



CHAPARRAL HIGH SCHOOL

1600 No. Cuyamaca St., El Cajon, CA 92029 • (619) 258-3740

Lucia Washburn, Principal

School Accountability Report Card

Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Principal's Message

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Peggy Gedman at (619) 258-3740.

School Profile

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.

School Profile

Student Enrollment by Ethnic Group

2005-06

	Percentage
African American	15.0
American Indian	2.0
Asian	0.8
Caucasian	34.6
Filipino	0.8
Hispanic	26.0
Pacific Islander	0.8
Multiple or No Response	20.1

Mission Statement

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

Parent Involvement

Chaparral Alternative greatly benefits from its supportive parents who ensure that their student attends school daily. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including Grossmont Federal Credit Union, Kiwanis, the Jonathan Tarr Foundation, Taylor Guitars, etc.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Grade			
Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
9th	71	130	10
10th	82	107	52
11th	59	58	94
12th	9	26	98

Enrollment By Program

During the 2005/06 school year 252 students were enrolled at Chaparral High, of which 27% were students with disabilities, 9% were English Learners, and 55% were socioeconomically disadvantaged.

Safe School Plan

Safety of students and staff is a primary concern of Chaparral Alternative. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 9/06 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by and during lunch and break periods. There is a designated area for student drop off and pick up. Visitors Must sign in when they enter the campus.

Discipline & Climate for Learning

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

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: ASB, site basketball team.

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

Discipline & Climate for Learning						
Suspensions & Expulsions						
	Chaparral High			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	367	555	586	4,607	4,000	4,230
Suspension Rate	0.000%	218.500%	235.500%	18.840%	18.060%	17.300%
Expulsions	27	33	54	215	160	186
Expulsion Rate	0.000%	12.990%	21.430%	0.880%	0.720%	0.760%

* District numbers are for entire district.

School Facilities

Chaparral Alternative was originally constructed in 1974 and is comprised of 22 classrooms, one library, one staff lounge, one computer lab, and

one playground/field.

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

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

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

School Facilities		
School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect 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. For the 2005/06 school year, the most current data are reported.

Teacher Assignment				
Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	20	24	21	972
Without Full Credentials	0	0	3	58

Teacher Assignment				
Teacher Credential Status				
	04-05	05-06	06-07	
Working Outside Subject			N/A	
Vacant Teacher Positions				
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	9	9	0	
Misassignments of Teachers of English Learners	9	9	0	
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.				

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers	
NCLB Compliant Teachers	

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Chaparral High	64.7	35.3
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Chaparral High. Generally, the district does not experience any problems finding qualified substitute teachers.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

At Risk Interventions

Chaparral Alternative provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Chaparral Alternative include CAHSEE prep classes, reading intervention classes, Special Education support, etc.

Counseling & Support Staff

It is the goal of Chaparral High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Chaparral High.

Counseling & Support Staff

Curriculum Development

All curriculum development in the Grossmont Union High is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2005/06 school year:

- Completion of chemistry curriculum guide
- Revised First Aid curriculum
- Alignment of AP/IB course titles with College Board
- English Language Development courses receive English graduation requirement credit
- English as a Second Language courses receive elective credit
- Addition of the following courses to the Master Course Catalog:
 - CAHSEE English Intervention
 - Bible as Literature, 2A
 - IB Theatre Arts 1st Year, 1-2HL
 - IB Theatre Arts 2nd Year, 3-4 HL
 - IB Film 1st Year, 1-2
 - IB Film 2nd Year, 3-4
 - CAHSEE Math Intervention
 - AVID Junior Seminar
 - IB/CAS International Baccalaureate/Community Action Service

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by

the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

In addition to general state funding, Chaparral Alternative receives state and federal funding for the following categorical funds and other support programs: Title I, Economic Impact Aid, Block Grant funds, Federal Alcohol Prevention grant, CAHSEE prep and P.E. and Arts money.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test															
California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science			Social Science		
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
Chaparral High	2	8		5	7		4	6		3	2		4	2	
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
Chaparral High	0	4	3	5	6	5	4	3	14	4	3	3	4	1	14
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
Chaparral High	6	*	27	3	10	4	5	11	3	0	0	0	5	2	3
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
Chaparral High	4	10	5	4	9	2	0	7	7	2	2	0	2	3	9
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
African American															
Chaparral High	*	0	*	*	*	*	11	*	13	0	*	*	6	*	7
GUHSD	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
California	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
Hispanic															
Chaparral High	*	14	*	0	0	0	0	4		0	0	0	5	3	4
GUHSD	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
Chaparral High	8	9	11	7	10	9	5	8	11	7	2	4	5	0	15
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
Chaparral High	*	*	0	6	5	0	5	0	9	0	9	0	0	6	9
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
Chaparral High	*	*	*	0	*	0	0	0	0	0	*	*	0	0	0

GUHSD	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, students at Chaparral High did not participate in the California Achievement Test.

CAT-6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness

Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
Chaparral High			
School Overall	0.0%	0.0%	4.3%
School (Boys)	0.0%	0.0%	0.0%
School (Girls)	0.0%	0.0%	*
Grossmont Union High			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 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.

Statewide Rank: Schools receiving an API Base score are ranked in ten 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 similar schools.

Academic Performance Index

API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05	API Growth Score	03-04	04-05	05-06
API Score	443		410	API Growth Score		410	526
Growth Target	B		B	Actual Growth		B	116
Statewide Rank	B		B	Eligible for Awards			
Similar Schools Rank	B		B	Eligible for II/USP		B	B
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	434			API Growth Score			
Growth Target				Actual Growth			
Caucasian							
Base API Score	455			API Growth Score			
Growth Target				Actual Growth			

A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of

the school population tested and contains at least 30 students with valid scores.

California Awards & Interventions

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria				
Participation Rate	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	No	No	No
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program

Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Chaparral High	In PI	2004-2005	Year 2	-	-
Grossmont Union High	-	-	-	1	3.85

Dropout & Graduation Rates

Chaparral Alternative believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Dropout Prevention Specialist on site, on site counseling services, Student Study Team meetings, etc.

Dropout & Graduation Rates

Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	33.33%	17.65%	4.67%
Graduation Rate	72.4%	90.1%	90.2%

CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent 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. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

CAHSEE

Completion of High School Graduation Requirements

School	District	State
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Career Technical Education (CTE) Programs

Chaparral Alternative career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Chaparral Alternative have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including field trips to various career fairs and places of employment opportunities, ROP classes, etc.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Participation

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the schools pupils participate in CTE?	158
What percent of the schools pupils complete a CTE program and earn a high school diploma?	0.6
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	19.0

UC/CSU Course Completion

Students at Chaparral High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Completion

UC/CSU Course Enrollment

% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
7.0%	2.7%

* Duplicated Count (one student can be enrolled in several courses).

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT-1

SAT I Test Results

	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Chaparral High					
03-04	9	11.1%	480	520	0
04-05	26	7.7%	0	0	0
05-06	98	1.0%			
Grossmont Union High					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

Advanced Placement Classes

Chaparral High encourages students to continue their education past high school. Chaparral High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005/06, 0 students participated in taking the exams.

Advanced Placement Classes

Advanced Placement Classes

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School Leadership

Leadership at Chaparral Alternative is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past three years, leadership duties were assumed by Principal Lucia Washburn. Principal Washburn has 25 years of experience in education with positions in Special Education and Administration. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 62 days to staff development annually for the past three years. Topics for staff development during the 2005/06 school year included:

- Conflict Management
- Conscious Classroom Management
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Equity & Diversity
- Evidence-Based Coaching for Peer Support
- Handling the Paper Load through Improved Student Writing
- Helping English Learners Acquire Academic Literacy
- Improved Secondary Literacy Interventions
- Motivating Reluctant Learners
- Outrageous Teaching
- PLC English Workshops
- PLC Math Workshops
- PLC Social Science Workshops
- PLC Visual & Performing Arts Workshops
- Poverty Workshop
- Powerful Teaching & Learning
- Rewards Training
- Scaffolding Literacy in Honors & AP Classes
- Site Team Lead Training
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Strategies to Promote Academic Language in E/LA
- Using Data & Common Sense to Raise CST Scores in History
- Using Data to Improve Instructional Practice
- Working With Challenging Students

Instructional Time (includes Minimum days)

For the 2005/06, Chaparral Alternative offered 180 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (includes Minimum days)

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	32,400	61,112