



# CHAPARRAL HIGH SCHOOL

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

Lucia Washburn, Principal

## School Accountability Report Card

### 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.

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.

### 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.

### 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.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	11.7%
American Indian	0.8%
Asian	1.1%
Caucasian	50.8%
Filipino	2.3%
Hispanic or Latino	29.2%
Pacific Islander	0.8%
Multiple or No Response	3.4%

### 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 a 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.

#### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	586	467	379	4230	3656	3109
Suspension Rate	230.7%	169.2%	143.6%	17.3%	15.3%	12.8%
Expulsions	54	46	63	186	182	195
Expulsion Rate	21.3%	16.7%	23.9%	0.8%	0.8%	0.8%

### Enrollment By Grade

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

#### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	10	3	5
10th	52	48	56
11th	94	94	95
12th	98	131	108

## Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	10	11	10	26	32	32	-	-	-	-	-	-
Mathematics	10	11	11	22	21	20	-	-	-	-	-	-
Science	10	14	13	14	13	13	-	-	-	-	-	-
Social Science	12	13	12	24	25	26	-	-	-	-	-	-

## 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.

School Facility Conditions				
Date of Last Inspection: 12/01/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	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			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## 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 1/08 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.

## 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 Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	2
Aides for Learning Handicapped	3	3
Aides for Severely Emotionally Disturbed	2	2
Anger Management Counselor		As Needed
Assistant Principal	2	2
Attendance Clerk	1	1
Campus Supervisor	3	3
Career Guidance Technician	1	1
Class Size Reduction/Reading Teacher	1	1
Computer Teacher	1	.2
EIA/LEP Instructional Coordinator	1	1
EL Program Tutors	1	.5
Guidance Secretary	1	1
Instructional Assistants	1	1
PE Teacher	1	1
Police Officer	1	1
Prevention Specialist	1	1
Probation Officer	1	As Needed
Psychology Interns	2	.5
School nurse	1	1
School Psychologist	1	.6
Seriously Emotionally Disturbed (SED) Class Teacher	2	2
Speech Language Pathologist	1	.2

## 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.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	4.67%	16.93%	13.41%
Graduation Rate	89.40%	89.40%	88.80%

# 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>.

## Completion of High School Graduation Requirements

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 2007-08 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.

Completion of High School Graduation Requirements			
	School	District	State
African American	22.0%	*	*
Hispanic or Latino	33.0%	*	*
Caucasian	58.0%	*	*

\* Data was not available at the time of publication.

## 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.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
9th Grade	
School	
School Overall	7.1%
School (Boys)	8.3%
School (Girls)	*
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

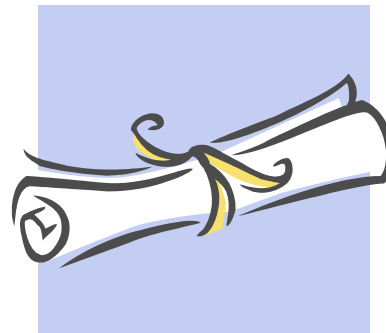
\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
<b>All Students</b>															
School	2	8	9	5	7	4	4	6	10	3	2	2	4	2	11
District	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
<b>Males</b>															
School	0	4	3	5	6	5	4	3	14	4	3	3	4	1	14
District	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
<b>Females</b>															
School	6	*	27	3	10	4	5	11	3	0	0	0	5	2	3
District	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
<b>Socioeconomically Disadvantaged</b>															
School	4	10	5	4	9	2	0	7	7	2	2	0	2	3	9
District	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
<b>African American</b>															
School	*	0	*	*	*	*	11	*	13	0	*	*	6	*	7
District	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
<b>Hispanic</b>															
School	*	14	*	0	0	0	0	0	4	0	0	0	5	3	4
District	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
<b>Caucasian</b>															
School	8	9	11	7	10	9	5	8	11	7	2	4	5	0	15
District	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
<b>Students with Disabilities</b>															
School	*	*	0	6	5	0	5	0	9	0	9	0	0	6	9
District	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
<b>English Learners</b>															
School	*	*	*	0	*	0	0	0	0	0	*	*	0	0	0
District	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
State	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.



## 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.

## 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.

## 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.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	116	23	40	589
Socioeconomically Disadvantaged				
Actual Growth	-	-	-	-

*B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.*

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2004-2005	2004-2005
Year in PI (2008-09)	Year 5	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	16.0	55.4	51.1	9.1	49.9	48.6	32.0	54.6	52.9
Mathematics	11.5	55.3	46.8	-	55.8	49.9	16.0	55.7	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	68.0	28.0	4.0	84.0	16.0	-
Male	83.3	8.3	8.3	84.6	15.4	-
Female	53.8	46.2	-	83.3	16.7	-
White	64.7	35.3	-	83.3	16.7	-
Socioeconomically Disadvantaged	66.7	33.3	-	84.6	15.4	-

## 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.

## 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 2007-08 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	21	22	21	1029
Without Full Credentials	0	0	1	24
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0		0
Misassignments of Teachers (other)	0		0
<b>Total Misassignments of Teachers</b>	<b>0</b>		<b>0</b>
Vacant Teacher Positions			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 Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	26.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

## Career Technical Education Participation

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

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

Question	Response
How many of the school's pupils participate in CTE?	165
What percent of the school's pupils complete a CTE program and earn a high school diploma?	5.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	2.0

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

## Career Technical Education (CTE) Programs

Chaparral Alternative post secondary planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Chaparral 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, colleges, and places of employment opportunities, ROP classes, etc.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Construction	ROP			
Cosmetology	ROP			
Floral design	ROP			
Video production	ROP			

## Curriculum Development

All curriculum development in the Grossmont Union High School District 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 2007/08 school year:

New Courses Course Number(s) Department

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP

Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP

Biology 1, 2 IB SL R238/R239 Science

Cel Animation 1C, 2C B263/B264 Art

Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech

French 3, 4 IB HL2 G037/G038 Foreign Language

Professional Musical Theatre

Performer T510/T511 ROP

Science 1, 2 Sheltered R023/R024 Science

## Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, 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. 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.

<http://portal.guhsd.net/GUHSD/depts/edserv/curriculum/textbook>

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

## 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 2006-07 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.

## 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 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

- AP Workshop
- Collaboration Technology Tools
- Data Analysis
- Edu-Soft Training
- Effective Teambuilding
- FACT Training
- Health Workshop
- Maximizing Student Access to Library Materials
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC On-Site Support
- Principal/Asst. Principal Leadership Seminars
- Rebels With Applause: Motivating Reluctant Learners
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Teachers' Toolbox

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	67.7%	32.3%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

- Breakdown Those Classroom Walls
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain
- Effective EL Strategies
- Equity & Diversity Training
- Gang Awareness
- Making Common Assessments Meaningful Using Edu-Soft
- Outrageous Teaching!
- PLC Counselor Workshops
- Poverty Training
- ProACT Training
- Rewards Training
- Strategies for Enhancing Your Advanced Placement Course
- Stress Management
- Working With Challenging Students

## District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 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.

Expenditures per Pupil	
<b>School</b>	
Total Expenditures Per Pupil	\$9,711
From Restricted Sources	\$0
From Unrestricted Sources	\$0
<b>District</b>	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
<b>State</b>	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	N/A

## 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, CAHSEE prep, Tobacco Use Prevention Education money, 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

## 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.

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Average Teacher Salaries	
<b>School &amp; District</b>	
School	\$65,244
District	\$64,549
Percentage of Variation	1.07%
<b>School &amp; State</b>	
All High School Districts	\$65,574
Percentage of Variation	0.51%

## 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.

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

