

# Chaparral High (Continuation)

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Christine Black, Ms.

Principal, Chaparral High (Continuation)

### About Our School

Chaparral Continuation High School is one of the high school programs at the Ed Jones Educational Center. Chaparral Continuation High School offers students in the Bonita Unified School District an alternative educational option with academic support and resources for junior and senior students. Our goal is to provide an individualized program of credit recovery to students who are deficient in credits or require an alternative educational setting. Chaparral High School maintains small class sizes which allows teachers and staff to provide a comfortable and safe learning climate, as well as individualized instruction to meet each student's needs. Students are able to meet with the school counselor many times throughout the school year to monitor and adjust individualized growth plans which help students stay on track to graduation. Each student meets with a teacher twice a month in a small guidance group to review academic progress and discuss college and career plans. Chaparral High School is a place where fresh starts become success stories!

### Contact

*Chaparral High (Continuation)*  
121 West Allen Ave.  
San Dimas, CA 91773-1437

Phone: 909-971-8240  
E-mail: [black@bonita.k12.ca.us](mailto:black@bonita.k12.ca.us)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Bonita Unified
<b>Phone Number</b>	(909) 971-8200
<b>Superintendent</b>	Christina Goennier
<b>E-mail Address</b>	<a href="mailto:goennier@bonita.k12.ca.us">goennier@bonita.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.bonita.k12.ca.us">www.bonita.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Chaparral High (Continuation)
<b>Street</b>	121 West Allen Ave.
<b>City, State, Zip</b>	San Dimas, Ca, 91773-1437
<b>Phone Number</b>	909-971-8240
<b>Principal</b>	Christine Black, Ms.
<b>E-mail Address</b>	<a href="mailto:black@bonita.k12.ca.us">black@bonita.k12.ca.us</a>
<b>Web Site</b>	<a href="http://ej.bonita.k12.ca.us/">http://ej.bonita.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	19643291937598

*Last updated: 1/17/2017*

### School Description and Mission Statement (School Year 2016-17)

Chaparral Continuation High School is designed to provide academic support and resources for junior and senior students whose ability to graduate as scheduled is compromised due to credit deficiency. Chaparral High School offers an alternative to the larger traditional campuses, one that is in some cases more appropriate for students who are deemed at risk for not completing their high school education. As one of the variety of programs at the Ed Jones Educational Center, Chaparral High School serves students from diverse backgrounds in a small school setting. An effort is made to limit class size as per the California Department of Education's recommendation in order to maintain a comfortable and safe learning climate, as well as to individualize instruction to meet student needs. As part of our Positive Behavior Interventions and Supports Program, students are recognized daily, weekly, monthly, and quarterly for displaying the schoolwide positive behavioral expectations of Doing the Right Thing, Owning Their Actions, Giving Respect, and Showing Pride.

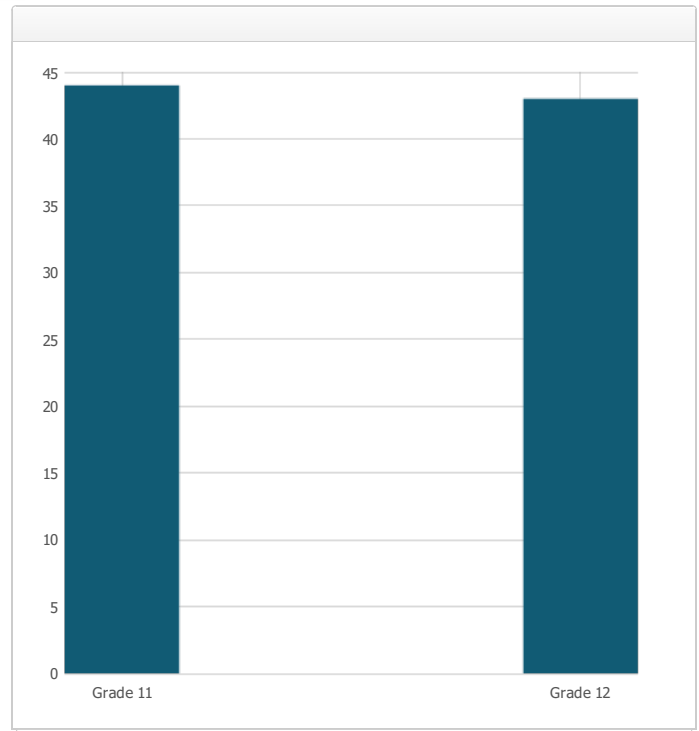
#### Mission Statement

The mission of Chaparral High School is to provide an alternative educational format that offers a safe, nurturing, and supportive environment. Students are given the opportunity to experience self-paced academic success with a rigorous and challenging curriculum, and as high school graduates, find their place as productive citizens prepared to fulfill their dreams.

*Last updated: 1/17/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Grade 11	44
Grade 12	43
Total Enrollment	87

*Last updated: 1/17/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	14.9 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	55.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	27.6 %
Two or More Races	1.1 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.1 %
English Learners	10.3 %
Students with Disabilities	12.6 %
Foster Youth	25.3 %

*Last updated: 1/17/2017*

## A. Conditions of Learning

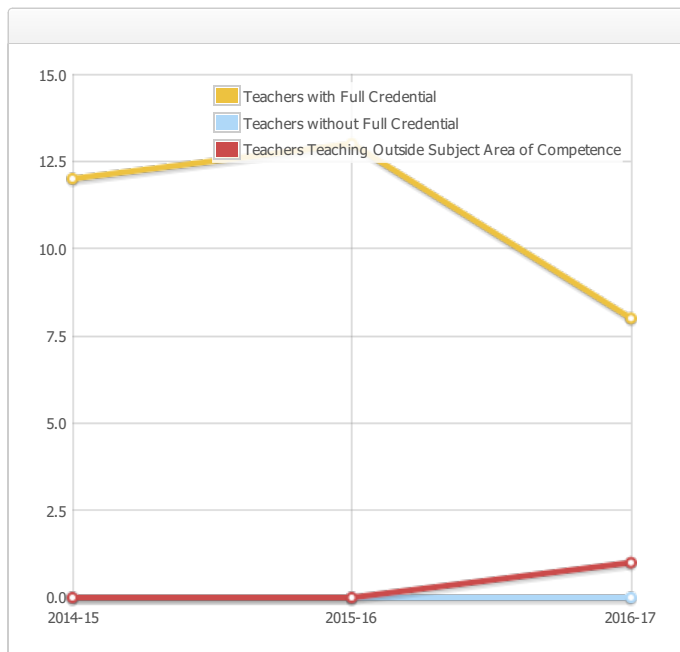
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

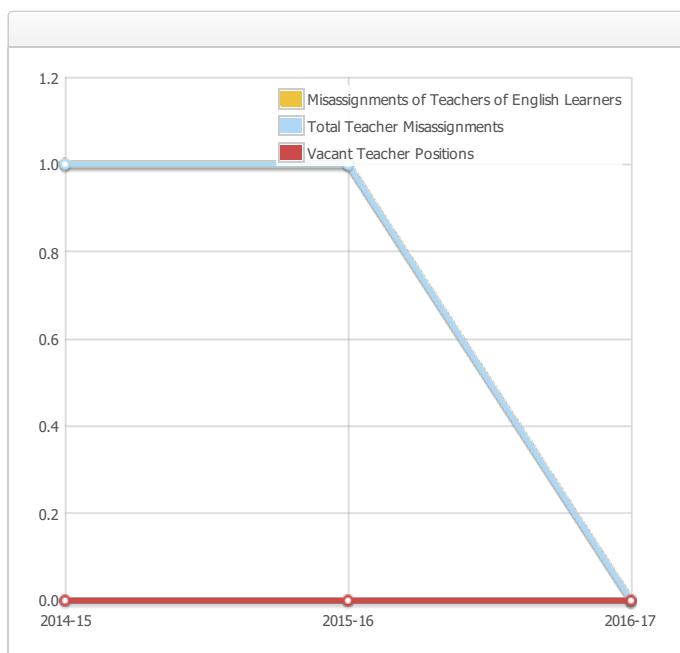
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	12	13	8	442
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	26



Last updated: 1/17/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.0%	3.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/17/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Grades 9-12 Literature Gold Literature Platinum Literature American Experience Literature British Tradition Prentice Hall Publishing Company	No	0.0 %
Mathematics	Adopted 2009 Grades 9-12 California Algebra Readiness California Algebra I California Algebra II Pearson/Prentice Hall Publishing Company California Mathematics: Geometry Algebra and Trigonometry, 5th Ed Pre-Calculus with Limits, 5th Ed. Calculus with Analytic Geometry, 8th Ed. McDougal Littell Publishing Company Geometry: Concepts & Applications Glencoe Publishing Company Stats: Modeling the World, 2nd Ed. Pearson Addison Wesley Publishing Company	Yes	0.0 %
Science	Adopted 2008 Grades 9-12 California Earth Science, 2008 California Chemistry, 2007 Environmental Science, 2008 Holt Publishing Company Holes Human Anatomy and Physiology, 2007	Yes	0.0 %

<p>McGraw Hill Publishing Company California Biology, 2007</p> <p>Prentice Hall Publishing Company BSCS Biology: An Ecological Approach, 2006</p> <p>Kendall-Hunt Publishing Company Biology 8/e, 2008</p> <p>Benjamin Cummings Publishing Company Chemistry: Matter and Change, 2007</p> <p>Glencoe Publishing Company Basic Chemistry 7/e (Zumdahl), 2007</p> <p>Houghton Mifflin Publishing Company Environmental Science 15/e, 2006</p> <p>Brooks Cole Publishing Company Physics: Principles With Applications 6/e, 2007</p> <p>Pearson Publishing Company</p>		
<p>History-Social Science</p> <p>Adopted 2007 Grades 9-12</p> <p>World Geography, 2006</p> <p>McDougal Littell Publishing Company</p> <p>World History, Modern Times CA Edition 2006</p> <p>US History, The American Vision: Modern Times CA Edition 2006</p> <p>Economics: Economic Principals &amp; Practices, CA Edition 2006</p> <p>Psychology: Understanding Psychology, 2008</p> <p>AP World History: Traditions &amp; Encounters, 2006</p> <p>McGraw Hill Glencoe Publishing Company</p> <p>Government; Magruder's American Government CA Edition 2006</p> <p>AP Euro History: The Western Heritage Since 1300, 2006</p> <p>Pearson, Prentice Hall Publish Company</p> <p>AP US History: Enduring vision - A History of the American People 2008</p> <p>AP Government: American Government, 2006</p> <p>McDougal Littell Publishing Company</p> <p>Sociology: The Study of Human Relationships, 2005</p> <p>Holt, Reinhart &amp; Winston Publishing Company</p> <p>AP Economics: Economics, 2006</p> <p>Worth Publishing Company</p> <p>AP Psychology, 8th Edition, 2007</p> <p>VHPS (Worth) Publishing Company</p>	<p>No</p>	<p>0.0 %</p>
<p>Foreign Language</p>		<p>0.0 %</p>
<p>Health</p>		<p>0.0 %</p>
<p>Visual and Performing Arts</p>		<p>0.0 %</p>

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

*Last updated: 1/19/2017*

## School Facility Conditions and Planned Improvements

The campus is secured inside of a six-foot chain link fence with two main entry points and an additional four gates. A campus supervisor provides security during school hours and is supported by the principal, a full time Dean of Students in charge of discipline and attendance, counselor, part-time school liaison, a liaison representing our foster and homeless students, and a full-time licensed mental health counselor. One school resource officer from the San Dimas Sheriff's Station and one from the La Verne Police Department serve the site and are readily available by phone contact. The school building and grounds are served by a night custodian. The classrooms, offices, restrooms and outside areas are cleaned on a regular basis. The district maintains all buildings, outside facilities, and the greenery. The district maintenance department is very responsive to work orders. Work orders are generally completed in one or two days unless indicated as an emergency, in which case they are immediately addressed. An additional gate was installed in the event of emergency egress and the installation of an additional covered shelter is in progress. Installation of outdoor wireless access points is also planned. The school boasts a clean campus with a fresh look that engenders a sense of school pride evident throughout the school grounds.

*Last updated: 1/17/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New shade structure being installed near basketball courts.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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*Last updated: 1/17/2017*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	27.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	4.0%	45.0%	48.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/17/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	57	49	86.0%	27.1%
Male	29	25	86.2%	12.0%
Female	28	24	85.7%	43.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	28	84.9%	22.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	15	88.2%	26.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	37	84.1%	19.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	49	87.5%	4.2%
Male	29	26	89.7%	4.0%
Female	27	23	85.2%	4.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	28	87.5%	7.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	15	88.2%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	36	83.7%	2.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2017*

**Career Technical Education Programs (School Year 2015-16)**

Chaparral High School offers ROP courses in Computers, Hospitality, and Leadership. The school has a partnership with the California Restaurant Educational Foundation to offer students additional opportunities to in the restaurant industry. The Pomona Fairplex offers an extensive Career and Technical Educational Program in which students earn elective credits towards graduation while training for a possible career. Chaparral High School students have the opportunity to receive additional career technical education at the local community colleges as well.

*Last updated: 1/17/2017*

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	68.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/18/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	21.8%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parent and guardian involvement is welcome and encouraged at Chaparral High School. Opportunities exist at the site level in the form of School Site Council membership and the Parent Teacher Staff Association (PTSA). School Site Council provides guidance and direction for Chaparral and is comprised of students, parents, teachers, classified employees, the principal, and community members. The School Site Council meets regularly to review special budget concerns as well as the goals, objectives, procedures, and regulations of the site. At the school level, parents are asked to assist during special activities and events, such as the prom and commencement. Often, parents will offer their expertise regarding careers and post-secondary education. Parents are required to attend their student’s intake meetings, during which an overview of the programs and procedures at Chaparral are detailed. Student-parent-counselor academic advisement meetings are scheduled throughout the year. Student progress reports and the Principal’s Newsletter are sent to parents regularly. School involvement is open to any parent or guardian, student, staff and community member interested in supporting the goals and activities of the school. Parents and the community are invited to the annual Back-to-School night, Open House, Student Recognition rallies, Parent/Teacher Conferences, monthly “Coffee with the Principal” meetings, and other special events. Parents are made aware of opportunities for involvement at the mandatory intake meeting, through emails and phone contacts, and the weekly principal’s newsletter.

### State Priority: Pupil Engagement

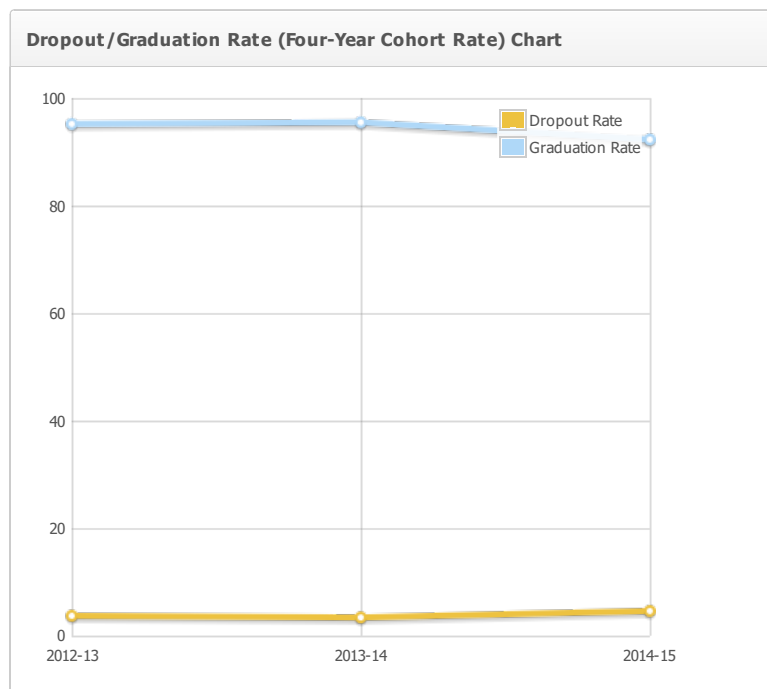
*Last updated: 1/17/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.7%	3.4%	4.6%	3.7%	3.4%	4.6%	11.4%	11.5%	10.7%
Graduation Rate	95.20	95.50	92.30	98.80	98.00	92.30	80.44	80.95	82.27





**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	96	92	85
Black or African American	89	86	77
American Indian or Alaska Native	0	100	75
Asian	0	89	99
Filipino	0	100	97
Hispanic or Latino	100	91	84
Native Hawaiian or Pacific Islander	0	0	85
White	91	94	87
Two or More Races	50	91	91
Socioeconomically Disadvantaged	95	94	77
English Learners	80	50	51
Students with Disabilities	83	69	68
Foster Youth	--	--	--



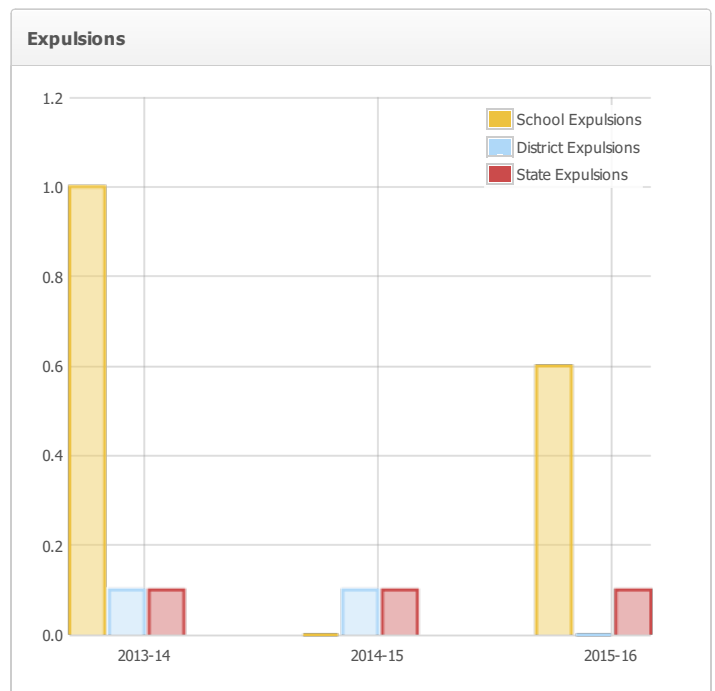
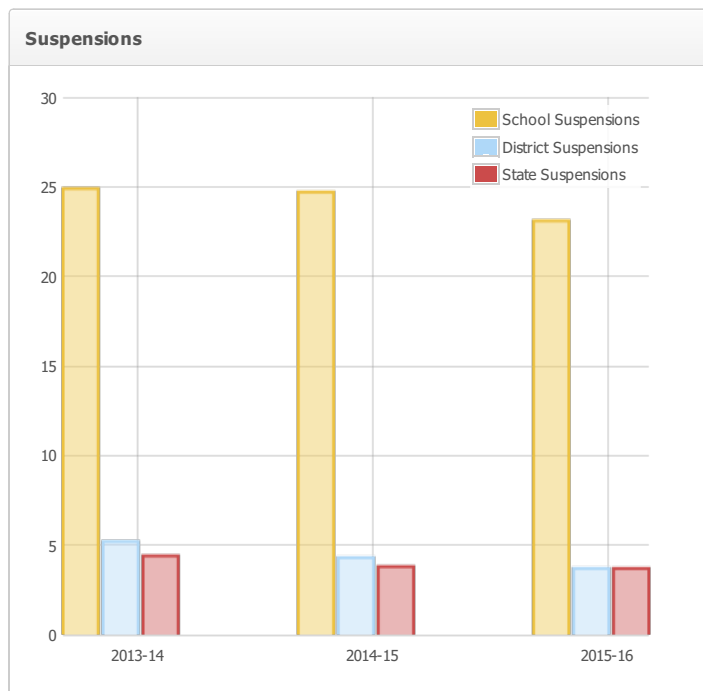
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	24.9	24.7	23.1	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	1.0	0.0	0.6	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

## School Safety Plan (School Year 2016-17)

The school annually revises the School Safety plan and seeks input from students, parents, staff, community members, local law enforcement agencies including L.A. County Sheriff's Department and the La Verne Police Department. The plan is kept on file in the Main Office of the campus, is available online on the school's website, and additional copies are provided to the District Office and the San Dimas Sheriff's Department. Moreover, the Ed Jones Educational Center's Student Handbook contains all the rules and regulations that govern the student behavior while enrolled in Chaparral High School and is available on the school's website. Each student receives a copy of the current school year's rules and discipline policies and signs a form which states that he/she has been informed of the rules and the consequences. A parent signature is also required on this form. Parents and students are advised of the rules and expectations at an orientation meeting that all parents and students must attend in order to start at The Ed Jones Educational Center.

Last updated: 1/17/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2015-2016	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

*Last updated: 1/17/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.0	14	0	0	14.0	9	0	0	14.0	9	0	0
Mathematics	10.0	9	0	0	10.0	7	0	0	10.0	7	0	0
Science	14.0	2	0	0	9.0	2	0	0	9.0	2	0	0
Social Science	15.0	7	0	0	14.0	7	0	0	14.0	7	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/2/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.3	N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other	0.9	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$16285.3	\$239.5	\$16045.8	\$77861.4
District	N/A	N/A	\$6747.8	\$77644.2
Percent Difference – School Site and District	--	--	137.8%	4.5%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	182.6%	8.9%

Note: Cells with N/A values do not require data.

Last updated: 2/1/2017

### Types of Services Funded (Fiscal Year 2015-16)

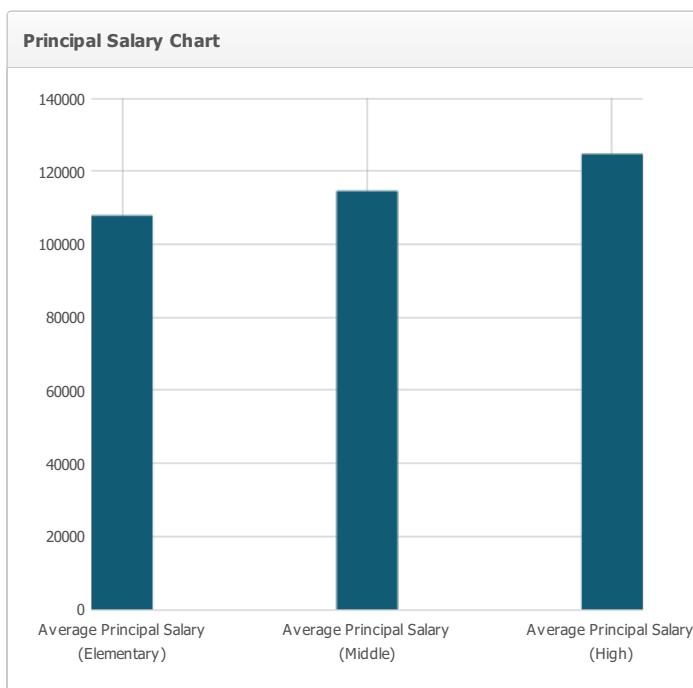
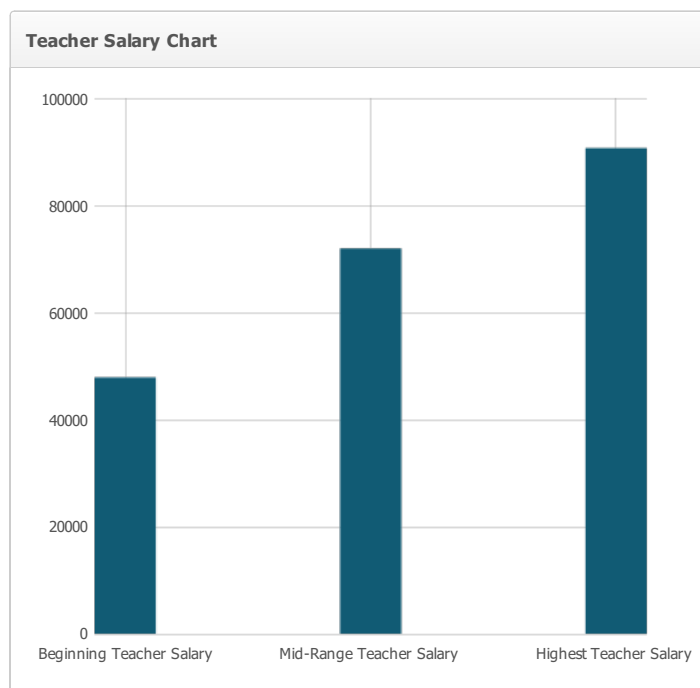
Chaparral High School receives School-wide Title I funding as well as supplemental monies for intervention supports, instructional aides, and supplemental instructional materials. Counseling support is provided by one academic counselor. Foster and homeless students receive academic and social support from one liaison for our foster and homeless youth and one part time community liaison.

*Last updated: 1/17/2017*

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,871	\$43,821
Mid-Range Teacher Salary	\$71,947	\$69,131
Highest Teacher Salary	\$90,681	\$89,259
Average Principal Salary (Elementary)	\$107,856	\$108,566
Average Principal Salary (Middle)	\$114,588	\$115,375
Average Principal Salary (High)	\$124,716	\$125,650
Superintendent Salary	\$288,084	\$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/19/2017*

**Professional Development**

Teachers and administrators participate in monitoring school improvement and staff development. The staff development schedule includes three (3) Buy-Back Days throughout the school year, and eighteen (18) compact days are set aside for staff members to meet to address areas the staff determines are vital to the success of the students and staff and align with WASC accreditation. Staff development opportunities include brain compatible direct instruction strategies, teaching writing, promoting higher-level critical thinking skills, understanding the emotional needs of our at-risk population, and promoting positive behavior are provided by the district and/or at the site. Teachers are given the opportunity to present to their colleagues those instructional practices that are effective in delivering a guaranteed and viable curriculum. Teachers also receive on-going technology training in the use of one-to-one devices to support teaching and learning. Members of the classified staff are provided the opportunity to participate in district professional development and trainings as well as attend the annual CSEA conference.

*Last updated: 1/17/2017*