

Serrano High School

9292 Sheepcreek Road, Phelan, CA 92329 • (760) 868-3222 • Grades 9-12
Sharon Schlegel, Principal

"Serrano Honors
Success"

Annual School Accountability Report Card

A Report of 2005-06 Activity Published in 2006-07

Snowline Joint Unified School District

www.snowline.k12.ca.us

Learning for ALL...
Whatever It Takes.

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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 publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials section was acquired on October 2006, and school facilities information was acquired December 2006.

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.

District & School Profile

Snowline Joint Unified School District is located in the desert foothills of the East San Gabriel mountains, approximately 30 minutes northwest of the city of San Bernardino. The district serves more than 8,400 K-12 students residing in Phelan, Wrightwood, and Serrano High. Students receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 5 elementary schools, 2 middle schools, 1 comprehensive high school, 1 continuation high school, and 2 alternative high schools.

During the 2005-06 school year, Serrano High served 2,751 students in grades 9-12. Student enrollment included 11% receiving special education services, 5% qualifying for English Language Learner support, and 21.5% qualifying for free or reduced-price lunch.

All school staff at Serrano High place a strong emphasis in maintaining a positive, safe learning environment through effective discipline. Students are subject to fair and firm discipline and a zero tolerance policy. District police officers are present and 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.

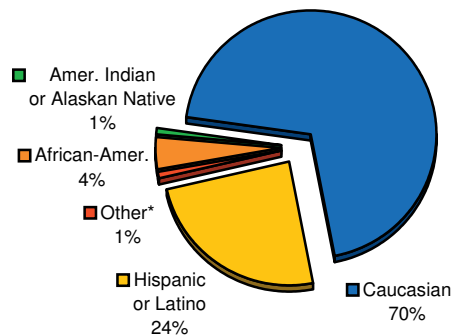
Parent Involvement

Parents are encouraged to get involved in Serrano High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. Teachers welcome parents' assistance chaperoning fields trips and school dances. Back to School Night, performing arts programs, college information nights, and Parent Night (for parents of incoming ninth graders) provide opportunities for parents to interact with school staff while supporting their child's academic efforts. The Parent Advisory Committee, booster clubs, and ROP (Regional Occupational Program) advisory groups provide opportunities for parents to have input on curricular programs, activities, and financial planning. Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (760) 868-3222.

School-to-home communication takes place in a variety of formats. The school web site and marquee are updated weekly with important information and announcements. The school newsletter is published bimonthly and features articles from departments, important dates, a message from the principal, and counseling department news. The newsletter is issued through e-mail and U.S. mail.

ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports and report cards are mailed at scheduled times throughout the year. Parents may access their child's current grades and assignments through EdLine, a web-based student information system, accessible through the school's web site.

Percentage of Students by Ethnicity
2005-06 Enrollment: 2,751



*Other includes Asian, Filipino, Pacific Islander, and Multiple or No Response.

Student Achievement

To obtain accurate and valid measures of educational progress, Serrano High offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include: teacher tests, classroom observation, report card grades, and results of standardized tests.

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 2005-06 AYP cycle, high schools must achieve a 22.5% or higher proficiency rate in English/language arts and 20.9% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point. High schools must obtain a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates the school's specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. 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 and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Serrano High		SJUSD
	High		
Overall School Results	No	Yes	
Participation Rate - 2005-06 Target Rate - 95%			
English-Language Arts	No	Yes	
Math	Yes	Yes	
Percent Proficient (CST Exam)			
English-Language Arts	Yes	Yes	
2005-06 Target Rate - 22.5%			
Math	Yes	Yes	
2005-06 Target Rate - 20.9%			
API	Yes	Yes	
Increase API by one point			
Graduation Rate*	Yes	Yes	

*Graduation Rate applies to grades 9-12 only.

District Benchmark Assessments

Snowline Joint Unified School District administers its own set of student assessments ("benchmarks") to evaluate instructional programs and measure student proficiency. Benchmark assessments are in alignment

with California State Content Standards and Frameworks. During the 2005-06 school year, benchmark assessments were administered to all K-5 students in English/language arts and math three times a year (once per trimester). Students in grades 6-12 are tested in English/language arts, science, math, and social science three times a year. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades K-12 whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program,

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 other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2) in 2003-04 and 2004-05, the Aprenda 3 in 2005-06, and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students

CAT/6 Test Results

All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Serrano High			SJUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	59			48	54	51	43	41	42
Math	55			49	59	60	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

California Standards Test Results

All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Serrano High			SJUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	47	55	52	37	49	48	36	40	42
Math	23	25	25	30	40	41	34	38	40
Science	43	44	45	24	42	45	25	27	35
History	41	48	45	27	43	41	29	32	33

Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.

California Standards Test Results

Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Serrano High						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	38	46	45	*	39	*	58
Math	14	23	45	*	18	*	27
Science	25	*	52	*	33	*	51
History	17	*	48	*	37	*	49

*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

California Standards Test Results

Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Serrano High					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	47	57	10	33	11	
Math	24	25	11	14	3	
Science	49	41	9	27	12	
History	48	41	7	31	11	

with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Beginning in the 2004-05 school year, only students in grades three and seven are tested. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs which are designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of Serrano High students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. 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/>.

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.

Beginning in the 2005-06 school year, 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; 83% of Serrano High's tenth grade students who took the test passed the math portion of the exam and 86% passed the English/language arts portions of the exam. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

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. Due to data collection schedules for high school completion data, information will not be available until next year's reporting cycle. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Physical Fitness

In the spring of each year, Serrano High is required by the state to administer a physical fitness test to all students in the ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or

Academic Performance Index (API) Three-Year Performance Comparison

	API Rank		
	03-04	04-05	05-06
Statewide Rank	7	8	9
Similar Schools Rank	6	9	10

	2006 API Score	Increase/Decrease in API		
		03-04	04-05	05-06
Results				
Schoolwide - All Students	776	24	55	-13
Ethnic Subgroups				
Hispanic or Latino	734	28	56	-19
Caucasian	797	24	60	-6
Other Subgroups				
Economically Disadvantaged	684	33	71	-53
English Learners	*	**	**	*
Students with Disabilities	*	**	**	*

*Not a numerically significant subgroup.

**A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.

exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2005-06 fitness exam, 38.6% of ninth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Serrano High School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

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 2005-06, Serrano High did not participate in the Title I funding and therefore is not subject to comply with Title I program participation requirements. 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 <http://www.cde.ca.gov/ta/ac/ay/>.

Title I Program Improvement (PI) Status

PI Status	Serrano High	SJUSD
	PI Status	Not in PI
First Year of PI Improvement	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0

School Facilities & Safety

Facilities Profile

Serrano High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1977; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. During the 2005-06 school year, over \$1.5 million were spent for various site improvements and the installation of ten portable classrooms and one set of restrooms.

Supervision & Safety

As students arrive on campus each morning, campus monitors and school administrators circulate throughout the campus monitoring

Campus Description

Year Built	1977
	Qty.
# of Permanent Classrooms	
# or Portable Classrooms	61
# of Restrooms (student use)	7 sets
Computer Lab	5
Library	1
Gymnasium	2
Performing Arts Center	1
Counseling Office	1
Career Center	1
Teacher Lunch Room	1
Teacher Work Room	2
Cafeteria	1

student behavior. During school hours, one campus monitor is stationed at the main entrance to supervise students and visitors entering and existing the campus grounds. During lunch period, the campus monitor, administrators, and the district police officer monitor cafeteria and common gathering areas. When students are dismissed at the end of the day, the campus monitor, administrators, and the district police officer ensure students either travel to after-school activities or leave campus in a safe and orderly manner.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Serrano High 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 current safety plan was reviewed, updated, and shared with school staff in fall 2005.

Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic (web-based) work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and staff forward requests to the principal who prepares and submits a work order to M&O for resolution. Most of Serrano High's repairs and maintenance projects are performed by the school's day custodian. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

Two full-time day custodians, three part-time day custodians, one full-time evening custodian, and eleven part-time evening custodians are assigned to Serrano High and work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the lead day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by the Director of Maintenance and Operations on proper cleaning methods, use of chemicals, use of equipment, and deep cleaning procedures. The M&O director visits each school monthly to ensure custodians follow the district's adopted cleaning standards and monitor condition of facilities. The day custodian is responsible for general cleaning of classrooms, cafeteria, office areas, and special events preparations. The day custodians and campus monitors check restrooms every hour for cleanliness and adequate supplies as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, sports fields, playground equipment, wood chip replacement, and other routine grounds maintenance.

Serrano High works closely with the district's Maintenance & Operations Department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Serrano High took place on September 7, 2006. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

Deferred Maintenance

Snowflurry Joint Unified School District 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 2005-06 school year, Serrano High received a portion of \$301,895 for repairs and replacement of electrical systems, flooring covering, heating/air conditioning systems, paving, plumbing, wall systems, and underground tank installation and an additional \$53,208 was allocated for roofing projects on portable classrooms.

Classroom Environment

Discipline & Climate for Learning

Serrano High takes a proactive approach to minimizing classroom disruptions and maintaining a safe learning environment. Dress code policies are consistently and strictly enforced. School rules, dress code policies, academic expectations, and consequences for poor conduct are clearly explained at the beginning of the school year during classroom orientations. Each student is provided with a student handbook and planner, both of which outline discipline policies and expected conduct. Teachers remind students on an as-needed basis throughout the year to conduct themselves in a respectful and responsible manner.

Progressive disciplinary measures begin in the classroom when students are disruptive, demonstrating poor citizenship, or wearing inappropriate attire for school. Students who continue to make poor choices in conduct are referred to the principal, assistant principal, or dean of students. Consequences and

School Site Inspection Most Recent Inspection: September 7, 2006

Inspection Area	In Good Repair?	Comments or Description of Deficiency
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior & Exterior)	Yes	
Interior Surfaces (Walls, Floors, & Ceilings)	No	Cafeteria; acoustic tiles to be replaced by contractor
Hazardous Materials (Interior & Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior & Exterior)	Yes	
Pest/Vermin Infestation	No	Roofs: pigeon infestation; pest control company to exclude or eradicate.
Drinking Fountains (Inside & Outside)	No	Broken drinking fountain to be repaired via work order.
Restrooms	Yes	
Sewer	No	Occasional septic odor from vent stacks.
Playgrounds/School Grounds	Yes	
Other	N/A	

100% of restrooms were fully operational during the 2005-06 school year.

Suspensions & Expulsions

	Serrano High		
	03-04	04-05	05-06
Suspensions (#)	348	183	358
Suspensions (%)	15.30%	7.19%	13.01%
Expulsions (#)	36	35	75
Expulsions (%)	1.58%	1.37%	2.73%
	SJUSD High Schools		
	03-04	04-05	05-06
Suspensions (#)	507	310	667
Suspensions (%)	19.87%	10.73%	21.34%
Expulsions (#)	50	41	87
Expulsions (%)	1.96%	1.42%	2.78%

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 two days and then suspended a month later for three days is counted as two cases of suspension.

disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

Serrano High offers the Saturday Work Program as a disciplinary tool and an alternative solution to off-campus suspensions for minor infractions. Students are supervised by certificated staff. During the four-hour program, students complete assigned campus beautification projects.

Responsible students may participate in the Peer Leaders programs. Students are recommended and selected for participation through an interview process. Counseling staff provide training on conflict resolution, how to provide guidance with minor social issues, and how to recognize situations that require adult intervention. A major portion of the students' training focuses on social diversity and multi-cultural awareness. Confidential assistance with Peer Leaders is coordinated through the school's counseling office.

Student Recognition Programs

Serrano High School's ASB (Associated Student Body) leadership group sponsors Student of the Week and Student of the Month recognition awards. Students who have demonstrated outstanding effort in attendance, citizenship, or academics are nominated for the award by their teachers.

At the end of each quarter, students meeting specific grade point average criteria qualify for Renaissance recognition and privileges. Based upon the student's grade point average, students earn participation in one of three levels of Renaissance categories, each associated with designated levels of privileges. At the end of the school year, each sports program sponsors an awards night to recognize students who have demonstrated outstanding performance and sportsmanship.

Enrichment Activities

Students are encouraged to participate in school clubs, student leadership, peer assistant programs, performing arts groups, and athletic programs. Sports teams compete in the Mojave League and are designed to promote physical fitness, teamwork, and good sportsmanship.

Student Attendance

Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Serrano High School's annual rate of attendance for the 2005-06 school year reached 93.32%. The annual attendance rate for all schools in Snowline Joint Unified School District was 93.76% (2005-06).

Instructional Time

During the 2005-06 school year, Serrano High offered 180 days of instruction comprised of 162 regular days and 14 shortened days. Shortened days were used for staff development activities and teacher planning time. All instructional minutes offered at Serrano High School exceeded state requirements specified in the California Education Code. The state requires students in grades 9-12 to receive a minimum of 64,800 minutes of instruction annually; Serrano High School offered 65,778 minutes of instruction for the 2005-06 school year.

Dropouts & Graduation Rates

Serrano High School's teachers and administrative staff practice early identification and intervention of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Serrano High School had no dropouts recorded for the 2004-05 school year. Close monitoring of student credit completion and CAHSEE results helps identify

those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, and referral to the alternative education and continuation schools.

Dropout & Graduation Rates			
Serrano High			
	02-03	03-04	04-05
Dropout Rate (%)	0.2	0.0	0.0
Graduation Rate (%)	98.9	99.5	99.7
SJSUSD			
	02-03	03-04	04-05
Dropout Rate (%)	5.0	0.0	0.0
Graduation Rate (%)	92.4	99.6	90.5
California			
	02-03	03-04	04-05
Dropout Rate (%)	3.2	3.3	3.1
Graduation Rate (%)	86.7	85.3	84.9

2004-05 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

Class Sizes & Teaching Loads

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				
2003-04				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	29.7	8	40	24
Math	31.4	6	25	28
Science	31.8	2	19	25
Social Science	32.1	4	13	36
2004-05				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.9	11	42	28
Math	34.3	1	14	46
Science	32.4	2	12	30
Social Science	32.7	4	17	36
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.5	19	42	31
Math	31.6	11	22	44
Science	32.9	5	11	48
Social Science	31.6	6	26	39

Curriculum & Instruction

Staff Development

All curriculum and instructional improvement activities at Snowline Joint Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, state content standards, and professional development staff surveys.

During the 2005-06 school year, Snowline Joint Unified School District implement Focus on Standards (FOS), a five-step approach that

combines standards-based instructional practices with technology-based assessment tools to engage in continuous improvement. Teachers are provided the tools to create end-of-unit assessments, aligned with state standards and frameworks, to measure student proficiency through day-to-day classroom instruction. Assessment results enable teachers to adjust in-class strategies more effectively to meet current learning levels and quickly target skills and content areas in need of improvement.

Site level implementation of FOS at Serrano High takes place very Monday afternoon. Teachers meet in grade-level or department teams to analyze the assessment results, redirect instruction accordingly, and plan intervention.

During the 2005-06 school year, each teacher is allocated three "buy back" staff development days. The principal and teaching staff determine if staff development time will be used collectively in schoolwide activities or individually based upon the school site plan goals, teacher needs, district goals, and state standards. Serrano High chose to use "buy back" days for teacher collaboration in core/departments to update pacing plans and common assessments.

The district sponsors professional development to supplement site training and support ongoing districtwide program implementation. Training sessions are offered throughout the school year. The following staff development programs were offered to all teaching staff during the 2005-06 school year, participation in some cases was mandatory for designated school sites and staff members (based upon their assigned duties and teaching areas):

- Language!
- Ruby Payne's Frameworks for Understanding Poverty
- GATE Training (mandatory for GATE teachers)
- Content Enhancement for Special Education
- Focus on Standards
- Differentiated Instruction

Snowline Joint Unified School District and the San Bernardino County Superintendent of Schools jointly support new and veteran teachers and instructional assistants in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers providing skills assistant over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the San Bernardino County Superintendent of Schools. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Snowline Joint Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. 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. District textbook review and adoption activities occur the year following the state's adoption.

District Adopted Textbooks	
Year Adopted	Publisher / Series
Math	
1999-00	Glencoe (basic skills)
2003-04	Glencoe/McGraw Hill <i>Algebra Concepts & Applications</i>
2005	McDougal Littell <i>Algebra I</i>
2005	Glencoe/McGraw Hill <i>Merrill Geometry</i>
2005	Glencoe/McGraw Hill <i>Merrill Algebra 2 with Trigonometry</i>
Language Arts	
2001-02	McDougal Littell <i>Reading & Language Arts</i>
2004-05	Jane Schaffer <i>Jane Schaffer Writing Program</i>
1996-97	Rosen Publishing <i>Accelerated Reader</i>
1998-99	Jane Fell Greene <i>Language! - Remedial Reading Program</i>
Science	
2000-01	Prentice Hall <i>Biology</i>
2000-01	Brooks/Cole Thomson Learning <i>Biology: Concepts & Applications</i> <i>Conceptual Physical Science</i>
2000-01	Glencoe <i>Earth Science</i>
Social Science	
2006	Holt, Rinehart & Winston <i>World Geography Today</i>
2006	Pearson/Prentice Hall <i>World History</i>
2006	Pearson/Prentice Hall <i>U.S. History</i>
2006	Pearson/Prentice Hall <i>American Government</i>
2006	Pearson/Prentice Hall <i>Economics</i>

On September 13, 2005, at 6:00 p.m. 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 the Resolution Regarding Sufficiency of Instructional Materials for the School Year 2005-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the Snowline Joint Unified School District to the extent that each pupil has a textbook or instructional materials to use in class and to take home or use after class, (2) sufficient textbooks and instructional materials were provided to each student for English/language arts, including English language development, mathematics, science, and history/social science, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes in grades 9-12, and (4) sufficient laboratory science equipment was available for science laboratory classes offered

in grades 9-12 inclusive. Parents are encouraged to participate in the textbook adoption process. Prior to adoption, parents may preview recommended instructional materials at the district office for a period of 30 days.

School Leadership

Leadership at Serrano High is shared among the administrative team, leadership teams, and parents. Serrano High School's principal is responsible for the day-to-day operations of the school, working closely with two assistant principals and three deans of students to provide a high quality instructional program. Each administrator is responsible for oversight of students and designated areas related to curriculum and operations.

Principal Sharon Schlegel joined the Serrano High School team at the beginning of the 1997-98 school term. Principal Schlegel has been in the educational field and with the Snowline Joint Unified School District for the past 22 years. Prior to her appointment as principal, Ms. Schlegel served the district as a classroom teacher, assistant principal, dean of students, and principal at various schools within the district. Professional certifications include: master's degree in administration, bachelor's degree in history with a minor in English, Clear Administrative Services Credential, and Life Standard Secondary Teaching Credential.

Serrano High School's leadership teams collaborate regularly, focusing their efforts on meeting the needs of students and staff. The school's Program Team the primary decision-making body comprised of administrators and department representatives who meet twice a month to address curriculum, operations, and budget concerns.

Serrano High School's SLC team (Small Learning Community) teams meet once a week during their common prep period time to collaborate on student behavior and class performance to identify strategies to improve student learning. The school's Literacy Team meets quarterly to discuss and identify instructional strategies to improve literacy across the curriculum and all grade levels.

The School Site Council (SSC), consisting of school staff and parents, is a major governing body responsible for monitoring school programs and compliance with Serrano High School's single plan for student achievement, approving the school safety plan, and overseeing the school budget. Council members serve as a liaison between the school and community.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Serrano High School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Special Education: All special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Two highly qualified special education teachers over the special day class program. Seven resource specialist teachers small group and individual instruction in full-period RSP classes. Instructional associates are available to provide in-class support. Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures students with disabilities have equal access to core curriculum and educational opportunities an is designed to coordinate specially-designed instruction based upon individual academic, social, and/or behavioral needs.

English Language Learners

Students identified as English Learners (EL) through the CELDT exam and home language survey are placed with a teacher who has been certified to teach English learners. Serrano High School offers English/language arts and social science courses specifically designed for English learners; instruction is provided by a credentialed bilingual teacher with bilingual aide support during class time. Bilingual aides provide small group and individualized support.

EL students may be placed classes that utilize either SDAIE (Specially Designed Academic Instruction English) strategies or differentiated instruction to maximize student understanding of course content and concepts. As students increase fluency, progress is measured through classroom performance and CELDT results; instruction is adjusted to meet the current learning needs of student.

Gifted and Talented Education (GATE)

High achievers are placed in advanced placement and honors classes as part of their regular coursework. The assistant principal meets with GATE students to discuss opportunities for accelerated and advanced coursework for core subjects. One GATE coordinator collaborates with teaching staff to ensure high achievers have access to differentiated instruction across the curriculum and special programs.

At Risk Interventions

Serrano High School supports intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. Student study teams comprised of school administrators, counselors, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Intervention programs include:

- **After-school Tutoring**

To help students prepare for the CAHSEE exam, credentialed teachers offer after-school tutoring for those who are struggling in English/language arts and/or math.

- **Counselors**

Four guidance technicians monitor credit completion efforts of each student. Students who are falling behind in meeting credit requirements for graduation meet with counseling staff to adjust class schedule or coursework accordingly.

- **Remediation**

For those students who are performing below grade level proficiency, Serrano High School offers remediation courses in English/language arts and math.

College Preparation & Work Readiness

At the beginning of each student's sophomore year, counselors introduce students to the many options and programs offered by Serrano High School to ensure students get a head start on their college preparation and work readiness process. Guidance technicians closely monitor student progress in meeting credit completion requirements for graduation. Sophomores are enrolled in a career exploration and assessment course. Juniors are required to complete a "Junior Project" (a written career research report). All seniors are enrolled in Serrano High School's Bridge Program which helps seniors in the post-secondary enrollment process by (1) completing their enrollment application, (2) completing financial aid forms, and (3) taking their college placement exam at Serrano High.

Upon completion, students are registered and ready for admission into Victor Valley Community College.

Advanced Placement

In 2005-06, Serrano High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, 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.

Advanced Placement Courses Offered & Student Participation 2005-06		
	No. of Courses Offered	% of Students in AP Courses
English	1	2.91%
Foreign Language	1	0.40%
Math	1	1.42%
Science	1	0.69%
Social Science	3	6.36%
All Courses	7	11.78%

Note: AP Courses may have more than one class offered; during the 2005-06 school year, a total of 14 classes in the courses listed above were offered at Serrano High School

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 students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and their general educational development; the scoring range is 200-800. Students are encouraged to participate in SAT preparation courses and workshops offered through local community colleges, private agencies, or online resources such as www.collegeboard.com.

SAT Reasoning Test**			
	Ventura High		
	03-04	04-05	05-06
Test Takers (%)	30.7	33.4	30.2
Average Verbal Score	512	517	509
Average Math Score	525	526	520
Average Writing Score*	N/A	N/A	505

*2005-06 is the first year that the exam included a writing portion and score.

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

College Preparation Courses

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

Enrollment In and Completion of UC/CSU-Required Courses 2004-05*	
	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	65.1
Graduates Who Completed All Courses Required for UC/CSE Admission	26.3

*Most current data available.

Workforce Preparation

Students in grades 10-12 receive career planning guidance from counselors regarding post-secondary goals and career planning. Students are introduced to Serrano High School's partnership academies, work experience program, regional occupational programs, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as core curriculum and elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Serrano High School's Partnership Academies are provided through a state grant for students in grades 10-12. The partnership academy offers advanced-level university preparation classes in English, math, web page design, video and graphic design, social science, and economics. Each course has a technology component and tied to enrollment in computer courses.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Office of Education. A variety of ROP courses are available to help prepare high school

Career Technical Education (CTE) Program Participation 2004-05

Total Number of Students Participating in CTE Programs	244
Percentage of Students Completing CTE Program and Earning a High School Diploma	98.72%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Career Technical ROP Programs 2005-06

Industry/Course	Advisory Chairperson
3D Animation	Wes Dennison
Bakery/Restaurant Occupations	Susie Carlson
Child Care Occupations	Terre LaVogue
Computer Maintenance & Repair	Wes Dennison
Computer Security	Ernie Hudson
Construction trades	David Nilsen
Customer Service Occupations	Eveyn Schoul
Desktop Publishing	Ann Hale
Emergency First Responder	Lee Cook
Financial Services Occupations	Donna Mullin
Fire Technology	Lee Cook
Fundamentals of Law Enforcement	Jim Gettings
Fundamentals of Wildland Fire Fighting	Lee Cook
Furniture/Cabinet Mfg. & Finishing	Ken Hartley
Introduction to Computers	Marc Lacey
Introduction to Health Careers	Jayne Harrower
Landscape Design & Maintenance	Shreen Flores
Legal Office Assistant	Traci Steward
Medical Assistant	Jayne Harrower
Medical Terminology	Jayne Harrower
Personal Fitness Trainer	Marty Ford
Principles of Real Estate	David Sanchez
Silk Screening	Ann Hale
Small Business Applications	Donna Mullin
Sports Therapy	Marty Ford
Stagecraft Construction	Jay Henson
Veterinary Assistant	Jaime Lane

students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The Career Technical Education Program table in this report shows the total number of students participating in the district's vocational education and regional occupational programs and their completion rates. For more information on career technical programs and ROP, contact the high school's career center or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 14 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, contact the school's career center or visit the school's web site at www.serranohs.net.

Workability provides work experience opportunities outside the school day that meet the 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.

Professional Staff

Substitute Teachers

Serrano High occasionally experiences difficulty in obtaining a qualified substitute teacher to fill in for an absent teacher. When this occurs, teachers share the responsibility of covering the absent teacher's class during their prep period will fill the vacancy.

The district's Human Resources Department makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2005-06 school year, Snowline Joint Unified School District's pool of substitutes was comprised of approximately 162 teachers; the majority of substitutes hold a 30-day substitute permit. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree, or obtain a CBEST Waiver and have acquired 90 semester units in college coursework.

Support Services Staff

Serrano High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. In addition to academic counseling and career counseling, school counselors help identify and resolve diverse issues interfering with a student's ability to learn and succeed in school. The school psychologist assists with academic, social, and emotional issues, provides needed psycho-educational assessments to determine

Counselors & Support Personnel (Nonteaching Professional Staff) 2005-06

	No. of Staff	FTE
Counselor	4	4.0
Guidance Technicians	4	4.0
Psychologist	1	0.8
School Nurse	1	0.2
Speech Therapist	1	0.7
Health Technician	2	1.0

FTE = Full-Time Equivalent

eligibility for Special Education services, and participates in the IEP process. The school nurse conducts mandatory health screening programs; the health technician provides basic first aid. Speech and occupational therapist services are provided on an individual basis as determined by student needs and IEPs.

Teacher Evaluations

School and district administration believe that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement, as well as hold staff accountable for their performance. Evaluation procedures and criteria adopted by the Snowline Joint Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are formally evaluated once a year, permanent (tenured) teachers are evaluated once every two years. Teachers who 1) have been with the district for at least 10 years, 2) are "highly qualified", and 3) have met or exceeded teaching standards in previous evaluations may elect to be evaluated once every three years. This modification in evaluation procedures must be agreed upon by the evaluator and teacher. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Permanent teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are referred to the Peer Assistance and Review (PAR) Panel to resolve deficiencies in performance. The PAR

program is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Probationary teachers who receive an "unsatisfactory" rating are monitored closely during their second teaching term; if performance continues to fall below teaching standards, the teacher may be dismissed.

Teacher Assignment

Serrano High recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, the school employed 81 fully credentialed 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 "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.

	Teacher Credentials & Assignments					
	Serrano High			SJUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	91	94	105	482	355	377
Teachers with Full Credential	73	76	81	365	300	323
Teachers without Full Credential	18	18	24	117	55	54
Teachers in Alternative Routes to Certification	4	6	15	25	25	35
Pre-Internship	5	0	0	12	1	0
Teachers with Emergency Permits	4	4	6	9	8	9
Teachers with Waivers	3	1	1	4	1	2
Teachers Teaching Outside Subject Area	0	0	0	0	0	0
Teacher Misassignments - Total	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	1

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Serrano High	90.6	9.4
District Totals		
All Schools	90.0	10.0
High-Poverty Sch.	0.0	0.0
Low-Poverty Sch.	91.0	9.0

	Teacher Education Levels 2005-06	
	Serrano High	SJUSD
	%	%
Doctorate	1.9	0.5
Master's Degree plus 30 or more semester hours	16.2	18.8
Master's Degree	27.6	23.6
Bachelor's Degree plus 30 or more semester hours	17.1	24.9
Bachelor's Degree	37.1	32.1
Degree	0.0	0.0

Salary Comparison 2004-05		
	SJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,148	\$37,730
Mid-Range Teacher Salary	\$64,403	\$59,397
Highest Teacher Salary	\$77,328	\$72,979
Average Principal Salaries:		
Elementary School	\$89,472	\$90,266
Middle School	\$93,285	\$95,759
High School	\$102,091	\$103,395
Superintendent Salary	\$128,004	\$143,489
Percentage of General Fund Expenditures For:		
Teacher Salaries	44.4%	41.5%
Administrative Salaries	5.3%	5.6%

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.

Expenditures Per Student

For the 2004-05 school year, Snowline Joint Unified School District spent an average of \$6,173 of total general funds to educate each student (based on 2004-05 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restrict (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 2004-05 school year, the District received approximately \$1,665 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Bilingual Education
- Class Size Reduction
- Gifted & Talented
- Healthy Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Special Education
- Tenth Grade Counseling
- Title I
- Vocational Education

Current Expense of Education per Pupil 2004-05					
Dollars Spent per Student					
	Serrano High	SJUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,087	\$4,476	91.3%	N/A	N/A
Restricted (Supplemental)	\$656	\$626	104.8%	N/A	N/A
Unrestricted (Basic)	\$3,431	\$3,850	89.1%	\$4,743	72.3%
Average Teacher Salary	\$62,972	\$57,362	109.8%	\$57,067	110.3%