

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT

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Los Osos High School

SCHOOL ACCOUNTABILITY REPORT CARD

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

Los Osos High School

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The statistical information disclosed in this report is obtained from the California Department of Education and the Chaffey Joint Union High School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in August 2011 and school facilities reports were acquired in September 2011.

PRINCIPAL'S MESSAGE

Welcome to Los Osos High School! The purpose of this School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualifications of professional staff, and progress in meeting state standards. This report is provided in accordance with Proposition 98; every school in the state of California is required to publish this report annually.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. Our school provides a welcoming, stimulating environment where students are actively involved in learning academics through a standards-based curriculum. We hold both staff and students accountable for their work, as we provide educational programs that meet or exceed state standards. Using assessment data to drive curricular programs, teachers analyze this information to develop effective instructional strategies and differentiated instruction that enable our students to achieve high levels. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success.

DISTRICT & SCHOOL PROFILES

CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT
Chaffey Joint Union High School District offices are located in the northwest region of the city of Ontario. During the 2010-11 school year, the district's eight comprehensive high schools, one continuation school, one Newcomers school, and one community day school served a total of 25,427 students in grades 9-12 residing in the communities of Ontario, Montclair, Etiwanda, Rancho Cucamonga, and portions of Fontana, Upland, Chino, and Mount Baldy. The district's student population is comprised of 9.6% qualifying for special education services, 12.6% identified as English learners, and 50.3% enrolled in the Free & Reduced-Price Meal program. The district has always maintained an emphasis on academic excellence, including fundamental skills essential for continuing learning. High school staff take pride in providing their students with the experiences and opportunities to prepare for responsible citizenship and successful careers.

Los Osos High School

During the 2010-11 school year, Los Osos High School served 3,365 students in grades 9-12. Student enrollment included 8.4% receiving special education services, 3.9% qualifying for English learner support, and 18.6% enrolled in the Free & Reduced-Price Meal program. Los Osos High School is located in a suburban, predominantly middle class community of Rancho Cucamonga. A comprehensive standards-based curriculum prepares students for success in both college and workforce environments.

Percentage of Students by
Ethnicity/Grade Level
2010-11

Ethnic Group	%	Grade Level	#
African American	11.3%	Grade 9	830
American Indian or Alaskan Native	0.3%	Grade 10	867
Asian	9.7%	Grade 11	825
Filipino	2.6%	Grade 12	843
Hawaiian or Pacific Islander	0.6%		
Hispanic or Latino	30.7%		
White (not Hispanic)	42.6%		
Two or More Races	2.0%		
Total Enrollment			3,365

SCHOOL VISION

Los Osos High School will achieve the statewide rank of '10' by May 2013 through a commitment of effective use of instructional time and increased learning for all students.

PARENT INVOLVEMENT

Parents are encouraged to get involved in Los Osos High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:

- In the library and office
- Chaperoning field trips
- With special projects, mailers, fundraisers, assessment monitoring

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Booster Clubs, WASC Focus Group, and Parent Teacher Student Association (PTSA). Each of these groups is responsible for leading and evaluating the school's progress to provide a safe, supportive, and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the school's Activities Office at (909) 477-6900.

Los Osos High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Back to School Night
- Diversity Focus Groups
- Grade Level
- Graduation Fair
- Parent Meetings
- Parent Forum
- Student Performances

SCHOOL NEWS

All school-to-home communication is provided in a variety of formats. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- Band Booster newsletters
- Career Center newsletters
- Facebook.com/LosOsosHigh
- Guidance Department www.LOHShelp.com
- Letters and flyers
- Los Osos Blog www.cjuhsd.net/blog/lososos
- Monthly calendars (paper format and on web site)
- PTSA newsletters
- Quarterly school newsletters
- School Loop
- School marquee
- School website
- Edulink InTouch
- Support Personnel Accountability Report Card (SPARC)
- Twitter.com/losososhigh

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Los Osos High School 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, CAHSEE results, and results of standardized tests.

STANDARDIZED STATE ASSESSMENTS

Students at Los Osos 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 a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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 designed to increase student proficiency levels to meet grade level standards. The STAR tables in this report illustrate the percentage of students achieving

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Los Osos High			CJUHS D			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	65	67	66	46	47	49	50	52	54
Math	42	46	53	26	28	34	46	48	50
Science	67	65	65	48	48	53	50	53	56
History	62	63	60	45	47	48	41	44	48

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

STAR Results Ethnic Subgroups Percentage of Students Scoring at Proficient and Advanced Levels 2010-11										
	Los Osos High									
	African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	61	*	81	78	58	43	69	69		
Math	47	*	80	60	43	64	54	50		
Science	47	*	86	77	62	*	66	60		
History	47	*	82	70	50	54	64	63		
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education				
English-Language Arts	63	69	23	54	16					
Math	53	54	40	43	23					
Science	64	65	33	51	12					
History	64	56	39	48	22					

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Los Osos High			CJUHS D			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	72	73	77	58	60	61	52	54	59
Math	73	71	71	53	53	55	53	54	56

California High School Exit Exam Tenth Grade Results by Student Group 2010-11						
	English-Language Arts			Math		
	Percentage of Students:					
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
CJUHS D						
All Students	39	27	33	45	34	21
Los Osos High						
All Students	23	28	49	29	37	33
Male	28	28	44	29	36	34
Female	18	28	54	29	38	33
African American	35	35	30	51	33	16
Asian	11	21	68	6	26	68
Filipino	12	24	64	16	28	56
Hispanic or Latino	29	29	42	38	39	24
White (not Hispanic)	20	27	52	24	42	34
Two or More Races	7	36	57	36	29	36
Economically Disadvantaged	33	31	36	44	32	24
English Learners	56	40	4	64	20	16
Students with Disabilities	85	9	6	88	9	3

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

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. 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; 91% of Los Osos High School's tenth grade students who took the test in 2010-11 passed the math portion of the exam and 93% passed the language arts portion 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. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/.

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. 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 Los Osos 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.

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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a high school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by one point, and obtaining a graduation rate of 90%.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance			
2010-11			
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?			
AYP Criteria	Los Osos High	CJUHS	District
Overall Performance	No	No	No
Participation Rate			
Language Arts	Yes	No	No
Math	Yes	No	No
Percent Proficient			
Language Arts	Yes	No	No
Math	No	No	No
API	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes
AYP Performance Level			
Number of AYP Criteria Met Out of the Total	17/18	28/38	
Number of Criteria Possible			

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. 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/.

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 2010-11, Los Osos High School did not receive Title I funds and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Title I PI Status 2011-12		
	Los Osos High	CJUHS
PI Status	Not in PI	In PI
First Year of PI Implementation	-	2004-05
Year in PI	-	Year 3
# Schools Currently In PI		5
% Schools Currently In PI		50%

The statistical information in this table reflects the PI status during the 2011-12 school year.

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 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/>.

Academic Performance Index Three-Year Performance Comparison									
	Los Osos High Base API Rank:								
	2008			2009			2010		
	Statewide Rank	9		9		9		6	
Similar Schools Rank	10		7		6				
	Los Osos High			Los Osos High		CJUHS		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	3	8	-2	2314	837	17,549	767	4,683,676	778
Ethnic Subgroups									
African American	8	-6	-15	259	788	1,601	751	317,856	696
Asian	4	-3	2	247	919	847	893	398,869	898
Hispanic or Latino	4	16	-7	715	801	10,774	734	2,406,749	729
White (not Hispanic)		8	4	965	852	3,454	830	1,258,831	845
Other Subgroups									
Economically Disadvantaged	-7	1	1	427	778	9,189	723	2,731,843	726
Students with Disabilities	-1	-24	-18	180	552	1,848	489	521,815	595

PHYSICAL FITNESS

In the spring of each year, Los Osos High School 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 exceed the standards in all six fitness areas are considered to be physically fit or 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/pfl/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	12%	27%	53%

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

Los Osos High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2002. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

Campus Description	
Year Built	2002
Acreage	60+ ac.
	Quantity
# of Permanent Classrooms	104
# of Portable Classrooms	6
# of Restrooms (student use)	6 sets
Cafeteria	1
Career Center	1
Computer Labs	9
Counseling Office	1
Gym	1
Lecture Hall	1
Library	1
Outdoor Stage	1
Sports Stadium	1
Staff Lounge	1
Swimming Pool	1
Teacher Work Room	1
Theatre	1

2010-11 Campus Improvement Projects:

- Designed and created Student Memorial
- Repaired and re-sealed all windows
- Painted exterior window/door trim throughout campus
- Planted more trees/plants

2011-12 Campus Improvement Projects:

- Install voice-over IP system
- Install access points
- Install structured cabling system

SUPERVISION & SAFETY

All staff share in the supervision of students throughout the day. As students arrive on campus each morning, campus security officers circulate throughout the campus perimeter and quad areas. During the lunch period, all administrators, campus security officers, and counselors share supervision of students in the cafeteria and assigned locations. When students are dismissed at the end of the day, all administrators and campus security officers are stationed in strategic locations to ensure students leave

campus or travel to after-school activities in a safe and orderly manner. Campus security officers patrol the campus during class time and passing periods to minimize student loitering in buildings and parking lots. Golfs carts and bicycles are utilized to maximize coverage of the expansive campus.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office, obtain and wear a visitor's badge, and then return to the office upon departure.

Los Osos High School works in partnership with the San Bernardino County Sheriff to deploy Operation CleanSWEEP on campus. All school administrators and campus security staff have been trained and given the authority to issue citations to students for unlawful conduct. Students receiving citations are required to appear in juvenile court for assignment of fines or community service work.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was developed for Los Osos High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed, updated, and shared with school staff in fall 2011.

SCHOOL INSPECTIONS

Every morning before school begins, the day custodians, grounds foreman, and assistant principal in charge of facilities inspect the campus for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Los Osos High School took place on September 14, 2011. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2010-11 school year, 100% of restrooms were fully operational and available to students at all times.

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. Most of Los Osos High School's repairs and maintenance projects are performed by the school's day custodians. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A team of one day and six evening custodians is assigned to Los Osos High School for routine maintenance, daily custodial duties, and special events preparations. The assistant principal in charge of facilities and custodians communicate formally every morning regarding campus cleaning needs and safety concerns. The day custodian is responsible for setting up the cafeteria for meals and activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris and emptying trash receptacles, and addressing minor repairs and maintenance issues. The day custodian checks restrooms twice a day as a proactive approach in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, library, career center, locker rooms, gymnasium, restrooms, and other areas as assigned. A team of groundskeepers is responsible for general landscaping, irrigation, litter/trash removal, and athletic field maintenance.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from department supervisors and supply vendors regarding proper cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

DEFERRED MAINTENANCE

Chaffey Joint Union High 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

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Most Recent Inspection: September 14, 2011	Good			Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mechanical Systems	✓			
Sewer	✓			
Interior Surfaces	✓			Room B12: floor in need of repair, WO has been submitted.
Overall Cleanliness	✓			
Pest/Vermin Infestation	✓			Rooms D101 and D103: ants.
Electrical	✓			
Restrooms	✓			Teacher Center: urinal in men's restroom has not been reinstalled.
Sinks/Fountains	✓			Room D82: slow drain in one sink. W/O has been submitted. Room D110: two sinks missing trap assembly are non-functioning, work order submitted to solve problem - still waiting on parts. Boys Locker Room: one sink is detached from the wall in the locker room, work order submitted - waiting for parts.
Fire Safety	✓			
Hazardous Materials	✓			
Structural Damage	✓			
Roofs	✓			Room D105: roof has leaked in the past, may have been repaired but won't know for certain until after a good rain.
Playground/School Grounds	✓			
Windows/Doors/Gates/Fences	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Good			

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

painting, and floor systems. During the 2010-11 school year, Los Osos High School received \$53,000 of deferred maintenance funds for 1) flooring repairs in the weight room and 2) painting exterior window and door trim throughout campus.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

All staff believe that a safe learning environment is an effective learning environment. Most of Los Osos High School's students are very serious about wanting to take full advantage of the time they spend in each class.

Behavior management practices and discipline policies are based upon district standards, board policies, ESLR's, and the Los Osos Code of Conduct. School and classroom rules are posted in each classroom. Teachers have developed individual classroom management and incentive programs for behavior and academics. At the beginning of the school year, school rules, district policies, and academic expectations are clearly addressed:

- In the student handbook
- In school newsletters
- At parent meetings and through the Intouch autodialer
- In student-produced broadcasts (closed-circuit TV)
- On the school web site
- In classroom presentations led by an administrator or counselor (Safe School Presentation) during the first few weeks of school

Administrators and school staff reinforce behavior expectations and consequences for poor behavior throughout the year at student assemblies and during second period student announcements. Each class period is 56 minutes; second period is 62 minutes which provides six additional minutes for schoolwide announcements to address important news including reminders on student conduct and behavior.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the assistant principal in charge of discipline (or a counselor depending on the infraction) for further intervention measures, taking into consideration past behavior trends and severity of infraction. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Suspensions and Expulsions			
Los Osos High			
	08-09	09-10	10-11
Suspensions (#)	230	235	202
Suspensions (%)	7.17%	7.20%	6.00%
Expulsions (#)	19	16	15
Expulsions (%)	0.59%	0.49%	0.45%
CJUHS			
All High Schools			
	08-09	09-10	10-11
Suspensions (#)	3,368	3,320	2,751
Suspensions (%)	13.44%	13.06%	10.82%
Expulsions (#)	222	184	182
Expulsions (%)	0.89%	0.72%	0.72%

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.

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Students are provided a variety of avenues to explore their personal interests and talents while developing their academic and physical fitness outside the classroom environment. Los Osos High School sponsors many school clubs, college prep courses, performing arts programs, and interscholastic athletic programs. Detailed information about these program may be obtained through the activities office, school website, student handbook, and Grizzly Crossing.

- Academic Decathlon Team
- Business Education
- Choir
- Dance
- Fine Arts
- Mock Trial Team
- Music
- Pep Squad
- Sports
- School Clubs
- Color Guard
- Drama
- Marching Band
- Speech Team
- Student Government

TEACHING LOAD DISTRIBUTION

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by grade level, 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				
2008-09				
Subject	Average Class Size	Number of Classes		
		1-20	21-32	33+
English	28.5	44	16	58
Math	32.8	4	20	59
Science	33.3	1	18	61
History	34.5		11	64
2009-10				
English	29	10	59	34
Math	29.9	10	35	43
Science	31.6	3	38	41
History	29.4	10	26	38
2010-11				
English	32.3	14	11	73
Math	32.2	9	14	62
Science	34.2	4	10	65
English	32.7	9	4	52

DROPOUTS & GRADUATION RATES

Los Osos High School's teachers and administrative staff are skilled in and have developed ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school. A total of 19 dropouts were recorded for the 2009-10 school year.

Behavior and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, CAHSEE support programs, Alternative Studies Program enrollment, community day school enrollment, peer tutoring, teacher tutoring, concurrent enrollment in community college, and school transfers are available to resolve issues for those students having difficulty with subject area content or social interactions. Department teams review quarterly common assessments to collaborate and identify students for referral to the Student Study Team (SST) for intervention planning. Counselors meet with students and may recommend SST support based upon individual circumstances and status of course credits.

In the following Dropout & Graduation Rates table, 2009-10 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report.

Dropout and Graduation Rates

	Los Osos High		
	07-08	08-09	09-10
Dropout Rate (%)	0.6	1.5	0.6
Graduation Rate (%)	97.36	95.2	97.1
CJUHS			
Dropout Rate (%)	3	4.4	2.8
Graduation Rate (%)	85.2	82.2	85.9
CA			
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

Beginning with the graduation class of 2010, the California Department of Education has developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. The 2009-10 Cohort Dropout Rate for Los Osos High School is 2.9%; the district rate is 12.1%.

Cohort Dropout Rates and NCES Dropout Rates cannot be compared since each is based on different methods of calculation. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

GRADUATION REQUIREMENTS

Students must accumulate 230 course credits, pass the math portion of the CAHSEE, pass the language arts portion of the CAHSEE, and complete a computer studies coursework series to receive a high school diploma from Los Osos High School. Alternative methods of acquiring a diploma are available through the district's continuation school, adult school, Alternative Studies Program, or community day school for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Los Osos High School. The following table illustrates the percentage of students who graduated from Los Osos High School having met both CAHSEE exam requirements and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:

	2011		
	Los Osos High	CJUHS	CA
All Students	99.0%	96.0%	-
African American	10.0%	10.0%	-
American Indian or Alaskan Native	0.0%	0.0%	-
Asian	8.0%	5.0%	-
Filipino	2.0%	3.0%	-
Hispanic or Latino	29.0%	57.0%	-
Hawaiian or Pacific Islander	0.0%	0.0%	-
White (not Hispanic)	46.0%	24.0%	-
Two or More Races	3.0%	1.0%	-
Disadvantaged	15.0%	41.0%	-
English Learners	1.0%	8.0%	-
Students with Disabilities	10.0%	10.0%	-

CURRICULUM & INSTRUCTION

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Chaffey Joint Union High School District are aligned to the California Content Standards and Frameworks. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 20, 2011, the Chaffey Joint Union High School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted [Resolution No. 2011-27](#) which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

STAFF DEVELOPMENT

All curriculum and instructional improvement activities within the Chaffey Joint Union High School District are aligned to the California State Content Standards and Frameworks. Staff development is selected and identified based upon student assessment results, state content standards, professional development staff surveys, and district/school goals. The district and site level staff development committees work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels. The district-level committee is a collective of district and school level representatives who share curricular goals and objectives as well as evaluate staff development programs and opportunities. Site level committees are responsible for overseeing the staff development budget and approving training programs and opportunities. Both district and site level committees consider objectives identified in school plans, FPM review results (Federal Program Monitoring), and input from various state and federal agencies to identify staff development needs to improve instructional practices and student achievement. Professional Development initiated by District and/or site administration involves all stakeholder groups and is data driven and research based.

Los Osos High School's staff development committee and department teams identify supplemental site-based professional development needs based upon department team discussions, student performance data results, and classroom assessments. On Fridays, instruction starts 48 minutes later to facilitate staff collaboration time; one Friday each month is dedicated to staff meetings, one Friday is dedicated to department level meetings. The remaining two late-start Fridays each month are used by staff to collaborate across the curriculum and on common assessments. Focus areas for staff training activities during the 2010-11 school year addressed:

- School Reform
- Essential Measurement Standards
- Formative Assessments
- Differentiated Instruction

In the fall of 2009, the CJUHSD developed and entered into a District Reform Initiative. This initiative focuses on improving instruction and increasing student achievement

utilizing essential measurement standards, formative assessment, student learning scales and trackers and involving students in their own assessment of learning. Since the inception of this initiative, every District teacher has received training in the use of student performance data and the development of essential standards. Training has been ongoing and additional training has focused on learning scales, assessment development and training related to the use of technology in the classroom and communicating with the home. This ongoing initiative and related outcomes continue to provide for growth and reform within the District.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	*	Holt; <i>Literature and Language Arts</i>	0%	9-12
2011	*	McDougal Littell; <i>The Language of Literature</i>	0%	9-12
2010	*	Thomson/Heinle; <i>Perrine's Sound and Sense: An Introduction to Poetry</i>	0%	9-12
2011	*	Pearson; <i>Diversity Strength and Struggle</i>	0%	9-12
2008	*	Hampton Brown; <i>EDGE</i>	0%	9-12
2005	*	Oxford Book Company; <i>Grammar Sense</i>	0%	9-12
2006	*	McGraw Hill Publishing Co.; <i>Grammar Step-By-Step</i>	0%	9-12
2005	*	Great Source; <i>Inside Writing</i>	0%	9-12
2011	*	Heinle Cengage Learning; <i>Milestones: Introductory</i>	0%	9-12
2007	*	Scholastic Books; <i>Read 180</i>	0%	9-12
2008	*	Thomson/Heinle; <i>Visions: Language, Literature, Content</i>	0%	9-12
Math				
2011	*	Glencoe; <i>Advanced Mathematical Concepts: Precalculus with Applications</i>	0%	9-12
2002	*	McDougal Littell; <i>Algebra I Concepts and Skills</i>	0%	9-12
2006	*	McDougal Littell; <i>Algebra II</i>	0%	9-12
2006	*	McDougal Littell; <i>Geometry Applying, Reasoning, Measuring</i>	0%	9-12
Science				
2010	*	Addison Wesley; <i>Conceptual Physics</i>	0%	9-12
2011	*	Prentice Hall; <i>Conceptual Physics</i>	0%	9-12
2010	*	Thomson; <i>Environmental Science: Working with the Earth</i>	0%	9-12
1999	*	Mosby Lifeline; <i>Human Body in Health and Disease</i>	0%	9-12
2000	*	Prentice Hall; <i>Biology</i>	0%	9-12
2011	*	Pearson; <i>Chemistry</i>	0%	9-12
2003	*	Wiley; <i>Earth Science - Earth as a Living Planet</i>	0%	9-12
2000	*	Holt, Rinehart & Winston; <i>Science Spectrum</i>	0%	9-12
Social Science				
2001	*	Prentice Hall; <i>World History - Connection to Today</i>	0%	9-12
2008	*	Pearson Prentice Hall; <i>U.S. History - Modern America</i>	0%	9-12
1999	*	Holt, Rinehart & Winston; <i>Economics</i>	0%	9-12
2010	*	Glencoe McGraw Hill; <i>The American Journey</i>	0%	9-12
2010	*	Glencoe McGraw Hill; <i>Human Heritage: A World History</i>	0%	9-12
2011	*	Bedford/St. Martin's; <i>Ways of the World: A Global History with Sources</i>	0%	9-12
2010	*	Prentice Hall; <i>Magruder's American Government</i>	0%	9-12
2010	*	AGS Publishing; <i>United States Government</i>	0%	9-12
Foreign Language				
2010	*	Prentice Hall; <i>Abriendo Paso Lectura</i>	0%	9-12
2010	*	McDougal Littell; <i>Abriendo Puertas: Lenguaje</i>	0%	9-12
2002	*	McDougal Littell; <i>Abriendo Puertas: Tomo I, Tomo II</i>	0%	9-12
2008	*	Holt, Rinehart & Winston; <i>Allez, Viens! Holt French 1, 2, 3</i>	0%	9-12
2008	*	Holt, Rinehart & Winston; <i>Bien Dit! French 1, 2, 3</i>	0%	9-12
2006	*	McDougal Littell; <i>Discovering French Nouveau</i>	0%	9-12
2008	*	McDougal Littell; <i>En Espanol! Uno, Dos, Tres</i>	0%	9-12
2008	*	Thomson/Heinle; <i>Imagine! Managing Conversation in Spanish</i>	0%	9-12
2008	*	Bolchazy-Carducci; <i>Latin for the New Millennium 1,2</i>	0%	9-12
2008	*	Holt, Rinehart & Winston; <i>Nuevas Vistas: Holt Advanced</i>	0%	9-12
2008	*	Holt, Rinehart & Winston; <i>Nuevas Vistas: Holt Advanced Spanish Duo</i>	0%	9-12
Health				
2000	*	J. Weston Walch; <i>Health</i>	0%	9-12
2000	*	Prentice Hall; <i>Health: Skills For Wellness</i>	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework.

Chaffey Joint Union High School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies and methodologies. During the 2010-11 school year, supplemental training opportunities were offered for:

- English Language Learner Education
- Expository Writing
- Special Education
- Academic Intervention Programs
- Essential Measurement Standards & Assessment
- On-line learning technology
- Formative Assessment
- Read 180
- School Loop (home/school communication system)
- Math Strategies, Coaching & Collaboration
- Teacher Collaboration
- Technology
- Career/Technical Education
- Substance Awareness/Intervention
- Beginning Teacher Support & Assessment (BTSA) program workshops
- BTSA Support Provider and Program Director ongoing training
- Administrative Training Program (previously AB 430)

Chaffey Joint Union High School District and the Association of Chaffey Teachers (ACT) have joined efforts to provide the Peer Assistance for Teachers (PAT) Program to develop and retain high-quality teachers who have the ability to maximize student potential and learning. Support Provider teachers who have had substantial experience in classroom instruction and demonstrate exemplary teaching ability serve as mentors and provide individualized support for new and experienced teachers. PAT's wide range of services included:

- BTSA - Credentialing program for teachers
- New Teacher Induction
- Support for Intern teachers
- Peer Assistance & Review Program/PAR (for permanent teachers requiring/requesting assistance)

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Substitute teachers are invited to attend an annual orientation to better serve the students of the district; training addresses district policies and procedures as well as effective classroom management strategies. Resident substitutes are invited to participate in site-based training depending upon their individual assignments. Classified support staff may receive additional job-related training from vendors, department supervisors, district representatives, and professional trainers. District-sponsored in-service opportunities are provided for technical staff, secretarial support staff, office management staff, customer service staff and leadership training.

Additionally, the Associated Chaffey Teachers (ACT) has developed an IPD (Instruction & Professional Development) program providing professional development in an array of concern to teachers. New and veteran teachers meet to discuss topics pertinent to the classroom and participate in workshops related to improving instruction.

COLLEGE & WORK READINESS

COLLEGE PREPARATION COURSES

Students meet with their counselor twice a year to review their four-year plan, evaluate progress in meeting personal goals, and review status on fulfilling graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report 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 2009-10

	%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	78
Graduates Who Completed All Courses Required for UC/CSU Admission	40.7

*Most current data available.

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

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

CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

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

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2010-11

	No. of Courses Offered	% of Students Enrolled in AP Courses
Art	2	1.7%
English	1	10.8%
Foreign Language	3	5.1%
Math	2	4.3%
Science	3	4.2%
Social Science	4	5.8%
Totals	15	31.9%

WORKFORCE PREPARATION

Los Osos High School's career technical education programs, career pathways, and regional occupational programs offer a wide range of opportunities for students to get a head start on their future. All career education courses comply with state-adopted content standards and the district's 2008-2012 Career Technical Education Plan. All programs include core academic coursework which provides students with the option of moving directly into the workforce, pursuing internships, or continuing their education and/or training at a post-secondary institution.

The district has established a computer studies graduation requirement, which is met through completion of a variety of career technical education courses, including ROP courses. Completion of a career pathway sequence is one method to fulfill the 20-unit district focus area graduation requirement. Students integrate career readiness coursework into their four-year academic plan as core academic, vocational, elective, and technical 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.

Vocational Education Courses

Computer Applications I, II	Virtual Enterprise II, III
Wood Technology I, II, III, IV	

Career Pathway Sequences

Accounting Services	Information Support & Svcs.
Cabinetmaking & Wood Prod.	Media Support Svcs.
Entrepreneurship	

On-Campus Articulated Tech Prep Courses

Business Ownership	Intro to Business I
Computer Applications I, II	Web Site Development II
Digital Photography I	

On-Campus Baldy View ROP Courses

Virtual Enterprise

Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring for students 16 years and older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. 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.

Chaffey Joint Union High School District and Baldy View Regional Occupational Program (ROP) are members of Career Visions, a local school-to-career partnership, which meets periodically to support articulation with Chaffey Community College, review local business and employment needs with business, job employment services representatives, and support common efforts between schools, local business and the community. Articulated courses or sequences of courses are comparable to, or acceptable in lieu of, specific course requirements at Chaffey College. Successful completion of an articulated high school/ROP course assures that 1) the high school and student have met course requirements and 2) placement to the next level of instruction at Chaffey College. Baldy View ROP courses prepare high school 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 enrolled in Los Osos High School's vocational education courses. For more information on career technical programs, contact the high school's career center or the state's career technical website at www.cde.ca.gov/ci/ct/.

Career Technical Education Program Participation

2010-11

Total Number of Students Participating in CTE Programs	698
Percentage of Students Completing a CTE Program and Earning a High School Diploma	98.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	46%

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

For the 2010-11 school year, Los Osos High School employed 121 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 and Assignments				
	Los Osos High			
	08-09	09-10	10-11	11-12
Total Teachers	122	125	122	
Teachers with Full Credential	121	125	121	
Teachers without Full Credential	1	0	1	
Teachers Teaching Outside Subject Area	0	0	0	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	0	0	0	0
Teacher Vacancies	0	0	0	0
CJUHS				
	08-09	09-10	10-11	11-12
Total Teachers	1018	988	998	
Teachers with Full Credential	1006	988	990	
Teachers without Full Credential	12	0	8	
Teachers Teaching Outside Subject Area	0	0	0	
Teacher Misassignments for English Learners	1	0	0	2
Total Teacher Misassignments	1	0	0	2
Teacher Vacancies	0	0	0	2

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2010-11		
Los Osos High	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	100.0%	0.0%

SUPPORT SERVICES STAFF

Los Osos 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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Academic Counselor	6	6.0
Campus Security Officers	6	6.0
Career Center Technician	1	1.0
Health Aide	1	0.8
Librarian	1	0.5
Library Assistant	2	2.0
Nurse	1	1.0
Psychologist	1	1.0
Resource Officer	1	1.0
Speech/Language/Hearing Specialist	1	1.0
Average Number of Students per Academic Counselor		
		560.83

FTE = Full-Time Equivalent

SARC DATA & INTERNET ACCESS

DATAQUEST

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

PUBLIC INTERNET ACCESS LOCATION

Parents may access Los Osos High School's SARC and access the internet at any of the county's public libraries. The closest public library to Los Osos High School is the Rancho Cucamonga Public Library located at 7368 Archibald Avenue, Rancho Cucamonga (Phone: 909.477.2720)

Hours:

Monday-Thursday: 10am-9pm

Friday: 12noon-6pm

Saturday: 10am-5pm

Sunday: 1pm-5pm

Number of Computers Available: 16

Printers Available: Yes

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 2009-10 school year, Chaffey Joint Union High School District spent an average of \$7,465 of total general funds to educate each student (based on 2009-10 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2009-10		
	CJUHS	State Average of Districts in Same Category
Beginning Teacher Salary	41,101	42,954
Mid-Range Teacher Salary	74,804	69,905
Highest Teacher Salary	97,409	89,464
Average Principal Salaries:		
High School	133,468	128,348
Superintendent Salary	176,957	205,119
Percentage of Budget For:		
Teacher Salaries	41	37
Administrative Salaries	4	5

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Los Osos High	CJUHS	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,163	5,589	92.4%	N/A	N/A
Restricted (Supplemental)	661	1,080	61.2%	N/A	N/A
Unrestricted (Basic)	4,502	4,510	99.8%	5,455	82.5%
Average Teacher Salary	77,639	78,035	99.5%	70,570	110.0%

In addition to general fund state funding, Chaffey Joint Union High School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received \$2,287 per student for federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Community Day School
- Continuation Education
- Economic Impact Aid
- Forest Reserve Funds
- Lottery: Instructional Materials
- Special Education
- Title I, II, III, IV, V, X
- Tobacco-Use Prevention Education
- Transportation
- Transportation Special Education
- Vocational Programs