

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Chaparral High	<b>District Name</b>	Grossmont Union High School District
<b>Principal</b>	Lucia Washburn	<b>Superintendent</b>	Dr. Terry Ryan
<b>Street</b>	1600 Cuyamaca St.	<b>Street</b>	1100 Murray Dr.
<b>City, State, Zip</b>	El Cajon, CA 92020-1109	<b>City, State, Zip</b>	La Mesa, CA 91944-1043
<b>Phone Number</b>	(619) 258-3740	<b>Phone Number</b>	(619) 644-8000
<b>FAX Number</b>	(619) 596-7815	<b>FAX Number</b>	(619) 465-1349
<b>Web Site</b>	<a href="http://chaparral.guhsd.net">chaparral.guhsd.net</a>	<b>Web Site</b>	www.guhsd.net
<b>E-mail Address</b>	lwashburn@guhsd.net	<b>E-mail Address</b>	tryan@guhsd.net
<b>CDS Code</b>	37-68130-3732559	<b>SARC Contact</b>	agrulich@guhsd.net

### School Description and Mission Statement

Information about the school, its programs, and its goals.

The mission 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 is the main continuation/alternative school for the Grossmont Union High School District (GUHSD). Currently GUHSD serves 24,456 students at 12 high schools. Located in the city of El

Cajon, it provides an alternative educational setting for an average of 300 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 the District 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 support.

### Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	Lucia Washburn	<b>Contact Person Phone Number</b>	(619) 258-3470
School Site Council WASC Leadership Committee Student/Parent Orientations			

## II. Demographic Information

### Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	130
Grade 1	0	Grade 10	107
Grade 2	0	Grade 11	58
Grade 3	0	Grade 12	26
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	<b>Total Enrollment</b>	321

### Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	27	8.4	Hispanic or Latino	54	16.8
American Indian or Alaska Native	2	0.6	Pacific Islander	0	0.0
Asian	1	0.3	White (Not Hispanic)	94	29.3
Filipino	4	1.2	Multiple or No Response	139	43.3

### III. School Safety and Climate for Learning

#### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	May 2006	Date Last Discussed with Staff	May 2006
A comprehensive School Safety Plan is updated annually by the Safe School Committee and is available at the school office. Major components of the plan include personal characteristics of students and staff, the school's social environment, school culture and the school's physical environment. The school's staff works hard to encourage awareness and respect for differences as well as similarities. The teachers and staff provide a supportive environment where students can learn free from concerns of physical and psychological harm.			

#### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

There is an active effort to orient students and parents to Alternative Education. Orientation begins for all programs with intake conferences where parents and students meet with guidance personnel and an administrator to establish goals and discuss educational needs. At Chaparral, students then enter a two-week orientation class where diagnostic testing for placement is interspersed with instruction in how to succeed at Chaparral and with study skills training. Upon successful completion of the orientation program, students are programmed into the regular school day and they begin their course of study. These practices enable more thorough assessment of student needs and modes and enable counseling to select the most suitable course of study for completion of the student's goals for return to the comprehensive school site or for graduation from Chaparral. After school tutoring is available to any student wishing additional help.
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#### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>		356	555	3803	4607	4000
<b>Rate of Suspensions</b>				15.56	18.84	18.06
<b>Number of Expulsions</b>	42	27	33	178	215	160
<b>Rate of Expulsions</b>				.73	.88	.72

### IV. School Facilities

#### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Located in the city of El Cajon, Chaparral provides an alternative educational setting for an average of 300 students, eighty of which are designated Special Education, in grades nine through twelve.
After 30 – 50 years of constant use the Grossmont Union High School District's facilities are aging. Most of the GUHSD's high schools are old, deteriorating, overcrowded, and in need of repair and renovation. Based on the input of parents, teachers, staff and community, a specific plan to rehabilitate aging schools and relieve overcrowding was developed. Proposition H was placed on the ballot to authorize implementation of the plan to renovate and upgrade all of our local high schools.

Proposition H is a local school bond measure that was passed in March 2004. The ballot authorized \$274,000,000 for critically needed repairs and upgrades to our local high schools. The district is in year two of infrastructure upgrades and modernization. Proposition H allows the High School District to:

- Replace aging roofs
- Upgrade deteriorated plumbing and restrooms
- Improve electrical capacity for safety and better access to technology
- Upgrade fire alarms, sprinklers and emergency safety systems
- Renovate old, outdated classrooms, science labs and libraries
- Replace inadequate heating and ventilation with energy efficient systems
- Upgrade security systems, building exteriors, outdoor lighting, walkways and school grounds for safety and security

At its May, 2005 meeting, the GUHSD Governing Board awarded bids as part of Phase 1 of the Proposition H bond projects. This allowed the District to address the critical safety and infrastructure needs at our oldest campuses. Construction at El Cajon Valley High School, Granite Hills High School, Grossmont High School and Helix High School has resulted in significant improvements. These schools received electrical wiring, plumbing and all other underground infrastructure upgrades. The individual buildings on each of these campuses are now scheduled for renovation. In summer 2006, Santana High School, Monte Vista High School and El Capitan High School will receive infrastructure upgrades with building renovations to follow.

In addition to Prop H projects referenced above, almost every district facility has had some combination of bond, maintenance, community or student-supported projects underway, with more to come.

Source: GUHSD School Construction and Building Services

### School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Source: GUHSD School Construction and Building Services

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	10	4	4	39	39	40	35	36	40
Mathematics	6	2	8	20	16	20	35	34	38
Science	7	4	4	31	21	23	27	25	27
History-Social Science	9	3	4	32	30	34	28	29	32

### CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	8	*		*	0		6
Mathematics	16			*	11		5
Science	6	*		*	0		6
History-Social Science	3	*		*	3		6

### CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	4	4	0	2	4	
Mathematics	10	5	0	10	6	
Science	7	0	0	0	6	
History-Social Science	4	3	0	2	0	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	15	13		48	49		43	43	41
Mathematics	14	11		52	51		50	51	52

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

**No data are available for this section**

## California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**No data are available for this section**

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested		85		Percent Tested	85		92
API Base Score		443		API Growth Score	469		410
Growth Target		B		Actual Growth			B
Statewide Rank		B					
Similar Schools Rank		B					

## API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score		455		API Growth Score	494		
Growth Target				Actual Growth			



## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		434		API Growth Score	451		
Growth Target				Actual Growth			

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	No	No	No	Yes

## AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	Yes	Yes
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	No	Yes	N/A
Hispanic or Latino	N/A	N/A	N/A	No	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	No	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	Yes	No	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2004-2005	2004-2005
Year in Program Improvement (Implementation Level)	Year 2	Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

## Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Enrollment (9-12)</b>	242	285	221	23,975	24,434	24,456	1,772,417	1,830,903	1,876,927
<b>Number of Dropouts</b>	80	95	39	685	506	250	47,871	58,189	61,253
<b>Dropout Rate (1-year)</b>	33.1	33.3	17.6	2.9	2.1	1.0	2.7	3.2	3.3
<b>Graduation Rate</b>	89.8	90.1	90.2	89.8	90.1	90.2	87.0	86.7	85.3

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	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+
<b>English</b>	8.9	29			13.3	21	1		14.0	31		
<b>Mathematics</b>	6.7	17			14.8	14			15.0	18		
<b>Science</b>	10.2	15	1		13.7	11	1		12.4	15		
<b>Social Science</b>	9.9	23			15.8	16	2		12.1	32		

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

**This section not applicable**

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	62.0
<b>All Schools in District</b>	81.6
<b>High-Poverty Schools in District</b>	0.0
<b>Low-Poverty Schools in District</b>	81.9

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	17	20	24
<b>Teachers with Full Credential</b>	15	20	24
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	2	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Teacher Misassignments</b>			

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	4.2	1.1
Master's Degree plus 30 or more semester hours	12.5	27.2
Master's Degree	16.7	12.1
Bachelor's Degree plus 30 or more semester hours	20.8	24.2
Bachelor's Degree	45.8	35.1
Less than Bachelor's Degree	0.0	0.3

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	---	---	---

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Permanent Teachers are evaluated every two years. Probationary and temporary teachers are evaluated up to two times each year. The evaluations are standards based. Evaluations are sent to Human Resources for review and filing in the official personnel file.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Whenever a teacher is absent, the District provides a qualified substitute teacher to ensure continuity of instruction. The GUHSD has increased the amount they pay substitute teachers from \$95 to \$105. This move puts our district in a more competitive arrangement with surrounding school districts.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	1
Library Media Teacher (Librarian)	
Psychologist	.20
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	
Other	

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Lucia Washburn has been the Director of Alternative Education. There is one Assistant Principal and one Dean of Students as well as one counselor. Decisions are made with input from a variety of groups including the School Site Council, teachers and students. Curricula alignment with the California Standards has been a major focus of the teachers over previous years. Most departments have established what are being called Power Standards that compile the most weighted and tested of the content standards. Instruction has become a blend of contract work and direct instruction as well as incorporated computer instruction.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

Our staff has had the opportunity to participate in many recent workshops through school and district programs including:

- AVID
- Summer Institute
- BTSA
- CABE
- Clinical Teaching and Cooperative Learning
- Counselor Workshops
- CPR
- Critical Thinking Skills
- Cultural Awareness
- Emotional Intelligence and Student Success
- Greater San Diego English Teachers Workshop
- Greater San Diego Math Teachers Workshop
- Greater San Diego Science Teachers Workshop
- High Point Training
- Learning Styles Workshop
- Peer Coaching
- 504 Workshop
- Promising Practices
- Quantum Learning
- Quality Teaching
- School to Career Workshops
- School Safety Conferences
- Teaching the Skills of the 21<sup>st</sup> Century
- Teaching the Oppositional Defiant Child

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Locally adopted textbooks and other instructional materials are first reviewed by a teacher committee coordinated by Educational Services. The textbook is evaluated according to Board-approved guidelines. Teachers analyze coverage of State and District Curriculum standards, as well as the needs of students. Textbooks and other instructional materials are submitted to the Governing Board by September for final approval.
Mathematics	
Science	
History-Social Science	

Source: GUHSD Curriculum 04/24/06

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	All students have access.
Mathematics	All students have access.
Science	All students have access.
History-Social Science	All students have access.
Foreign Language	All students have access.
Health	N/A
Science Laboratory Equipment (grades 9-12)	All students have access.

Source: GUHSD Curriculum 04/24/06

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	61,353	64,800
10	61,353	64,800
11	61,353	64,800
12	61,353	64,800

## Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

## Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The State requirement for collecting Average Daily Attendance for students in continuation schools varies from the comprehensive high school sites. As a result, Chaparral High School has the luxury of having a minimum day every Friday so that teachers can participate in staff development activities and collaboration time.

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

**No data are available for this section**



## Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
772	84	10.9

## Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
37	0	0.0

## SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>		9	26	4979	4849	4986	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>		11.1	7.7	37.3	35.1	35.5	36.7	35.3	35.9
<b>Average Verbal Score</b>				510	508	514	494	496	499
<b>Average Math Score</b>				522	524	527	518	519	521

## College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Students in Alternative Education have access to SAT prep classes during the fall and spring semesters through programs offered to all students within the Grossmont Union High School District. Students meet with English and Math teachers to learn how to optimize performance on tests.

## Workforce Preparation Programs

Information about the school's career technical education programs and classes.

During 10<sup>th</sup> grade, students complete a career assessment designed to help them plan for the future education and training in high school and beyond. Students interested in beginning specific job training while in high school can enroll in one of many Regional Occupational Programs (ROP) job fields offered within the Grossmont Union High School District. Many of these programs are coordinated with more advanced training opportunities offered through the community college systems.

## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
15,526	5,180	2,295	44.00%	728	498	68.00%

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,626	\$36,464
Mid-Range Teacher Salary	\$56,970	\$61,925
Highest Teacher Salary	\$74,826	\$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$97,157
Average Principal Salary (High)	\$108,694	\$109,001
Superintendent Salary	\$142,500	\$158,638
Percent of Budget for Teacher Salaries	39.0	38.1
Percent of Budget for Administrative Salaries	5.0	5.2

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

*Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
<b>Total Dollars Expended</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>
\$151,915,177	\$6,957	\$7,007	\$6,919

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Extended Day Tutorials  
Regional Occupational Programs (ROP)  
Work Experience Classes  
504 Accommodation Plans  
Economic Impact Aid  
Title I  
Counseling