

Snowline Joint Unified School District Serrano High School

Grades 9 through 12
Sharon Schlegel, Principal



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2007-08 School Accountability Report Card *Published January 2009*

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The statistical information disclosed in this report is obtained from the California Department of Education and the Snowline Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2008. Those to prepare the school facilities section were acquired in 09/2008.

Principal's Message

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

We expect students to become effective communicators, critical thinkers, and responsible citizens. We stress student involvement, leadership, and interaction in an effort to build successful attitudes, resolve problems, and increase student achievement.

The excellent quality of our program is a reflection of our highly committed staff who are dedicated to providing a welcoming, stimulating environment. We value the support of parents and the community. Together, we provide the challenges, preparation, and support for our students to achieve fulfilling, successful lives.

Mission Statement

Learning for ALL...Whatever It Takes.

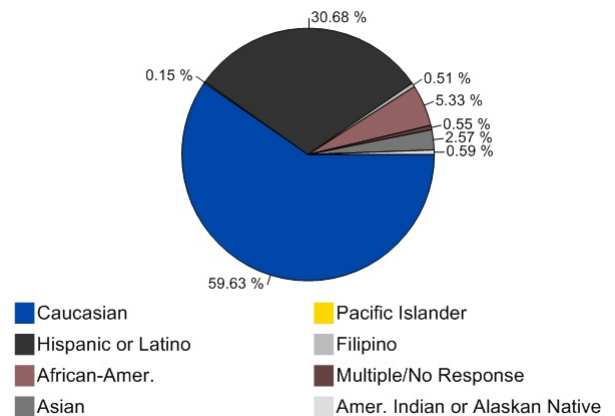
School Profile

Serrano High School is located in the central region of the district's boundaries, serving students in grades 9-12. At the beginning of the 2007-08 school year, 2722 students were enrolled, including 8% in special education, 6% qualifying for English Learner support, and 26% qualifying for free or reduced price lunch. Serrano High School achieved a 2008 Academic Performance Index (API) score of 760 and met all 2008 Adequate Yearly Progress criteria.

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

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

Percentage of Students by Ethnicity
2007-08 Enrollment: 2722



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Serrano High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Serrano High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 41.6% of the grade nine students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Serrano High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	52	53	50	48	48	50	42	43	46
Math	25	24	27	41	40	42	40	40	43
Science	45	51	46	45	51	54	35	38	46
Social Science	45	40	43	41	38	43	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Serrano High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	53	38	64	*	38	*	56
Math	13	31	54	*	20	*	30
Science	41	*	68	*	36	*	53
Social Science	36	*	56	*	32	*	49

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Serrano High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	44	56	7	32	10	
Math	25	28	11	17	4	
Science	44	48	11	30	6	
Social Science	47	39	6			

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Serrano High School			SJUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	62.6	56.2	56.6	59.7	54.1	55.7	51.1	48.6	52.9
Math	51.5	57.1	49.8	49.9	55.0	48.6	46.8	49.9	51.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2007-08

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	43.4	45.9	10.8	50.2	34.2	15.6
Male	50.0	41.4	8.6	52.3	32.2	15.5
Female	36.6	50.5	12.9	48.1	36.2	15.6
African-Amer.	34.5	65.5	0.0	53.3	33.3	13.3
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	35.0	40.0	25.0	25.0	25.0	50.0
Filipino	*	*	*	*	*	*
Hispanic or Latino	52.7	40.3	7.1	58.8	31.4	9.7
Pacific Islander	*	*	*	*	*	*
Caucasian	38.6	47.7	13.6	45.6	36.5	17.8
English Learners	63.4	32.3	4.3	67.4	18.5	14.1
Economically Disadvantaged	59.0	37.1	3.8	63.2	27.8	9.0
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	89.8	10.2	0.0	91.7	8.3	0.0

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2006-07**

Serrano High School	SJUSD	California
84.7 %	88.9 %	80.5 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 81% of Serrano High School's tenth grade students who took the test passed the math portion of the exam and 80% passed the language arts portion. Proficiency scores from the test are

used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison

	2005	2006	2007
Statewide Rank	9	8	8
Similar Schools Rank	10	9	10

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison

Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	760	-13	12	-16
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	719	-19	7	-10
Pacific Islander	*	*	*	*
Caucasian	781	-6	18	-21
Other Subgroups				
Students with Disabilities	524	*	28	-8
Economically Disadvantaged	685	-53	29	-18
English Learners	*	*	*	*

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

Adequate Yearly Progress

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

For the 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 620 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83%. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	SHS	SJUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score <i>620 or Increase API by 1 point</i>	Yes	Yes
Graduation Rate	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Serrano High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	SHS	SJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, school newsletters, school web site, school marquee, formal letters, progress reports, and Aeries Parent Portal. Contact the principal or assistant principal at (760) 868-3222 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone field trips
Chaperone dances

Committees

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

School Activities

Back to School Night
College Information Nights
Parent Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Serrano High School's original facilities were built in 1977; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the lead day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Construction of snack shack
- Installation of shade structure
- Installation of modular 40 x 40 multi-use building (2008-09)
- Installation of two additional shade structures (2008-09)

A team of day and evening custodians are assigned to Serrano High School. The day custodians are responsible for cafeteria cleanup/setup, general routine maintenance, special events preparations, and restrooms. Day custodians and the campus monitor check restrooms every hour for cleanliness, graffiti and supplies. The evening custodians are responsible for thoroughly cleaning classrooms and restrooms. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1977
	Quantity
Permanent Classrooms	44
Portable Classrooms	69
Restrooms (student use)	7 sets
Libraries	1
Computer Labs	5
Gymnasiums	2
Staff Lunch/Work Rooms	2 each
Cafeteria	1
Performing Arts Centers	1
Career Center	1
Counseling Office	1
Weight Room	1

Deferred Maintenance

Serrano High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Serrano High School received \$332,126 in deferred maintenance funds for plumbing, electrical, painting, and flooring systems repairs/maintenance.

Facilities Inspection

The district's maintenance department inspects Serrano High School on an annual basis in accordance with Education Code §17592.72(c)(1). Serrano High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, August 27, 2008. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, August 27, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety			✓
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds		✓	
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	400's & 500's: Some stained ceiling tiles. Nurse's Office: missing ceiling tiles; some wallpaper needs to be replaced.
(6)	400's & 500's: three ramps in need of repair.
(9)	GYMS/PAC: Pigeon abatement is ongoing.
(13)	Ramp to stadium needs replaced/repaired.
(14)	400's & 500's: Roof leaks - Work orders in process.
(15)	GYMS/PAC: Gum on concrete is excessive.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Administrators, the campus monitor, and district police officer share supervision of students before school, during lunch, and when students are dismissed for the day. Serrano High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Serrano High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in spring 2008.

Classroom Environment

Instructional Time

All instructional time offered at Serrano High School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Serrano High School offered 180 days of instruction comprised of 154 regular days, 12 minimum days, and 14 modified days. Minimum days were used for final exams and assemblies. Modified days were used for staff development activities centered on the districtwide implementation of Focus on Standards. The state requires high school students to receive 64,800 minutes of instruction; Serrano High School offered a total of 65,968 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Serrano High School's discipline policies are based upon proactive and preventative strategies to minimize classroom disruptions and maintain a safe learning environment. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom.

Serrano High School employs a progressive approach in managing students who make poor choices in behavior,

do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include referral to the dean of students and assignment to the Saturday Work Program as an alternative to off-campus suspension.

Suspensions & Expulsions			
	SHS		
	05-06	06-07	07-08
Suspensions (#)	358	838	531
Suspensions (%)	13.01 %	30.71 %	19.51 %
Expulsions (#)	75	85	79
Expulsions (%)	2.73 %	3.11 %	2.90 %
SJUSD High Schools			
Suspensions (#)	489	957	928
Suspensions (%)	15.65 %	30.74 %	29.30 %
Expulsions (#)	90	98	94
Expulsions (%)	2.88 %	3.15 %	2.97 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
	2005-06			
	Avg. Class Size	Number of Classrooms		
Subject		1-20	21-32	33+
English	28.5	19	45	31
Math	31.3	12	23	44
Science	32.7	6	11	48
Social Science	31.1	8	30	41
2006-07				
	Avg. Class Size	Number of Classrooms		
	Subject	1-20	21-32	33+
English	26.2	19	51	30
Math	28.6	15	45	28
Science	29.0	11	35	24
Social Science	30.7	10	28	41
2007-08				
	Avg. Class Size	Number of Classrooms		
	Subject	1-20	21-32	33+
English	28.9	20	39	40
Math	31.4	6	33	39
Science	30.4	12	21	32
Social Science	30.8	7	33	38

Graduation & Dropout Rates

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Serrano High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or

behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, tutoring, and referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2006-07 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	SHS		
	04-05	05-06	06-07
Dropout Rate	0.0%	0.0%	0.9%
Graduation Rate	99.7%	99.8%	96.7%
SJUSD			
	04-05	05-06	06-07
	Dropout Rate	0.0%	0.2%
Graduation Rate	90.5%	91.3%	95.0%
California			
	04-05	05-06	06-07
	Dropout Rate	3.1%	3.5%
Graduation Rate	85.0%	83.0%	79.5%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Serrano High School revolve around the California State Content Standards and Frameworks. Professional development activities support expansion of implementation of Focus on Standards (FOS) into grade level and course collaboration efforts. Decisions concerning selection of staff development activities are performed by FOS coaches (designated school administrators and teacher representatives) using tools such as state assessment results, CAHSEE results, teacher surveys, NCLB requirements, and state content standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Site level implementation of FOS at Serrano High takes place every Wednesday afternoon. Teachers meet in grade level or department teams to analyze assessment results, redirect instruction accordingly, and plan appropriate interventions. Additional staff development training takes place during common prep periods and faculty meetings. Once a month, conference period faculty meetings oftentimes incorporate staff development activities, focusing on a selected theme or discipline. All training activities are centered around improving instructional strategies to increase student achievement.

Serrano High School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Serrano High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board

of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. On Tuesday, September 23, 2008, the Snowline Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #09-869 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. During the 2008-09 school year, Snowline Joint Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
Foreign Languages		
2005	McDougal Littell, <i>En Espanol 1 & 2</i>	9-12
2005	McDougal Littell, <i>Discover French Nouveaux</i>	9-12
2005	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	9-12
Language Arts		
1997	Rosen Publishing, <i>Accelerated Reader</i>	9-12
1999	Sopris West, <i>Language!</i>	9-12
2002	McDougal Littell, <i>The Language of Literature</i>	9-12
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	9-12
Math		
2004	Glencoe, <i>Geometry Concepts and Applications</i>	9-12
2004	McDougal Littell, <i>Algebra 1</i>	9-12
2005	McDougal Littell, <i>Algebra I - Concepts and Skills</i>	9-12
Science		
2007	Holt Rinehart & Winston, <i>Biology CA</i>	9-12
2007	Pearson/Prentice Hall, <i>Earth Science</i>	9-12
2007	Merrill Publishing, <i>Chemistry: A Modern Course</i>	9-12
Social Science		
2006	Holt, Rinehart & Winston, <i>World Geography Today</i>	9-12
2006	Prentice Hall, <i>World History: The Modern World</i>	9-12
2006	Pearson/Prentice Hall, <i>America: Pathways to the Present</i>	9-12
2006	Pearson/Prentice Hall, <i>Magruder's American Government</i>	9-12
2006	Pearson/Prentice Hall, <i>Economics: Principles in Action</i>	9-12

School Leadership

The principal works closely with the two assistant principals and three deans of students alongside the school leadership team to provide a well-balanced, rigorous core curriculum aligned with state standards.

Principal Sharon Schlegel is responsible for the day-to-day operations of the school and overall instructional program. The principal, assistant principals, and deans of students work as a team to fulfill the many responsibilities associated with running an effective educational program.

Also coordinating efforts with the principal is the Leadership Team, comprised of administrators and department representatives. The Leadership Team meets twice monthly to address curriculum, operations, and budget concerns in a collaborative model, maintaining focus on the needs of staff and students. Smaller Learning Community (SLC) teams meet twice a month during their common prep time. Each team collaborates on student behavior trends and class performance to identify strategies to improve student learning.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, Serrano High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Serrano High School's special education program is staffed by two special education teachers and seven resource specialist teachers. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individual instruction in full-period RSP classes. A portion of instruction may be provided in a special day class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary.

Serrano High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, end-of-unit exams, course grades, and CAHSEE results, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include after-school tutoring, counseling, Ninth Grade Intervention elective, and remediation courses for language arts and math.

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, end-of-unit tests, and course grades to measure ongoing academic progress and adjust instructional needs.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2006-07*	
	%
Students enrolled in courses required for UC/CSU admission	68.8
Graduates who completed all courses required for UC/CSU admission	0

*Most current data available

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and to his or her general educational development; the scoring range is 200-800.

	SAT Reasoning Test**		
	SHS		
	05-06	06-07	07-08
Test Takers (%)	30.2	35.9	*
Average Verbal Score	509	509	*
Average Math Score	519	504	*
Average Writing Score	504	508	*

**Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>

Advanced Placement

In 2007-08, Serrano High School offered advanced placement courses for those students seeking to qualify for college credit.

Advanced Placement Courses Offered & Student Participation 2007-08		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	2	7.4 %
Fine and Performing Arts	0	--
Foreign Language	1	2.1 %
Math	0	--
Science	1	0.7 %
Social Science	3	5.8 %
All Courses	7	15.9 %

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their junior year, students meet with the counselor to discuss their four-year academic plan and are introduced to Serrano High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, completion of course-required projects, on-the-job observation, and classroom observation.

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 14 years or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement.

Regional Occupational Programs (ROP) are offered in partnership with the county superintendent of schools. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. On-campus ROP classes include:

- American Sign Language
- Bakery Occupations
- Child Care Occupations
- Computer Maintenance and Repair
- Computers: Introduction
- Construction Trades
- Customer Service Occupations
- Digital Design
- Emergency First Responder
- EKG Monitor Technician
- Electrical Repairs: Fundamentals
- Financial Service Occupations
- Fire Technology
- Furniture/Cabinet Mnfg.
- Health Careers: Introduction
- Landscape Maint. & Design
- Law Enforcement
- Legal Office Assistant
- Medical Assistant Back/Front Office
- Medical Terminology
- Motorcycle Maintenance
- Personal Fitness Trainer
- Principles of Real Estate
- Restaurant Occupations
- Small Business Applications
- Silk Screening
- Sports Therapy & Fitness
- Stagecraft Construction

- Veterinary Assistant
- Fund. of Wildland Fire Fight
- Woodworking Occupations

Workability provides work experience opportunities outside the school day to meet students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Serrano High School's career/partnership academies are a "school within a school"; program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2007-08 school year, Serrano High School offered the following career academy programs:

- Medical Careers Academy
- English Pathway
- Math Pathway
- Web Page Design Pathway
- Video and Graphic Design Pathway
- Social Science Pathway
- Economics Pathway

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

On-campus vocational education courses are available in the following industries:

- Agriculture and Natural Resources (4 courses)
- Information Technology (1 course)
- Marketing Sales and Services (2 courses)

CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education:

- Child Care Occupations (1 course)
- Construction (2 courses)
- Furniture Making (1 course)
- Medical Insurance Billing (1 courses)
- Medical Terminology (2 courses)
- Restaurant Occupations (2 courses)

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

Career Technical Education (CTE) Program Participation 2007-08	
Total number of students participating in CTE programs	1183
Percentage of students completing CTE program and earning a high school diploma	100.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	56.0 %

Professional Staff

Substitute Teachers

Serrano High School does not experience any difficulties finding substitute teachers to fill vacancies. A pool of more than 180 substitutes is available through a district pool that is comprised primarily of teachers holding a 30-day substitute permit. Substitutes must have 1) a bachelor's degree and have passed the CBEST (California Basic Education Skills Test) or 2) a CBEST waiver and have acquired 90 semester units of college level coursework.

Teacher Evaluations

Evaluation procedures and criteria for Serrano High School's teachers are defined in board policy. Evaluation criteria are based on the California Standards of the Teaching Profession. Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Counseling & Support Staff

Serrano High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Serrano High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselors	6	6.0
Guidance Technician	4	4.0
Health Technician	3	1.5
District Nurse	1	0.2
Psychologist	1	1.0
Speech and Language Therapist	1	1.0

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Serrano High School had 109 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Serrano High School	96.7 %	3.3 %
District Totals		
All Schools	98.3 %	1.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	SHS			SJUSD
	05-06	06-07	07-08	07-08
Total Teachers	105	111	109	400
Teachers with full credentials	81	92	93	362
Teachers without full credentials	24	19	16	38
Teachers in alternate routes to certification	15	15	12	31
Pre-Internship	0	0	0	0
Teachers with emergency permits	6	4	4	6
Teachers with waivers	1	0	0	1
Teachers teaching outside subject area	0	2	0	0
Total teacher misassignments	0	61	0	0
Teacher misassignments for English learners	0	59	0	0
Other misassignments of certificated staff	0	2	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	SHS	SJUSD
	08-09	08-09
Total teacher misassignments	2	2
Teacher misassignments for English learners	2	2
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2007-08		
	SHS	SJUSD
	Doctorate	1.8 %
Master's degree plus 30 or more semester hours	25.7 %	24.3 %
Master's degree	28.4 %	27.0 %
Bachelor's degree plus 30 or more semester hours	27.5 %	32.0 %
Bachelor's degree	16.5 %	16.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	SHS	State Average of Districts in Same Category
	Beginning Teacher Salary	\$40,082
Mid-Range Teacher Salary	\$71,411	\$62,830
Highest Teacher Salary	\$85,741	\$80,472
Superintendent Salary	\$165,678	\$166,547
Average Principal Salaries:		
High School	\$113,867	\$114,549
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.4%	40.2%
Administrative Salaries	5.5%	5.8%

Expenditures Per Student

For the 2006-07 school year, Snowline Joint Unified School District spent an average of \$6,966 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Snowline Joint Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- After School Learning & Safety
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Exam (CAHSEE)
- Carl Perkins
- Career Technical Education Equipment and Supplies
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Partnership Academies Program
- Peer Assistance & Review
- Professional Development Block Grant
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Supplemental School Counseling Program
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Transportation

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	SHS	SJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2504	8372	N/A	N/A	N/A
Total**	\$5,780	\$7,393	78.18	N/A	N/A
Restr.†	\$1,360	\$2,140	63.57	N/A	N/A
Unrestr.††	\$4,420	\$5,253	84.13	\$5,300	83.39
Avg. Teacher Salary	\$63,779	\$64,097	99.50	\$62,157	102.61

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Serrano High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Serrano High School's SARC and access the internet at any of the county's public libraries. The closest public library to Serrano High School is Serrano Branch Library, located at 9292 Sheep Creek Road, Phelan (located on high school campus).

Hours: M-Th 3-8; Sat. 10-5

Phone Number: (760) 868-0583

Number of Computers Available: 8

Printers Available: Yes