher
Teri Klemstine	Teacher
Gedman, Peggy	Principal's Secretary, SSC Secretary
Dave Moore	Guidance Counselor
Reid, Randy	Principal, SSC Vice President
	Student
	Student
	Student
	Parent/ community member
	Parent/ community member

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the Board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the school site council on: December 8, 2011

Attested:

<u>Randy Reid, Principal</u>	<u></u>	<u>11/14/11</u>
Typed name of school Principal	Signature of school Principal	Date
<u>Thomas Schroeder, SSC President</u>	<u></u>	<u>11-14-11</u>
Typed name of SSC member	Signature of SSC member	Date
<u>Dave Moore, Non-teaching Staff</u>	<u></u>	<u>11-14-11</u>
Typed name of SSC member	Signature of SSC member	Date
<u>Cassandra Simental, Student</u>	<u></u>	<u>11/14/11</u>
Typed name of SSC member	Signature of SSC member	Date
<u>Jeremy Bowman, Student</u>	<u></u>	<u>11/14/11</u>
Typed name of SSC member	Signature of SSC member	Date
<u>Robert Nolan, Community Member</u>	<u></u>	<u>11/10/11</u>
Typed name of SSC member	Signature of SSC member	Date

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Attested:

<u>Terri Klemstine, Teacher</u> Typed name of SSC member	 _____ Signature of SSC member	<u>11/14/11</u> Date
<u>Karly Johnstone, Teacher</u> Typed name of SSC member	 _____ Signature of SSC member	<u>11-14-11</u> Date
<u>Anique Winters, Student</u> Typed name of SSC member	 _____ Signature of SSC member	<u>11-15-11</u> Date
_____ Typed name of SSC member	_____ Signature of SSC member	_____ Date
_____ Typed name of SSC member	_____ Signature of SSC member	_____ Date
_____ Typed name of SSC member	_____ Signature of SSC member	_____ Date