

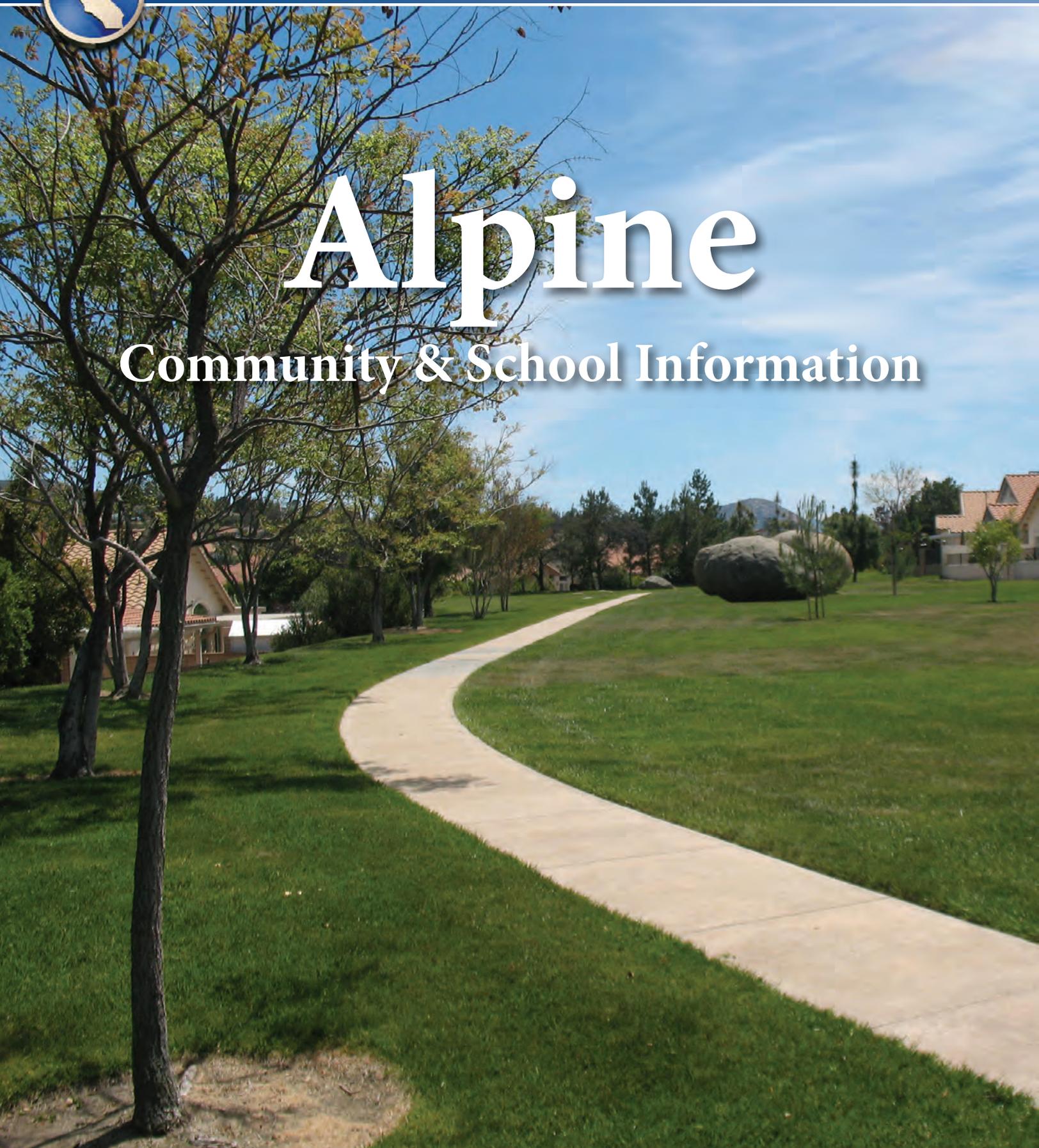


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Alpine

Community & School Information





Alpine

Alpine nestles in the foothills east of San Diego, and its residents enjoy homes and small ranches among the rolling hills covered with sagebrush and chaparral. The Kumeyaay Indians discovered this area over 1,000 years ago and continue to live in the area.

The area became a stage stop for the gold mines in the Cuyamaca Mountains bringing supplies to the miners and taking gold to San Diego. An abundant supply of fresh water made the stop a pleasant one, and the miner's spread the tales of the valley and its charms.

Benjamin R. Arnold arrived in 1887 looking for a cure for his asthma. He found that the climate helped and built a hotel for other sufferers who wanted to improve their health.

Alpine gained more notoriety when a U.S. government survey declared that the area had the most equable climate in the country. The town slogan has been "Best Climate in the U.S.A. by Government Report" ever since.

The Viejas Band of the Kumeyaay Indians casino, and factory outlet center has become a major attraction for visitors to Alpine. The casino offers Las Vegas style gambling. Big name entertainment is offered and the outlet center hosts a full roster of brand name stores.

The approximately 18,000 residents of the Alpine area enjoy the small town ambiance of the area and the opportunities to own estate sized lots often zoned for horses.

Alpine has a population of about 18,000 that has all types of business services, including retail, medical, food, lodging and recreational. It is also the home of the Viejas Band of the Kumeyaay Indians and their Viejas Casino & Viejas Outlet Center. Industrial zoned property is available for development off the Tavern Road Exit of Interstate 8. Existing businesses are expanding and new businesses are being established to attract visitors to Alpine.

Business Community

Alpine has a thriving economy powered by a dynamic business community. There are hundreds of small firms that offer professional services and a variety of retail shops. Businesses are primarily located within the town center, along Alpine Boulevard and Tavern Road. Just off Interstate 8 at the Tavern Road Exit are two shopping complexes, the Alpine Creek Shopping Center and the Country Side Center.

The Viejas Casino and the Viejas Outlet Center are on Willows Road at the I-8 Willows Road exit. The Viejas Outlet Center has been nationally recognized for its design and landscaping.

In addition, hundreds of businesses offer professional services from their residences. With all the electronic and technical conveniences available today, this part of the business community is prospering while enjoying the flexibility of working from a home office. The Alpine Chamber reminds residents to shop

locally through their "Shop Alpine First" campaign.

Alpine is proud of the strong partnership between businesses and community organizations. Many businesses financially support youth programs, including AYSO, Girls Softball and Little League. Businesses are also active in sponsoring community programs and events throughout the year.

Alpine Community Center

A wide variety of activities and amenities for everyone is offered at the Alpine Community Center, located on 7.5 acres in the middle of town. On site is Kids Corner, a licensed day care center for infants through teens; two equipped playgrounds for children; a lighted sports field and lighted tennis courts. The 9,000-square-foot center provides opportunities for a wide range of activities, from rooms for conferences and community meetings to community events, private parties and weddings. The Center Park is also used for a variety of activities, including Alpine Summer Concerts.



Public Safety

Alpine has one of the lowest crime rates in San Diego County. The San Diego County Sheriff's Department has built a new station in the city. The Alpine Fire Protection District serves 27.5 square miles and operates one fully staffed station around the clock. American Medical Response provides paramedic and ambulance coverage 24 hours a day. A new fire station is now in operation.

Education

Alpine is a community that is firmly committed to quality education. Parents play a very active role in schools through the PTAs and by volunteering in the classrooms. Special programs for the arts are offered through the Art Docent program and Alpine Optimist Foundation for Learning.

Three elementary schools, a middle school and an early education school comprise the Alpine Union School District. The district takes pride in the quality of its well-rounded academic program and its small class sizes. The elementary and middle schools have been recognized by the state for their academic excellence.

High School students may attend Steel Canyon High School or Granite Hills High School, both in the Grossmont High School District. A citizen committee for a high school to be located in Alpine continues to work toward that goal.

The Cuyamaca-Grossmont College District provides many opportunities for students wishing to attend a junior college. Those two campuses are located in El Cajon and La Mesa.

Descanso, Alpine & Pacific Railroad

Ride an industrial 2-foot-gauge railway to yesteryear among 100-year-old Engelmann oaks in Alpine with LeRoy W. Athey, the owner railway's owner and superintendent of operations. The train leaves Shade Depot and makes a half-mile round trip, climbing the 6.5 percent grade to High Pass/Lookout and crossing a spectacular 112-foot-long wooden trestle. The trip gives passengers magnificent views of the surrounding area. At Shade Depot and Freight Shed is a display of railroad artifacts, including those of the DA&P mail service. Mailer's postmark permit canceling is available. Rides are free. Please call (619) 445-4781 for hours of operation.

Alpine Historical Society's Heritage Park

The Alpine Historical Society was founded in 1950 to encourage the community in its efforts to retain structures and sites of historical significance and to conserve natural resources and parklands. The Society is in the process of developing Heritage Park at 2116 Tavern Road, where there are three buildings a century old. They are the house of Dr. Sophronia Nichols, the Carriage House, and the Captain Adam Beatty House. Dr. Nichols, a woman, was the first doctor in the Alpine area. Captain Beatty was the first school administrator. The John Dewitt Historic Museum and Library is housed in the former home of Dr. Nichols. The house also contains Alpine memorabilia and other antique items. For museum hours and Alpine Historical Society information call (619) 659-8740.

History

The Kumeyaay Indians were the first to enjoy Alpine's wonderful climate about a thousand years ago. One of many tribes the early Catholic missionaries grouped together under the Diegueno name, descendants of the Kumeyaay remain a vital part of our present community.

By 1870 the Viejas Stage Stop, later known as Alpine, had a small general store, a feed barn, a well and a watering trough. The little "Viejas Stop" was a temporary oasis for stage coach travelers and wagon drivers. The drivers hauled supplies and gold along often risky trails between mines in the Cuyamaca Mountains and San Diego on the coast. Miners talked about the area's beauty and the fresh water from the springs in front of the foothills village store. By 1885 there were 35 families living in the Alpine area. Most of the residents were farming and ranching.

It was Benjamin R. Arnold, a wealthy man who suffered from asthma, who turned Alpine into a full-fledged community. Seeking a cure for his chronic illness, Arnold came to Alpine in 1887. As his health got better, he built his family home at what is now the heart of town. It was Arnold who improved the rough roads that led to El Cajon and the trains in Lakeside. He established regular stagecoach services down the mountain to meet the trains, then haul people and supplies back up to Alpine.





At the turn of the century Arnold built a nice-looking hotel and a one-room school house in Alpine. He donated land for the first cemetery on Victoria Hill. Arnold established Alpine's first corporation, advancing half the cost of the first Town Hall. Settlers paid for the rest of it by buying \$600 worth of shares at \$10 a share through the Hall Company, Inc. Now designated the Alpine Woman's Club, the building at Alpine Boulevard and Victoria Drive West is still popular for community activities.

A U.S. Government survey officially put Alpine on the map. The survey during World War I declared Alpine had the best climate in the nation. Spurred by worldwide publicity, the community quickly adopted the slogan "Best Climate in the U.S.A. by Government Report."

In 1950 the Alpine Historical Society was founded at the start of a fairly tranquil decade in the community. There was little traffic, despite the main road running eastward.

Just over 1,000 residents led fairly peaceful lives, despite sharing a telephone party line. The only phone booth in town had an old-style telephone that had to be cranked by hand. With Alpine located 30 miles east of San Diego, the trip "down the hill" was still a far piece in those days. There were few roads and a shopping trek to the big city was an all-day event.

About the size of a Reader's Digest magazine and proud to call itself "America's Tiniest Newspaper," The Alpine Sun newspaper premiered in 1952. It's now a bustling weekly.

As the years passed, more people were lured to the picturesque foothill community with attractive homes and small ranches among the oaks, sycamores, eucalyptus and pepper trees in rolling hills dotted with chaparral and sage.

Public water was turned on in Alpine in 1962, bringing relief to those whose wells ran dry in summer. The Padre Dam Municipal Water District now serves the area.

Education

Alpine Union School District

1323 Administration Way, Alpine, CA 91901
(619) 445-3236 / FAX (619) 445-7045
www.alpineschools.net

Elementary Schools

Alpine
1850 Alpine Boulevard
Alpine, CA 91901
(619) 445-2625 FAX (619) 445-0484

Alpine Community Day
1323 Administration Way
(619) 445-3236 FAX (619) 445-7045

Boulder Oaks
2320 Tavern Road
Alpine, CA 91901
(619) 445-8676 FAX (619) 445-1420

Creekside Early Learning Center
8818 Harbison Canyon Road
Alpine, CA 91901
(619) 659-8250 FAX (619) 659-8240

Mountain View Learning Academy - Home School
8770 Harbison Canyon Road
Alpine, CA 91901
(619) 659-2854 FAX (619) 659-2865

Shadow Hills School
8770 Harbison Canyon Road
Alpine, CA 91901
(619) 445-2977 FAX (619) 445-2157

Middle Schools

Joan MacQueen
2001 Tavern Road / Alpine, CA 91901
(619) 445-3245 FAX (619) 445-6503

Grossmont Union High School District

1100 Murray Drive / El Cajon, CA 92020
(619) 644-8000 / www.guhsd.net

Granite Hills
1719 E. Madison Ave. El Cajon 92021
(619) 593-5500 FAX (619) 588-9289

Steele Canyon
12440 Campo Rd. Spring Valley 91977
(619) 660-3500 FAX (619) 660-7198



DEMOGRAPHIC & SOCIO ECONOMIC ESTIMATES

Alpine



Jan 1, 2013

Total Population	15,424
Household Population	15,281
Group Quarters Population	143
Persons Per Household	2.72

HOUSING AND OCCUPANCY

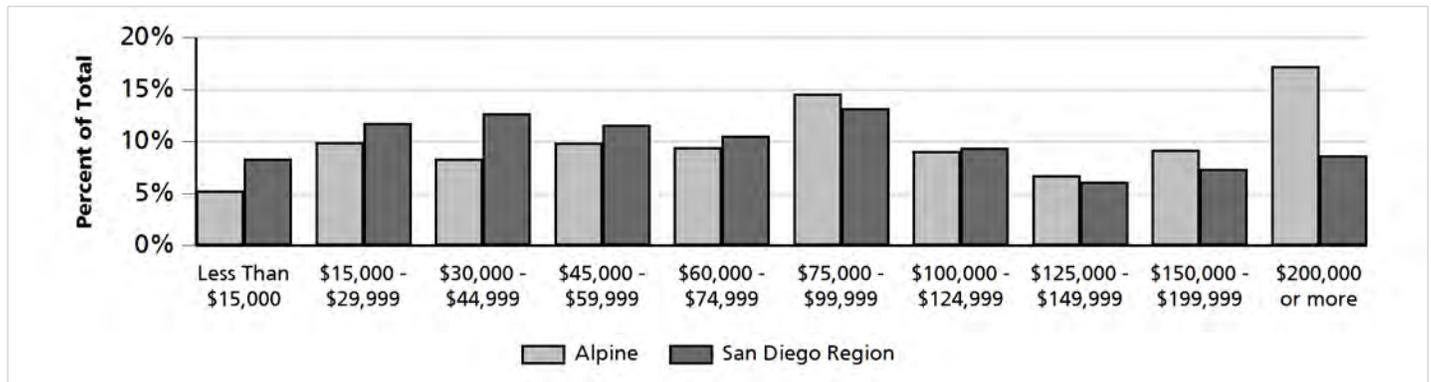
	Total Housing Units	Households	Vacancy Rate
Total Housing Units	5,755	5,628	2.2%
Single Family - Detached	4,068	3,983	2.1%
Single Family - Multiple-Unit	685	672	1.9%
Multi-Family	748	739	1.2%
Mobile Home and Other	254	234	7.9%

HOUSEHOLD INCOME

Households by Income Category (2010 \$, adjusted for inflation)

	Less than \$15,000	\$15,000-\$29,999	\$30,000-\$44,999	\$45,000-\$59,999	\$60,000-\$74,999	\$75,000-\$99,999	\$100,000-\$124,999	\$125,000-\$149,999	\$150,000-\$199,999	\$200,000 or more
% of Total	5%	10%	8%	10%	9%	15%	9%	7%	9%	17%

Median Household Income	2013
Adjusted for Inflation (2010 \$)	\$86,968
Not adjusted for inflation (current 2012\$)	\$91,041



IMPORTANT ADVISORY:

Caution should be taken when using data for small population groups, particularly at small levels of geography. Minor adjustments were made (such as correcting the location of housing units that were erroneously allocated by the Census Bureau to roads and open space) to more accurately reflect the region's true population and housing distribution.

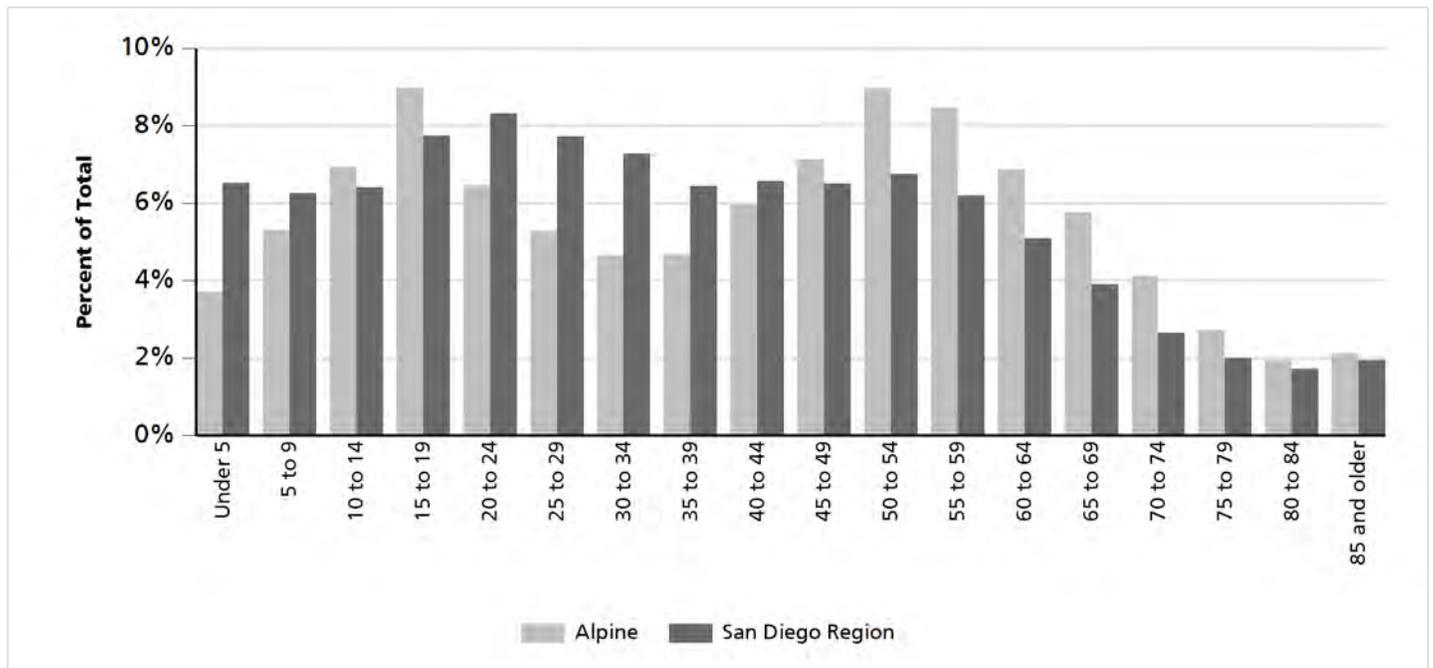
In addition, Census 2010 does not include information about structure type or household income. Those details and other demographic estimates shown here are developed from other sources, including the California Department of Finance E-5 estimates for cities and the County of San Diego; San Diego County Assessor Records, vital events records from the California Department of Health, and income data from the U.S. Census Bureau American Community Survey.

Caution should always be taken when using data for small population groups, particularly at small levels of geography.

POPULATION BY GENDER AND AGE

	Total	Male	Female	Percent Female
Total Population	15,424	7,656	7,768	50%
Under 5	572	301	271	47%
5 to 9	817	425	392	48%
10 to 14	1,069	569	500	47%
15 to 17	804	440	364	45%
18 and 19	580	315	265	46%
20 to 24	996	510	486	49%
25 to 29	814	416	398	49%
30 to 34	717	362	355	50%
35 to 39	722	337	385	53%
40 to 44	919	434	485	53%
45 to 49	1,099	528	571	52%
50 to 54	1,382	644	738	53%
55 to 59	1,304	678	626	48%
60 and 61	454	222	232	51%
62 to 64	605	271	334	55%
65 to 69	888	461	427	48%
70 to 74	636	308	328	52%
75 to 79	419	188	231	55%
80 to 84	301	136	165	55%
85 and older	326	111	215	66%
Under 18	3,262	1,735	1,527	47%
65 and older	2,570	1,204	1,366	53%
Median Age	43.4	41.8	44.8	N/A

POPULATION BY AGE



POPULATION BY RACE, ETHNICITY AND AGE

	Non-Hispanic					
	Hispanic	White	Black	American Indian	Asian & Pacific Isl.	All Other
Total Population	2,619	11,714	168	190	375	358
Under 5	159	324	14	11	23	41
5 to 9	225	520	6	11	16	39
10 to 14	230	769	8	15	16	31
15 to 17	174	585	5	7	6	27
18 and 19	127	426	4	1	9	13
20 to 24	199	744	4	20	14	15
25 to 29	180	570	7	19	22	16
30 to 34	163	502	13	7	15	17
35 to 39	143	499	10	11	29	30
40 to 44	195	665	12	9	18	20
45 to 49	173	844	14	16	29	23
50 to 54	159	1,126	17	15	41	24
55 to 59	117	1,116	14	13	26	18
60 and 61	44	382	2	5	16	5
62 to 64	64	505	8	4	16	8
65 to 69	92	760	6	9	16	5
70 to 74	62	536	6	6	20	6
75 to 79	39	349	8	5	13	5
80 to 84	27	250	4	3	11	6
85 and older	47	242	6	3	19	9
Under 18	788	2,198	33	44	61	138
65 and older	267	2,137	30	26	79	31
Median Age	30.5	46.5	45.4	36.8	48.4	29.1

Alpine Elementary School

School Accountability Report Card



Jon McEvoy, Principal

GRADES 1-5

1850 Alpine Boulevard Alpine, CA 91901
Phone: (619) 445-2625 Fax: (619) 445-0484
Website: <http://www.alpineschools.net>

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Academically, AES presents a strong core program in Reading, Language Arts and Mathematics. All grades level their students for reading instruction for almost an hour a day. In grades 2, 3, 4 and 5 students receive at least a portion of math instruction in leveled classes. Science and social science instruction in the afternoon. All grades use the SPARKS physical education curriculum for weekly P.E. instruction. Classroom music instruction is provided each week of the school year and strong Art Docents assist all classes with art instruction. Our schoolwide Character Education program is organized under the Quantum learning model.

AES was first a K-8 school and reorganized in various arrangements of grades. In 1990 the 3rd elementary school was completed and AES became a K-5 program. Because enrollment had grown to the point of overcrowding, and another campus vacated with the completion of a new middle school, a kindergarten-only school was started to relieve over-crowding at the elementary schools. Since 2004, Alpine has continued to experience a decline in enrollment.

Alpine Elementary currently services 397 students in grades 1 through 5. We have 16 classrooms and 20 credentialed teachers. The campus was first established in 1953 and has had several additions over the years. Almost the entire campus was involved in a "modernization" remodel in 2004. The Alpine Elementary attendance area has traditional neighborhoods and open rural spaces. Most of the attendance area is offered free bussing to and from school.

We service most of the elementary students from the Viejas Reservation, we have LEP population of about 8% and about 23% free and reduced lunch. The school climate is very safe and orderly with a learning atmosphere that challenges all levels of students. Parent involvement is high and student performance has been high.

The mission statements were revised in the fall of 1995 and will provide a focus on the schools in developing their own individual programs that reflect their needs. The adopted Mission Statements are as follows:

- All students will become literate.
- Maximizing the talents and potential of each student will prepare them to be responsible, productive, educated and well-rounded citizens.
- Recognize and support the uniqueness of individuals (students, staff and the Board).
- Provide positive school environment which is safe and secure.
- Draw upon the community resources to enhance the educational program.
- Provide opportunities for students to be technologically literate.
- Provide a balanced program which incorporates visual and performing arts.
- Provide a consistent program of education and acknowledge those who participate, reward those students who give their best effort and those staff and Board members who excel.

AES Mission & Vision

The Alpine Elementary School culture is rooted in the concept that every child can be a successful learner. High expectations, aligned with State standards, will be the goal for every staff member, child, and parent. Students will be taught how to show responsibility, and staff will model such behavior. Students will be taught how to make informed decisions as well as develop positive character traits.

Our students, parents and staff believe in an effective school environment that endorses and prescribes leadership, high-quality certificated and classified staff, a safe and orderly environment, a schoolwide emphasis on regularly practicing skills in a challenging academic program and regular assessment and reporting of student progress.



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Alpine, CA 91901
Phone: (619) 445-3236
Fax: (619) 445-7045
<http://www.alpineschools.net>

Tom Pellegrino
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

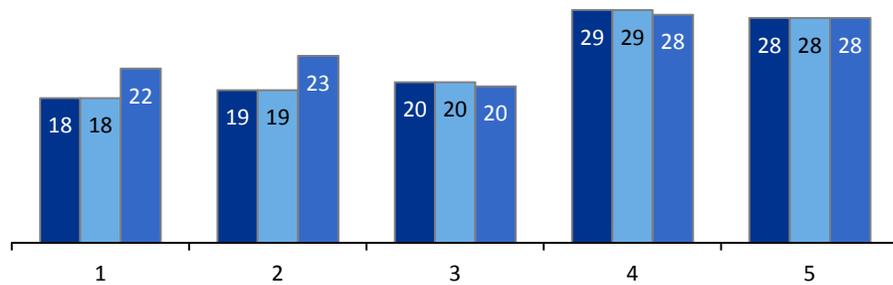
Our Alpine School District believes that:

1. Education is the foundation of a democratic society.
2. Each person has value.
3. Everyone in the community shares responsibility for the educational success of all children.
4. We have high expectations that challenge each individual to reach his/her potential.
5. Effective communication fosters good human relations.
6. All individuals deserve to be and feel safe. Safety optimizes the learning environment.
7. We value and live by the highest ethical standards of respect, integrity, honesty, and fairness.
8. Educating our children is an investment in the future.

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

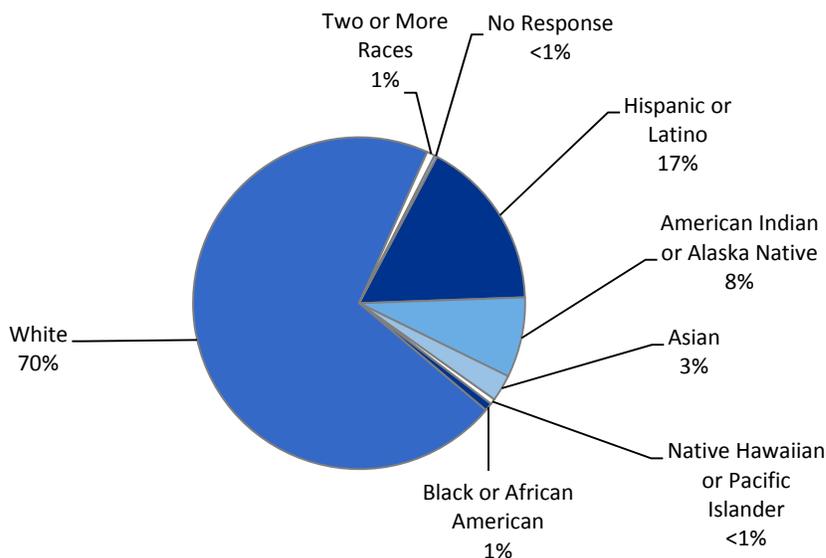


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1	5			5				3	
2	4			4				3	
3	4			4			4		
4		3			3			2.5	
5		4			4			3.5	

Enrollment and Demographics

The total enrollment at the school was 384 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	33.7%
Five of Six Standards	19.6%
Six of Six Standards	39.1%



Student Enrollment by Group

AES	
Socioeconomically Disadvantaged	32.6%
English Learners	7.6%
Students with Disabilities	8.3%

School Facilities

Alpine Elementary School was first built in 1953 with 7 classrooms. Over the past 55 years, 21 classrooms were added during various constructions. In 2003 the campus went through a modernization of most its classrooms, auditorium, library and office space. Because of the large number of classrooms, we use those that aren't currently housing classes to support a computer lab, copy room, art docent room, music, and science rooms.

The overall condition of Alpine Elementary School is good. One-day custodian cleans the school on regular basis during school hours. The night custodial staff, consisting of two rotating custodians, provides additional cleaning 3-4 times per week.

Consistent adult supervision keeps students safe on school grounds before, during, and after school. Before school, teachers, along with one additional supervisor and Safety Patrol, monitors students throughout the campus. During school hours, procedures are in place to supervise students at all times by district employees. After school teaching staff and Safety Patrol monitors supervision.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.



Parental Involvement

Parent involvement at Alpine Elementary is very high from the occasional field trip or class party to volunteering in the classroom weekly. The students at AES have a much more enriching experience because of the numbers of volunteers at school on a regular basis.

Formal parent involvement opportunities are the PTA Board and the School Site Council. The SSC monitors the school programs and the PTA organizes activities and events for the students, parents and staff. Both are very active.

For more information on how to become involved, contact Jon McEvoy, Principal, at (619) 445-2625.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/14/2011
Date of the Most Recent Completion of the Inspection Form			11/21/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	Classroom lights out in two rooms; Bulbs replaced 11/2011
Cleanliness	Lower parking lot; library shelves and window sills dirty; entrance tile in classroom; all bathroom sinks and floors dirty; Custodian

School Safety

The school safety plan is updated annually to reflect changes in staff, building or procedures. The plan lists important information that can be a resource to school, sheriff and fire officials. The plan also contains various procedures to safely deal with any situation. We practice each of the procedures during the year.

The School Safety Plan was reviewed and discussed with school faculty in September 2011.

Textbooks and Instructional Materials

Textbooks are adopted according to the State-mandated textbook adoption cycle. Instructional materials are selected from the list of State-approved textbooks that align to State standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English Learners.



Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Reading California	2003
Mathematics	Houghton Mifflin Mathematics	2002
Science	Delta Education FOSS Science	2007
History-Social Science	Pearson Scott Foresmann History-Social Science for California	2006
English Language Development	Hampton Brown Into English	2003

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

AES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

“High expectations, aligned with State standards, will be the goal for every staff member, child, and parent.”

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



◇ Not applicable.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

AES	
Currency of Textbook Information	
Data Collection Date	09/2011

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels

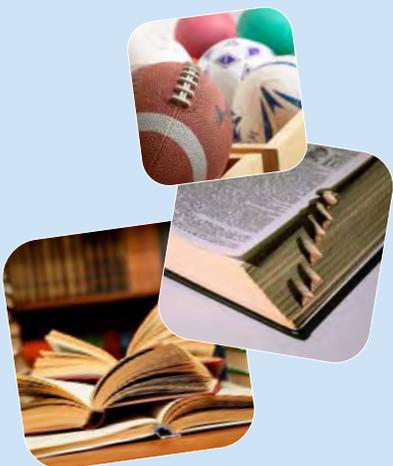
	AES			AUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	71%	65%	67%	67%	69%	69%	49%	52%	54%
Mathematics	71%	62%	73%	64%	65%	67%	46%	48%	50%
Science	56%	52%	68%	73%	75%	77%	50%	54%	57%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	69%	67%	77%
All Students at the School	67%	73%	68%
Male	62%	75%	65%
Female	71%	71%	71%
Black or African American	❖	❖	❖
American Indian or Alaska Native	50%	46%	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	52%	67%	58%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	73%	77%	77%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	51%	64%	60%
English Learners	23%	73%	❖
Students with Disabilities	25%	28%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	8	9	7
Similar Schools API Rank	6	8	5

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

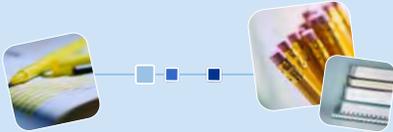
API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						AES — Actual API Change		
	AES		AUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	296	861	1,539	857	4,683,676	778	32	-35	27
Black or African American	2	■	11	620	317,856	696	■	■	■
American Indian or Alaska Native	24	741	63	722	33,774	733	■	■	■
Asian	5	■	25	894	398,869	898	■	■	■
Filipino	0	■	14	870	123,245	859	■	■	■
Hispanic or Latino	55	812	253	831	2,406,749	729	■	-27	23
Native Hawaiian or Pacific Islander	2	■	5	■	26,953	764	■	■	■
White	201	888	1,132	872	1,258,831	845	31	-19	20
Two or More Races	2	■	23	797	76,766	836	■	■	■
Socioeconomically Disadvantaged	70	817	264	790	2,731,843	726	8	-5	59
English Learners	25	805	90	777	1,521,844	707	■	■	■
Students with Disabilities	27	678	173	664	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title 1, Special Education and Indian Education. California State Lottery Funds have been allocated to support such programs as 6th grade camp, transition, curriculum and staff development, student transportation, student testing and computer support.



Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the District administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services. Days during the regular school year are not used for professional development. During the recent years of fiscal crisis, mandatory staff development days have been cut from the district budget. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer, and during breaks from school.

Alpine Elementary School places a high value on professional development and address it in a variety of ways. Specifically, the major areas of focus are student achievement and engagement, technology, and current educational trends. Teachers and staff receive training and support through county workshops, principal lead meetings, teacher/peer lead meetings, webinars and online conferencing, and outsourced presentations. All professional development is aligned to the district's and school's vision of 21st Century Learning.

For the 2008-09 and 2009-10 school year, we dedicated zero days for professional development, and in 2010-11, there were seven days dedicated for professional development.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	AES		AUSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	AES	AUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	14.3%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

◇ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	AUSD	AES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	97	24	24	19
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	AES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
AES	100%	0%
All Schools in District	99.48%	0.52%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0000
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.1200
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.1875
Psychologist	0.2000
Social Worker	0.0000
Nurse	0.1250
Speech/Language/Hearing Specialist	0.500
Resource Specialist (non-teaching)	1.0000



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
AES	
Total Expenditures Per Pupil	\$5,835
Expenditures Per Pupil From Restricted Sources	\$504
Expenditures Per Pupil From Unrestricted Sources	\$5,331
Annual Average Teacher Salary	\$67,916



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates				
AES				
	08-09	09-10	10-11	
Suspension Rates	0.002	0.023	0.018	
Expulsion Rates	0.000	0.000	0.000	
AUSD				
	08-09	09-10	10-11	
Suspension Rates	0.037	0.029	0.022	
Expulsion Rates	0.001	0.001	0.000	

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	AUSD	Similar Sized District
Beginning Teacher Salary	\$38,058	\$41,183
Mid-Range Teacher Salary	\$58,523	\$63,647
Highest Teacher Salary	\$84,339	\$80,955
Average Principal Salary (Elementary School)	\$101,882	\$102,400
Average Principal Salary (Middle School)	\$107,207	\$106,158
Superintendent Salary	\$142,383	\$151,742
Teacher Salaries — Percent of Budget	44%	41%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
AES	\$5,331	\$67,916
AUSD	\$6,061	\$64,643
California	\$5,455	\$65,524
School and District — Percent Difference	-13.7%	+4.8%
School and California — Percent Difference	-2.3%	+3.5%

AUSD Mission

"As part of a dedicated, cohesive community, Alpine Union School District educates children to become responsible, productive citizens who are lifelong learners, by providing an effective, high quality, and balanced education."

Alpine Community Day School

School Accountability Report Card



GRADES 4-8

2001 Tavern Road, Alpine CA 91901
Phone: (619) 445-3245 Fax: (619) 445-6503
Website: <http://www.alpineschools.net>

Katy Andersen, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

The Alpine Community Day School (ACDS) is designed to assist referred students in developing behaviors that are necessary in order to better-function in an independent manner at their respective schools-of origin. The school is designed to provide a highly-structured learning environment wherein students learn increased adaptive behaviors. Examples of such increased coping skills include anger management, organizational and social skill strategies. The intent of the school is to provide for as much academic continuity as is possible relative to the curriculum at a student's respective home school, while at the same time, seeking to shape necessary social behaviors.

The Alpine Community Day School is an alternative school setting for students who have difficulty maintaining success in a regular school environment, both behaviorally and academically. The school provides a highly structured setting that focuses on developing appropriate social, academic, organizational and behavioral skills. The Alpine Community Day School works with the students' home schools to maintain academic continuity so that the students are prepared to transition back to their home school's when they're ready. Admission to Alpine Community Day School is restricted.

Students attending ACDS have either been mandatorily or voluntarily placed into the school. Students that are voluntarily placed will participate in a success-based transition into the comprehensive program. Students, along with the teacher and principal will develop transition goals and will attend the regular school program in stages. Students leaving the program will participate in an portfolio exhibition in which they will demonstrate their readiness to their parents, the ACDS teacher and principal, a district administrator and a teacher from the student's home school that they are ready for the comprehensive. Students transitioning into Alpine Union schools will be monitored and re-admitted as appropriate.

Alpine CDS Mission & Vision

Mission Statement: The mission of Alpine Community Day School is to provide an alternative environment to meet the needs of students that have not been successful in existing comprehensive school systems within our district. Alpine Community Day School is a non-traditional setting that caters to the individual needs of a child whether they be behavioral, social, emotional or academic. Upon leaving our program, students will have the knowledge, skills, work habits and behavior to be successful in a comprehensive, regular school system.

Vision Statement: The vision embraces the belief that one size doesn't fit all. Not every child is going to be successful in a comprehensive, traditional school program. Each student, upon leaving Alpine Community Day School, will have the knowledge, skills, work habits and behavior to be successful in a comprehensive, traditional regular school system.

Parental Involvement

Parental involvement is key to the success of students enrolled at Alpine Community Day School. Parents are encouraged to reinforce the skills taught at school so that their children will be more readily prepared to transition back to their home schools. Homework is controlled and prescriptive to the individual needs of the student. Parents must provide an environment for students to complete their homework each evening. Frequent regular communication between the parents and the school is essential to the success of each student. Parents of students are invited and encouraged to come to school and shadow their child at any time.

For more information on how to become involved please contact Katy Andersen, Principal at (619) 445-3245 or kandersen@alpineschools.net.

*"One size doesn't fit all.
We will keep striving until we get it right for each student."*



1323 Administration Way
Alpine, CA 91901
Phone: (619) 445-3236
Fax: (619) 445-7045
<http://www.alpineschools.net>

Tom Pellegrino
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

Our Alpine School District believes that:

1. Education is the foundation of a democratic society.
2. Each person has value.
3. Everyone in the community shares responsibility for the educational success of all children.
4. We have high expectations that challenge each individual to reach his/her potential.
5. Effective communication fosters good human relations.
6. All individuals deserve to be and feel safe. Safety optimizes the learning environment.
7. We value and live by the highest ethical standards of respect, integrity, honesty, and fairness.
8. Educating our children is an investment in the future.

Textbooks and Instructional Materials

Textbooks are adopted according to the State-mandated textbook adoption cycle. Instructional materials are selected from the list of State-approved textbooks that align to State standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English Learners.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Reading California	2003
Reading/Language Arts	McDougal Littell Language Of Literature	2002
Mathematics	Houghton Mifflin Mathematics	2002
Mathematics	McDougal Littell Mathematics Concepts and Skills	2001
Science	Delta Education FOSS Science	2007
Science	Glencoe McGraw-Hill Focus on Science California Edition	2007
History-Social Science	Pearson Scott Foresman	2006
History-Social Science	Teachers' Curriculum Institute History Alive!	2008
English Language Development	Hampton Brown Into English	2003
English Language Development	Heinle Heinle Visions	2004

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

“We value and live by the highest ethical standards of respect, integrity, honesty, and fairness.”

AUSD Mission

The Mission Statement of the Alpine Union School District is the guiding principle by which we educate the children of the community.

“As part of a dedicated, cohesive community, Alpine Union School District educates children to become responsible, productive citizens who are lifelong learners, by providing an effective, high quality, and balanced education.”



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Alpine CDS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Alpine CDS	
Currency of Textbook Information	
Data Collection Date	09/2011

School Safety

Since Alpine Community Day School is located on the campus of Joan A. McQueen Middle School, it is included in the JMMS Safety Plan.

JMMS has a comprehensive School Safety plan that has been used as a model by other schools. The plan is revised quarterly and copies of it are kept at the district office, the Sheriff's office, fire department as well as various locations on campus. Within the plan there is a CD with all student pictures, emergency numbers and site information regarding utility shut-offs, security and fire zones, building statistics, camera locations, site communication systems, staff schedules, maps of the site and community, several possible evacuation options for both on and off campus evacuations, command post assignments, emergency drill procedures, student's contact information, and student health concerns. Although we are only required as a middle school to have four fire drills a year, we feel that due to our location, it is important to hold one fire drill a month. In addition to our monthly fire drill, we have two lockdown practices in which we practice our ability to not only secure the campus, but we test our emergency communication systems. We also complete two earthquake drills a year. Our students and staff take our drills very seriously and we work with law enforcement and fire authorities to review our procedures and revise as necessary.

The School Safety Plan was reviewed and discussed with school faculty in September 2011.

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/15/2011
Date of the Most Recent Completion of the Inspection Form			11/21/2011

School Facilities

Alpine Community Day School is located on the Joan MacQueen Middle School campus was opened in 2001. The campus is on 21 acres in the middle of Alpine. The campus consists of eight different buildings. The classrooms are clustered on the east side of the school with quad areas available to classes to be used for outside learning. Our campus has the finest gymnasium in all of East County. Our kitchen is the satellite for the entire district. The library is the center point of the site. Within the library, we have two computers labs that are utilized throughout the day.

The general condition of the campus is excellent. The campus was recently re-roofed and repainted. We have two fulltime custodians on campus. One works during school hours and the other cleans the site each night. The district landscape team spends time each week maintaining our greenscapes. The district maintenance department is available on an all-call basis to repair or assist in maintenance of our site.

Each morning our site custodian inspects the campus for general condition. Each year, the district business manager completes an in-depth inspection of the facility. Additionally, we are regularly inspected by the fire department and our kitchen is inspected by the health department.

Our campus has a comprehensive safety plan. Students are in supervised areas throughout their school day.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for the school.

Percentage of Students Scoring at Proficient or Advanced Levels

	Alpine CDS			AUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	❖	❖	❖	67%	69%	69%	49%	52%	54%
Mathematics	❖	❖	❖	64%	65%	67%	46%	48%	50%
Science	❖	❖	❖	73%	75%	77%	50%	54%	57%

“We have high expectations that challenge each individual to reach his/her potential.”

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff

Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	❖
Support Staff	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Not applicable.

Standardized Testing and Reporting Program

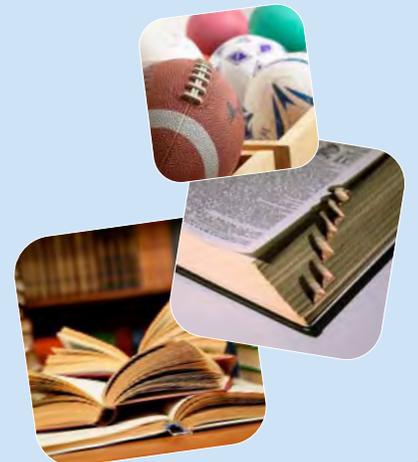
The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Enrollment and Demographics

The total enrollment at the school was three students for the 2010-11 school year. Due to low enrollment and to protect student privacy, no demographics chart is shown.

Class Size

Due to low enrollment, the three-year data for average class size is not shown.

“The intent of the school is to provide for as much academic continuity as is possible relative to the curriculum at a student’s respective home school, while at the same time, seeking to shape necessary social behaviors.”



API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

“Each student, upon leaving Alpine Community Day School, will have the knowledge, skills, work habits and behavior to be successful in a comprehensive, traditional regular school system.”

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for the school. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the district and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API			
	AUSD		California	
	Number of Students	Growth API	Number of Students	Growth API
All Students	1,539	857	4,683,676	778
Black or African American	11	620	317,856	696
American Indian or Alaska Native	63	722	33,774	733
Asian	25	894	398,869	898
Filipino	14	870	123,245	859
Hispanic or Latino	253	831	2,406,749	729
Native Hawaiian or Pacific Islander	5	■	26,953	764
White	1,132	872	1,258,831	845
Two or More Races	23	797	76,766	836
Socioeconomically Disadvantaged	264	790	2,731,843	726
English Learners	90	777	1,521,844	707
Students with Disabilities	173	664	521,815	595

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Alpine CDS		AUSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	✱		Yes	
Graduation Rate	✱		✱	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Alpine CDS	AUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	14.3%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

- ✱ The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.
- ✱ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

Types of Services Funded

This school is an alternative program and does not receive any supplemental funds or services.



Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the District administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services. Days during the regular school year are not used for professional development. During the recent years of fiscal crisis, mandatory staff development days have been cut from the district budget. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer, and during breaks from school.

Since Alpine Community Day School (ACDS) currently has a teaching staff of just one teacher, ACDS is included in all aspects of staff development with Joan MacQueen Middle School.

For the 2008-09 and 2009-10 school year, we dedicated zero days for professional development, and in 2010-11, there were seven days dedicated for professional development.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Alpine CDS. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	AUSD	Alpine CDS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	97	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Alpine CDS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Alpine CDS	◇	◇
All Schools in District	99.48%	0.52%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	100%	0%

◇ Information not available.

◇ Not applicable.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	AUSD	Similar Sized District
Beginning Teacher Salary	\$38,058	\$41,183
Mid-Range Teacher Salary	\$58,523	\$63,647
Highest Teacher Salary	\$84,339	\$80,955
Average Principal Salary (Elementary School)	\$101,882	\$102,400
Average Principal Salary (Middle School)	\$107,207	\$106,158
Superintendent Salary	\$142,383	\$151,742
Teacher Salaries — Percent of Budget	44%	41%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Alpine CDS	\$9,242	\$58,266
AUSD	\$6,061	\$64,643
California	\$5,455	\$65,524
School and District — Percent Difference	+34.4%	-10.9%
School and California — Percent Difference	+41.0%	-12.5%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

School Financial Data

The following table displays the school's average teacher salary and a break-down of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Alpine CDS	
Total Expenditures Per Pupil	\$26,937
Expenditures Per Pupil From Restricted Sources	\$17,695
Expenditures Per Pupil From Unrestricted Sources	\$9,242
Annual Average Teacher Salary	\$58,266



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Alpine CDS			
	08-09	09-10	10-11
Suspension Rates	0.000	0.000	0.000
Expulsion Rates	0.000	0.000	0.000
AUSD			
	08-09	09-10	10-11
Suspension Rates	0.037	0.029	0.022
Expulsion Rates	0.001	0.001	0.000

School Accountability Report Card

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Innovations
& Advocacy

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Boulder Oaks Elementary School

School Accountability Report Card



GRADES 1-5

2320 Tavern Rd. Alpine, CA. 91901

Phone: (619-445-8676)

Website: <http://www.alpineschools.net>

Moana Miller, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Boulder Oaks Elementary: Preparing 21st Century students for success in a changing world.

National Blue Ribbon School Nominee, 2001

California Distinguished School, 2006

"Every Student...Every Opportunity...Every Day!"

Boulder Oaks Elementary School maintains a positive climate for learning. Behavior and academic expectations are clearly defined and communicated to parents and students. Boulder Oaks uses the PeaceBuilders program to promote pride in self-discipline and encourages student achievement and the practice of good social skills. Boulder Oaks is proud of its classroom and school recognition programs that reward students for academic achievement, attendance and good citizenship.

Boulder Oaks Elementary School, located in Alpine, California, serves approximately 367 students in grades one through five. Boulder Oaks is located approximately 25 miles east of San Diego and is one of seven schools in the Alpine Union School district. Boulder Oaks Elementary School is dedicated to providing a strong instructional program to each child at the school. The Boulder Oaks Mission Statement is: Boulder Oaks Elementary School, parents, students and staff are committed to providing a safe, learning-centered community where students will become lifelong learners, effective communicators and creative thinkers with the skills and knowledge to become successful adults in the 21st century: "Every Child, Every Opportunity, Every Day!" The core academic content is aligned to California State Standards and is designed to create a strong academic foundation to ensure future success for all of our students. Enrichment experiences including the Art Docent Program are aligned to California State Standards. All of these experiences provide opportunities for the children to build self-esteem, promote social development and develop a love of learning. It is our goal for each child at Boulder Oaks to be a successful learner.

Boulder Oaks Mission & Vision

Mission Statement:

"Every Student....Every Opportunity....Every Day!"

At Boulder Oaks Elementary School, parents, students and staff are committed to providing a safe, learning-centered community where students will become lifelong learners, effective communicators and creative thinkers with the skills and knowledge to become successful adults in the 21st Century.

Vision Statement:

"Boulder Oaks Elementary: Preparing 21st Century students for success in a changing world."

Boulder Oaks Elementary will be the school of choice for all students who seek an exceptional education focusing on Collaboration, Communication, Creativity, Critical Thinking and Character; the best of the traditional and new innovative methods and tools for a solid foundation in core subjects; and, access to world wide resources.

Parental Involvement

Parent support is a key aspect of a successful educational system. We are pleased to have a high level of parental and community support. The Alpine community is an extraordinarily generous one which contributes to and participates in the school. Our very active Parent Teacher Association works hard to provide financial support and enrichment opportunities for Boulder Oaks students. On an average, Boulder Oaks has over 100 volunteers each week. Our School Site Council meets on a monthly basis and is actively involved in decisions related to school needs.

For more information on how to become involved, contact Moana Miller, Principal, at (619) 445-8676.



1323 Administration Way
Alpine, CA 91901

Phone: (619) 445-3236

Fax: (619) 445-7045

<http://www.alpineschools.net>

Tom Pellegrino
Superintendent

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

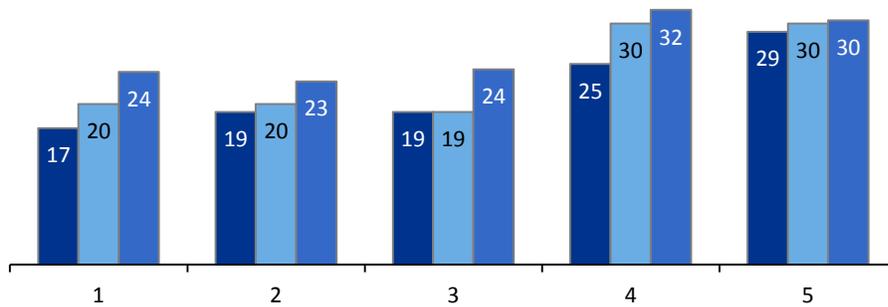
Our Alpine School District believes that:

1. Education is the foundation of a democratic society.
2. Each person has value.
3. Everyone in the community shares responsibility for the educational success of all children.
4. We have high expectations that challenge each individual to reach his/her potential.
5. Effective communication fosters good human relations.
6. All individuals deserve to be and feel safe. Safety optimizes the learning environment.
7. We value and live by the highest ethical standards of respect, integrity, honesty, and fairness.
8. Educating our children is an investment in the future.

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

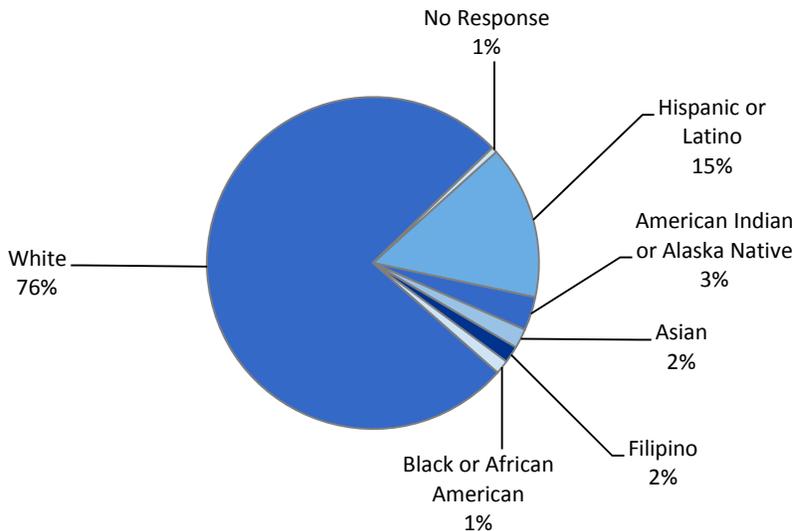


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1	6			4				2.33	
2	5			3				3.33	
3	4			3				3.34	
4		3			3			2.43	
5		3			1	2		2.57	

Enrollment and Demographics

The total enrollment at the school was 367 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	20.5%
Five of Six Standards	30.1%
Six of Six Standards	27.4%



Student Enrollment by Group

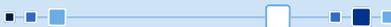
Boulder Oaks ES	
Socioeconomically Disadvantaged	22.3%
English Learners	4.4%
Students with Disabilities	7.6%

School Facilities

Boulder Oaks Elementary School has excellent facilities, which include sixteen classrooms, twelve relocatable classrooms, a beautiful library, two computer labs, an auditorium and administrative offices. A large grass field and two asphalt game areas provide ample space for recess and physical education activities. All school facilities are well-maintained and in good repair.

Boulder Oaks Elementary School opened in 1990. The school provides a safe, clean environment for learning. Our custodial staff includes one full-time employee and services from a district night custodian. A health aide cares for students who are ill or sustain injuries while at school. There are four lunch/playground supervisors that provide supervision for students at lunch and on the playground.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.



"Boulder Oaks is proud of its classroom and school recognition programs that reward students for academic achievement, attendance and good citizenship."



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/16/2011
Date of the Most Recent Completion of the Inspection Form			11/21/2011

School Safety

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. The district also utilizes the ConnectEd message system for routine announcements to families. When necessary the system is used to send out emergency messages to our students and their families.

Routine fire, disaster, lock-down, and duck and cover drills are conducted on a regular basis. Each classroom is equipped with a Red Cross disaster backpack. In the event of a disaster, staff members are assigned responsibilities in one of the following areas: command post, search and rescue, student release, traffic control, triage, and communications.

The School Safety Plan was reviewed and discussed with school faculty on October 12, 2011.

"Boulder Oaks Elementary: Building a Solid Foundation in Education."

Textbooks and Instructional Materials

Textbooks are adopted according to the State-mandated textbook adoption cycle. Instructional materials are selected from the list of State-approved textbooks that align to State standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English Learners.



Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Reading California	2003
Mathematics	Houghton Mifflin Mathematics	2002
Science	Delta Education FOSS Science	2007
History-Social Science	Pearson Scott Foresmann History-Social Science for California	2006
English Language Development	Hampton Brown Into English	2003

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Boulder Oaks ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



“Boulder Oaks Elementary School is dedicated to providing a strong instructional program to each child at the school.”

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Boulder Oaks ES	
Currency of Textbook Information	
Data Collection Date	09/2011

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Boulder Oaks ES			AUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	74%	73%	69%	67%	69%	69%	49%	52%	54%
Mathematics	78%	84%	75%	64%	65%	67%	46%	48%	50%
Science	77%	80%	69%	73%	75%	77%	50%	54%	57%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	69%	67%	77%
All Students at the School	69%	75%	69%
Male	69%	81%	70%
Female	69%	67%	69%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	50%	70%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	73%	77%	71%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	43%	60%	❖
English Learners	❖	❖	❖
Students with Disabilities	64%	73%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	9	9	9
Similar Schools API Rank	6	6	8

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Boulder Oaks ES — Actual API Change		
	Boulder Oaks ES		AUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	295	870	1,539	857	4,683,676	778	26	15	-37
Black or African American	4	■	11	620	317,856	696	■	■	■
American Indian or Alaska Native	7	■	63	722	33,774	733	■	■	■
Asian	5	■	25	894	398,869	898	■	■	■
Filipino	5	■	14	870	123,245	859	■	■	■
Hispanic or Latino	40	849	253	831	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	5	■	26,953	764	■	■	■
White	232	881	1,132	872	1,258,831	845	20	21	-39
Two or More Races	0	■	23	797	76,766	836	■	■	■
Socioeconomically Disadvantaged	41	790	264	790	2,731,843	726	■	■	■
English Learners	11	750	90	777	1,521,844	707	■	■	■
Students with Disabilities	26	815	173	664	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title 1, Special Education and Indian Education. California State Lottery Funds have been allocated to support such programs as 6th grade camp, transition, curriculum and staff development, student transportation, student testing and computer support.



Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the District administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services. Days during the regular school year are not used for professional development. During the recent years of fiscal crisis, mandatory staff development days have been cut from the district budget. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer, and during breaks from school.

For the 2008-09 and 2009-10 school year, we dedicated zero days for professional development, and in 2010-11, there were seven days dedicated for professional development.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Boulder Oaks ES		AUSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Boulder Oaks ES	AUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	14.3%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

◇ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	AUSD	Boulder Oaks ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	97	24	18	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Boulder Oaks ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Boulder Oaks ES	100%	0%
All Schools in District	99.48%	0.52%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.000
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.120
Library Media Teacher (Librarian)	0.000
Library Media Services Staff (Paraprofessional)	0.200
Psychologist	0.200
Social Worker	0.000
Nurse	0.125
Speech/Language/Hearing Specialist	0.500
Resource Specialist (non-teaching)	1.000



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Boulder Oaks ES	
Total Expenditures Per Pupil	\$5,723
Expenditures Per Pupil From Restricted Sources	\$386
Expenditures Per Pupil From Unrestricted Sources	\$5,337
Annual Average Teacher Salary	\$66,976



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Boulder Oaks ES			
	08-09	09-10	10-11
Suspension Rates	0.013	0.029	0.022
Expulsion Rates	0.000	0.000	0.000
AUSD			
	08-09	09-10	10-11
Suspension Rates	0.037	0.029	0.022
Expulsion Rates	0.001	0.001	0.000

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	AUSD	Similar Sized District
Beginning Teacher Salary	\$38,058	\$41,183
Mid-Range Teacher Salary	\$58,523	\$63,647
Highest Teacher Salary	\$84,339	\$80,955
Average Principal Salary (Elementary School)	\$101,882	\$102,400
Average Principal Salary (Middle School)	\$107,207	\$106,158
Superintendent Salary	\$142,383	\$151,742
Teacher Salaries — Percent of Budget	44%	41%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Boulder Oaks ES	\$5,337	\$66,976
AUSD	\$6,061	\$64,643
California	\$5,455	\$65,524
School and District — Percent Difference	-13.6%	+3.5%
School and California — Percent Difference	-2.2%	+2.2%

"It is our goal for each child at Boulder Oaks to be a successful learner."

Creekside Early Learning Center

School Accountability Report Card



GRADES Pre K-K

8818 Harbison Canyon Rd. Alpine, CA 91901

Phone: (619) 659-8250

Website: <http://www.alpineschools.net>

Keith Malcom, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Creekside Early Learning Center, located in Alpine, California is approximately twenty-five miles east of San Diego. Creekside is an all Kindergarten school with 175 kindergarten students. The school includes a special education pre-school that has 25 students and an Early Admission that has 40 students. Creekside is dedicated to providing a strong, balanced instructional program for all students.

School Mission

Our mission is to prepare our students for the first grade curriculum by teaching a comprehensive Standards-aligned curriculum. Once the Kindergarten students complete the program at Creekside Early Learning Center, they move to attend school at one of the three elementary schools in the Alpine Union Elementary School District.

Parental Involvement

Parent support is a key aspect of a successful educational system. We are pleased to have a high level of parental and community support. The Alpine community is an extraordinarily generous one which contributes to and participates in the school. Our very active parent Teacher Association works hard to provide financial support and enrichment opportunities for Creekside students. Our School Site Council meets on a regular basis and is actively involved in decisions related to school needs.

For more information on how to become involved, contact Keith Malcom, Principal, at 619-659-8250.

AUSD Mission

The Mission Statement of the Alpine Union School District is the guiding principle by which we educate the children of the community.

"As part of a dedicated, cohesive community, Alpine Union School District educates children to become responsible, productive citizens who are lifelong learners, by providing an effective, high quality, and balanced education."

Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the District administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services. Days during the regular school year are not used for professional development. During the recent years of fiscal crisis, mandatory staff development days have been cut from the district budget. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer, and during breaks from school.

Creekside teachers attend conferences and workshops on new technology needs as they arise. They also attend district-wide meetings for curriculum development.

For the 2008-09 and 2009-10 school year, we dedicated zero days for professional development, and in 2010-11, there were seven days dedicated for professional development.



1323 Administration Way
Alpine, CA 91901

Phone: (619) 445-3236

Fax: (619) 445-7045

<http://www.alpineschools.net>

Tom Pellegrino
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

Our Alpine School District believes that:

1. Education is the foundation of a democratic society.
2. Each person has value.
3. Everyone in the community shares responsibility for the educational success of all children.
4. We have high expectations that challenge each individual to reach his/her potential.
5. Effective communication fosters good human relations.
6. All individuals deserve to be and feel safe. Safety optimizes the learning environment.
7. We value and live by the highest ethical standards of respect, integrity, honesty, and fairness.
8. Educating our children is an investment in the future.

School Safety

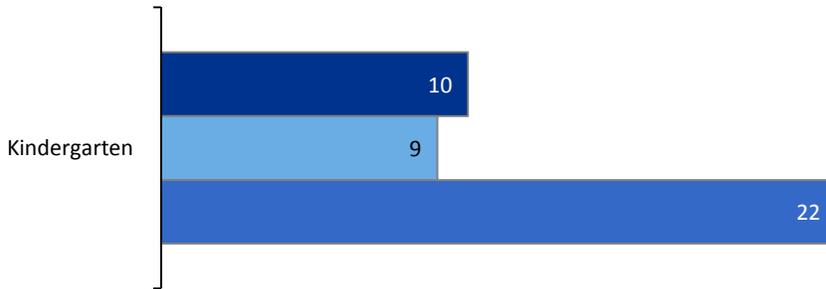
A School Safety Plan is maintained and regularly updated. Monthly drills are conducted that cover fire, earthquake, and site evacuation emergencies.

The School Safety Plan was reviewed and discussed with school faculty in September 2011.

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

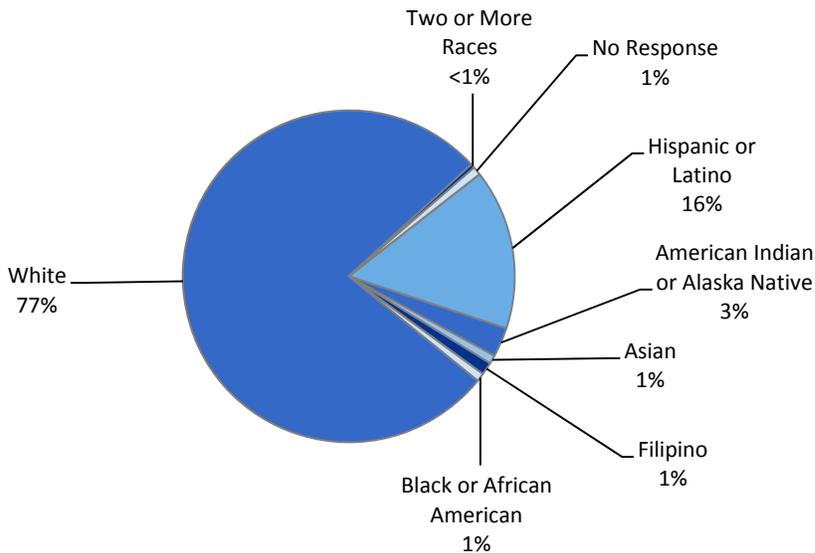


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
Kindergarten	10			9			1	10	

Enrollment and Demographics

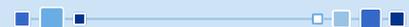
The total enrollment at the school was 243 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.



“Creekside is dedicated to providing a strong, balanced instructional program for all students.”



Student Enrollment by Group

Creekside ELC	
Socioeconomically Disadvantaged	24.7%
English Learners	2.9%
Students with Disabilities	3.7%



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/17/2011
Date of the Most Recent Completion of the Inspection Form			11/21/2011

"The Alpine community is an extraordinarily generous one which contributes to and participates in the school."

School Facilities

Creekside has ample space for classrooms and auxiliary activities including a computer lab, a key-boarding lab, a motor skills lab and an art room. In addition, we have a room dedicated to staff meetings, a teachers conference room, a workroom and a teachers' storage room. The school was built in 1989 with portables added later. The motor skills lab, the storage room and the key-boarding lab are housed in portables, all other facilities are in permanent structures. Air conditioning units were replaced this year and solar panels were added. The buildings are in adequate condition and are maintained by a full-time custodian with the help of district maintenance staff. Rooms are vacuumed once per week with two part time custodians. Safety issues that arise are addressed promptly by the district crew.

We have a student supervisor or duty 30 minutes before school starts to supervise students who arrive by bus and for all students who are served breakfast in the cafeteria. Three student supervisors are on duty to supervise lunch and recess on the playground. After school, the principal or designee supervises the students who ride the bus while they line up and are counted. Once they have boarded the bus, they are in the custody of the bus drivers. Each teacher supervises students who are picked up at the classroom by parents or after care programs.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.



Textbooks and Instructional Materials

Textbooks are adopted according to the State-mandated textbook adoption cycle. Instructional materials are selected from the list of State-approved textbooks that align to State standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English Learners.



Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Reading California	2003
Mathematics	Houghton Mifflin Mathematics	2002
Science	Delta Education FOSS Science	2007
History-Social Science	Pearson Scott Foresmann History-Social Science for California	2006
English Language	Hampton Brown Into English	2003

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Creekside ELC	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

“Our mission is to prepare our students for the first grade curriculum by teaching a comprehensive Standards-aligned curriculum.”

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Creekside ELC	
Currency of Textbook Information	
Data Collection Date	09/2011

Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title 1, Special Education and Indian Education. California State Lottery Funds have been allocated to support such programs as 6th grade camp, transition, curriculum and staff development, student transportation, student testing and computer support.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Creskide ELC		AUSD	
Met Overall AYP	No *		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	◇	◇	Yes	Yes
Percent Proficient	No *	Yes *	No	No
API	Yes *		Yes	
Graduation Rate	✖		✖	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Creskide ELC	AUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	14.3%	

◇ Not applicable.

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

* California testing begins in grade two. For schools with only kindergarten and/or grade one, the second grade scores for the schools to which these students matriculate were used. This is also referred to as "pairing and sharing."

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	AUSD	Creekside ELC		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	97	10	9	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Creekside ELC		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

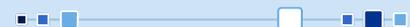
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Creekside ELC	100%	0%
All Schools in District	99.48%	0.52%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.000
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.120
Library Media Teacher (Librarian)	0.000
Library Media Services Staff (Paraprofessional)	0.125
Psychologist	0.200
Social Worker	0.000
Nurse	0.125
Speech/Language/Hearing Specialist	1.400
Resource Specialist (non-teaching)	0.100



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a break-down of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Creskide ELC	
Total Expenditures Per Pupil	\$8,346
Expenditures Per Pupil From Restricted Sources	\$1,038
Expenditures Per Pupil From Unrestricted Sources	\$7,308
Annual Average Teacher Salary	\$69,058



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Creskide ELC			
	08-09	09-10	10-11
Suspension Rates	0.027	0.000	0.012
Expulsion Rates	0.000	0.000	0.000
AUSD			
	08-09	09-10	10-11
Suspension Rates	0.037	0.029	0.022
Expulsion Rates	0.001	0.001	0.000

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	AUSD	Similar Sized District
Beginning Teacher Salary	\$38,058	\$41,183
Mid-Range Teacher Salary	\$58,523	\$63,647
Highest Teacher Salary	\$84,339	\$80,955
Average Principal Salary (Elementary School)	\$101,882	\$102,400
Average Principal Salary (Middle School)	\$107,207	\$106,158
Superintendent Salary	\$142,383	\$151,742
Teacher Salaries — Percent of Budget	44%	41%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Creskide ELC	\$7,308	\$69,058
AUSD	\$6,061	\$64,643
California	\$5,455	\$65,524
School and District — Percent Difference	+17.1%	+6.4%
School and California — Percent Difference	+25.4%	+5.1%

"Educating our children is an investment in the future."

Mountain View Learning Academy

School Accountability Report Card



GRADES K-8

8770 Harbison Canyon Rd. Alpine, CA 91901

Phone: (619) 659-2854 Fax: (619) 659-8240

Website: www.alpineschools.net/schools/mountainview

Keith Malcom, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Mountain View Learning Academy is nestled in the beautiful hills of Alpine on Harbison Canyon Road. Our program is like a charter school. We offer on-site classes up to three days a week. These classes focus on: writing, math, algebra, social studies, hands-on science, the visual arts, performing arts, and physical education.

When students are not on-site they are working at home on their individually designed lesson plans. Our highly experienced staff works with parents to design lesson plans that meet the student's academic needs as well as the State standards. All of our teachers are state certified and our program is fully accredited.

In addition to the on-site classes and individually designed lesson plans we offer fabulous field trips. These field trips are educational and fun for the whole family. In the past we have visited: Sea World, Birch Aquarium, Eagle Mine, Old Town, San Juan Capistrano Mission, Julian Wolf Encounter, Riley Farms, Chula Vista Nature Center, Natural History Museum, the Space Theatre and much more.

Mountain View Learning Academy is a long-term, K-8 Independent Study program ("Mountain View Home-School"). Independent study is considered an alternative means of delivering instruction to students, typically via the parent, within the home setting. On-site classes and regularly-scheduled field trips are part of the fabric of Mountain View Home-School. The scope and sequence of the curriculum at Mountain View is intended to keep pace with what is occurring within the other schools within the Alpine Union School District. This educational option provides students and families with the opportunity for increased parental involvement and hands-on learning.

School Mission

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Parental Involvement

Mountain View Learning Academy is, by definition, a partnership between a supervising teacher and parents that involves collaboration on an ongoing basis. Bi-weekly meetings are held to generate assignments and evaluate previously assigned work. Parental involvement is encouraged as far as participating in regularly-scheduled field trips and volunteering for teaching or assisting in enrichment classes.

For more information on how to become involved, contact Keith Malcom, Principal, at 619-659-8250 orkmalcom@alpineschools.net.

"We value and live by the highest ethical standards of respect, integrity, honesty, and fairness."



1323 Administration Way
Alpine, CA 91901

Phone: (619) 445-3236

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<http://www.alpineschools.net>

Tom Pellegrino
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

Our Alpine School District believes that:

1. Education is the foundation of a democratic society.
2. Each person has value.
3. Everyone in the community shares responsibility for the educational success of all children.
4. We have high expectations that challenge each individual to reach his/her potential.
5. Effective communication fosters good human relations.
6. All individuals deserve to be and feel safe. Safety optimizes the learning environment.
7. We value and live by the highest ethical standards of respect, integrity, honesty, and fairness.
8. Educating our children is an investment in the future.

Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the District administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services. Days during the regular school year are not used for professional development. During the recent years of fiscal crisis, mandatory staff development days have been cut from the district budget. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer, and during breaks from school.

Mountain View teachers attend conferences and workshops on new technology needs as they arise. They also attend districtwide meetings for curriculum development.

For the 2008-09 and 2009-10 school year, we dedicated zero days for professional development, and in 2010-11, there were seven days dedicated for professional development.

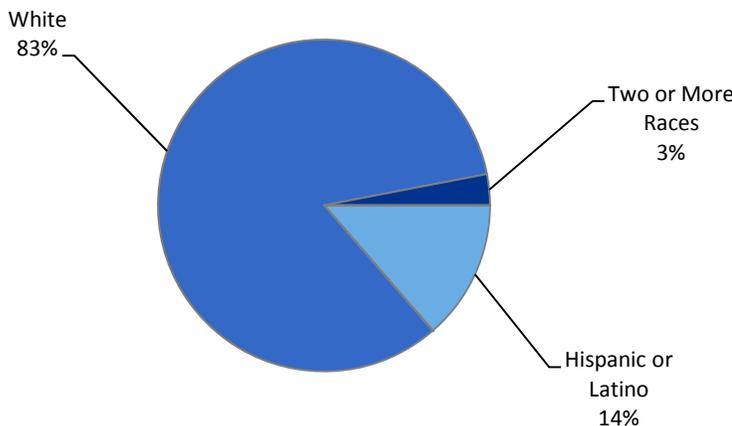
Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Mountain View LA			AUSD		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspension Rate	0.000	0.000	0.000	0.037	0.029	0.022
Expulsion Rate	0.000	0.000	0.000	0.001	0.001	0.000

Enrollment and Demographics

The total enrollment at the school was 66 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

Class Size

Due to the home-school nature of the programs offered, the three-year data for average class size is not shown.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Mountain View Learning Academy. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Student Enrollment by Group

Mountain View	
Socioeconomically Disadvantaged	10.6%
English Learners	0.0%
Students with Disabilities	1.5%

School Safety

Mountain View Learning Academy is housed on the site of Shadow Hills Elementary School and is included in the safety plan and drills for that school. Shadow Hills Elementary School maintains a school safety plan that outlines procedures for various emergencies. Each month the staff conducts a fire drill, or duck and cover drill, or lock-down drill. Each fall the district transportation department conducts a school evacuation drill.

The School Safety Plan was reviewed and discussed with school faculty in September 2011.



“Everyone in the community shares responsibility for the educational success of all children.”



School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/18/2011
Date of the Most Recent Completion of the Inspection Form			11/21/2011

School Facilities

Mountain View is located on the campus of Shadow Hills Elementary School and has access to the library, auditorium, and computer lab. The classrooms and office are all in portables. The Shadow Hills campus was built in 1960 with the portables added later. The buildings are in adequate condition, but there have been ongoing issues with roof leakage. These issues are addressed by the district maintenance crew. Facilities are maintained by the Shadow Hills custodial staff. Rooms are vacuumed once per week with two part-time custodians. Safety issues that arise are addressed promptly by the district crew.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

“Our highly experienced staff works with parents to design lesson plans that meet the student's academic needs as well as the State standards.”

Textbooks and Instructional Materials

Textbooks are adopted according to the State-mandated textbook adoption cycle. Instructional materials are selected from the list of State-approved textbooks that align to State standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English Learners.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Reading California	2003
Reading/Language Arts	McDougal Littell Language Of Literature	2002
Mathematics	Houghton Mifflin Mathematics	2002
Mathematics	McDougal Littell Mathematics Concepts and Skills	2001
Science	Delta Education FOSS Science	2007
Science	Glencoe McGraw-Hill Focus on Science California Edition	2007
History-Social Science	Pearson Scott Foresman History-Social Science for California	2006
History-Social Science	Teachers' Curriculum Institute History Alive!	2008
English Language Development	Hampton Brown Into English	2003
English Language Development	Heinle Heinle Visions	2004

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

“We have high expectations that challenge each individual to reach his/her potential.”

AUSD Mission

The Mission Statement of the Alpine Union School District is the guiding principle by which we educate the children of the community.

“As part of a dedicated, cohesive community, Alpine Union School District educates children to become responsible, productive citizens who are lifelong learners, by providing an effective, high quality, and balanced education.”



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Mountain View LA	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Mountain View LA	
Currency of Textbook Information	
Data Collection Date	09/2011

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Mountain View LA			AUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	65%	77%	73%	67%	69%	69%	49%	52%	54%
Mathematics	72%	84%	68%	64%	65%	67%	46%	48%	50%
Science	75%	77%	80%	73%	75%	77%	50%	54%	57%
History-Social Science	27%	0%	0%	50%	61%	65%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	69%	67%	77%	65%
All Students at the School	73%	68%	80%	❖
Male	67%	61%	❖	❖
Female	76%	72%	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	77%	71%	80%	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group’s performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2008	2009	2010
Statewide API Rank	7 *	6 *	9 *
Similar Schools API Rank	*	*	*

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school’s “statewide API rank” compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A “similar schools API rank” reflects how a school compares to 100 statistically matched similar schools. This table shows the school’s three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group – 2011 Growth API and Three Year Comparison									
Group	2011 Growth API						Mountain View — Actual API Change		
	Mountain View LA		AUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	41	858	1,539	857	4,683,676	778	-11	92	-45
Black or African American	0	■	11	620	317,856	696	■	■	■
American Indian or Alaska Native	0	■	63	722	33,774	733	■	■	■
Asian	0	■	25	894	398,869	898	■	■	■
Filipino	0	■	14	870	123,245	859	■	■	■
Hispanic or Latino	2	■	253	831	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	0	■	5	■	26,953	764	■	■	■
White	37	883	1,132	872	1,258,831	845	■	■	■
Two or More Races	2	■	23	797	76,766	836	■	■	■
Socioeconomically Disadvantaged	3	■	264	790	2,731,843	726	■	■	■
English Learners	0	■	90	777	1,521,844	707	■	■	■
Students with Disabilities	0	■	173	664	521,815	595	■	■	■

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

■ Data are reported only for numerically significant groups.

Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title 1, Special Education and Indian Education. California State Lottery Funds have been allocated to support such programs as 6th grade camp, transition, curriculum and staff development, student transportation, student testing and computer support.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Mountain View LA		AUSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	No	No	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	**		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Mountain View LA	AUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	14.3%	

** The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

◇ Not applicable.

“The scope and sequence of the curriculum at Mountain View is intended to keep pace with that which is occurring within the other schools within the Alpine Union School District.”

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	AUSD	Mountain View LA		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	97	3	3	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Mountain View LA		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Mountain View LA	100%	0%
All Schools in District	99.48%	0.52%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.000
Ratio of Students Per Academic Counselor	✧
Support Staff FTE	
Social/Behavioral or Career Development Counselors	0.000
Library Media Teacher (Librarian)	0.000
Library Media Services Staff (Paraprofessional)	0.000
Psychologist	0.000
Social Worker	0.000
Nurse	0.125
Speech/Language/Hearing Specialist	0.000
Resource Specialist (non-teaching)	0.000



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

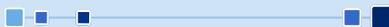
School Financial Data

The following table displays the school's average teacher salary and a break-down of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Mountain View LA	
Total Expenditures Per Pupil	\$3,195
Expenditures Per Pupil From Restricted Sources	\$0
Expenditures Per Pupil From Unrestricted Sources	\$3,195
Annual Average Teacher Salary	\$75,139



"This educational option provides students and families with the opportunity for increased parental involvement and hands-on learning."



Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	AUSD	Similar Sized District
Beginning Teacher Salary	\$38,058	\$41,183
Mid-Range Teacher Salary	\$58,523	\$63,647
Highest Teacher Salary	\$84,339	\$80,955
Average Principal Salary (Elementary School)	\$101,882	\$102,400
Average Principal Salary (Middle School)	\$107,207	\$106,158
Superintendent Salary	\$142,383	\$151,742
Teacher Salaries — Percent of Budget	44%	41%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mountain View LA	\$3,195	\$75,139
AUSD	\$6,061	\$64,643
California	\$5,455	\$65,524
School and District — Percent Difference	-89.7%	+14.0%
School and California — Percent Difference	-70.7%	+12.8%

"Educating our children is an investment in the future."

Shadow Hills Elementary School

School Accountability Report Card



GRADES 1-5

8770 Harbison Canyon Rd. Alpine, CA 91901

Phone: (619) 445-2977 Fax: (619) 445-2157

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Keith Malcom, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Shadow Hills Elementary school is located approximately 25 miles east of San Diego and has an enrollment of 258, grades one through five, and kindergarten special day class students. The school serves both general education students and a full range of special education students. There is a very active PTA and numerous parents volunteer in the classroom

The strategic plan for the Alpine Union School District promotes the goal of guiding children to become responsible, productive citizens who are lifelong learners. We are currently developing a new vision for next year that will focus on collaboration, communication, and technology.

AUSD Mission

The Mission Statement of the Alpine Union School District is the guiding principle by which we educate the children of the community.

"As part of a dedicated, cohesive community, Alpine Union School District educates children to become responsible, productive citizens who are lifelong learners, by providing an effective, high quality, and balanced education."

Parental Involvement

Shadow Hills has a history of a very active PTA and we encourage all parents to be involved in the numerous programs and activities the PTA sponsors. Additionally, many parents volunteer in the primary classrooms and provide vital support for the teachers. The school conducts regular spirit assemblies for positive reinforcement and parents are encouraged to attend these events. The Kiwanis Club of Alpine provides bicycles for the Spirit Assembly raffle, while the Lions Club of Alpine and the Alpine Fire Department both sponsor poster contests. Each Spring, a number of parents are involved in the Art Docent program which provides art instruction for all students. Finally, parent members of the School Site Council participate in creating the Single Plan for Student Achievement.

For more information on how to become involved, contact Keith Malcom, Principal, at 619-445-2977.

Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the District administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services. Days during the regular school year are not used for professional development. During the recent years of fiscal crisis, mandatory staff development days have been cut from the district budget. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically-funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer, and during breaks from school.

Shadow Hills teachers attend conferences and workshops on new technology needs as they arise. They also attend districtwide meetings for curriculum development.

For the 2008-09 and 2009-10 school year, we dedicated zero days for professional development, and in 2010-11, there were seven days dedicated for professional development.



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Alpine, CA 91901

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<http://www.alpineschools.net>

Tom Pellegrino
Superintendent



In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

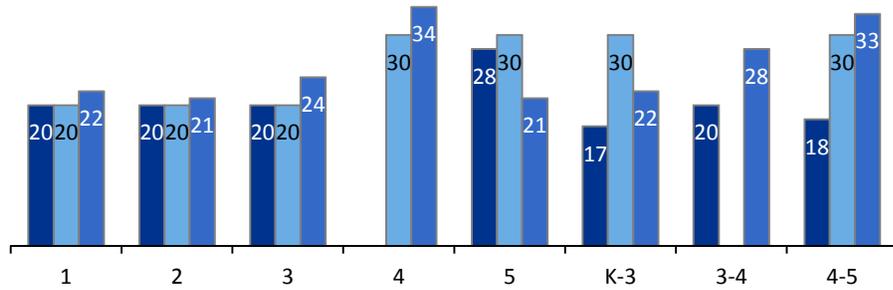
Our Alpine School District believes that:

1. Education is the foundation of a democratic society.
2. Each person has value.
3. Everyone in the community shares responsibility for the educational success of all children.
4. We have high expectations that challenge each individual to reach his/her potential.
5. Effective communication fosters good human relations.
6. All individuals deserve to be and feel safe. Safety optimizes the learning environment.
7. We value and live by the highest ethical standards of respect, integrity, honesty, and fairness.
8. Educating our children is an investment in the future.

Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

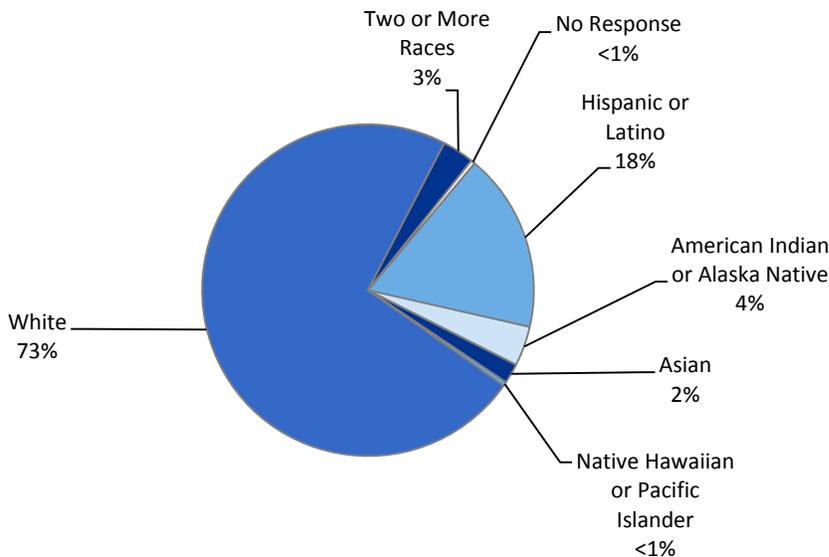


Class Size Distribution — Number of Classrooms By Size

Grade	08-09			09-10			10-11		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1	2			2				1.5	
2	1			2			1	1.5	
3	2				1			2	
4					1			.38	1
5		1						.62	1
K-3	2				1		1	5	
3-4	1							2.38	1
4-5	1	1			1			1	2
Other	2	1							

Enrollment and Demographics

The total enrollment at the school was 258 students for the 2010-11 school year.*



* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	22.0%
Five of Six Standards	25.4%
Six of Six Standards	27.1%



Student Enrollment by Group

Shadow Hills ES	
Socioeconomically Disadvantaged	33.7%
English Learners	4.3%
Students with Disabilities	18.6%

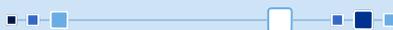
School Safety

Shadow Hills Elementary School maintains a school safety plan that outlines procedures for various emergencies. Each month the staff conducts a fire drill, or duck and cover drill, or lock-down drill. Each fall the district transportation department conducts a school evacuation drill.

The School Safety Plan was reviewed and discussed with school faculty in September 2011.



“The strategic plan for the Alpine Union School District promotes the goal of guiding children to become responsible, productive citizens who are lifelong learners.”



School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/18/2011
Date of the Most Recent Completion of the Inspection Form			11/21/2011

School Facilities

Shadow Hills has ample space for classrooms and auxiliary activities including a computer lab, a keyboarding lab, an art room, a science lab, a social studies lab, and a speech therapy room. In addition we have a room dedicated to staff meetings, a workroom and a teachers' storage room. The school was built in 1960 with portables added later. The storage rooms, art room and social studies lab are housed in portables, all other facilities are in permanent structures. In addition, the library and auditorium were recently refurbished with new acoustical ceilings and improved lighting. Some air conditioning units were replaced this year and solar panels were added. The buildings are in adequate condition but in need of external esthetic repairs. There have been some roof leakage issues but these have been repaired. The campus is maintained by a full-time custodian with the help of district maintenance staff. Rooms are vacuumed once per week by a part-time custodians. Safety issues that arise are addressed promptly by the district crew.

One teacher has duty to supervise the crosswalk in the parking lot before school. A student supervisor is on duty 30 minutes before school and supervises students while they wait in the lunch area for the first bell to ring. At that time students leave the lunch area and proceed to their classrooms. Three students supervisors are on duty for all recess and lunch periods. At dismissal the principal and three teachers are on duty to supervise the students while boarding the buses or being picked up.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Textbooks and Instructional Materials

Textbooks are adopted according to the State-mandated textbook adoption cycle. Instructional materials are selected from the list of State-approved textbooks that align to State standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English Learners.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Reading California	2003
Mathematics	Houghton Mifflin Mathematics	2002
Science	Delta Education FOSS Science	2007
History-Social Science	Pearson Scott Foresmann History-Social Science for California	2006
English Language	Hampton Brown Into English	2003

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Shadow Hills ES

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



“The Mission Statement of the Alpine Union School District is the guiding principle by which we educate the children of the community.”



Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Shadow Hills ES

Currency of Textbook Information

Data Collection Date	09/2011
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Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring at Proficient or Advanced Levels

	Shadow Hills ES			AUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	70%	63%	56%	67%	69%	69%	49%	52%	54%
Mathematics	73%	72%	69%	64%	65%	67%	46%	48%	50%
Science	96%	92%	96%	73%	75%	77%	50%	54%	57%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	69%	67%	77%
All Students at the School	56%	69%	96%
Male	53%	66%	90%
Female	61%	72%	100%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	41%	49%	82%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	62%	76%	100%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	46%	52%	92%
English Learners	❖	❖	❖
Students with Disabilities	28%	36%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	8	9	8
Similar Schools API Rank	5	7	5

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Shadow Hills ES — Actual API Change		
	Shadow Hills ES		AUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	213	826	1,539	857	4,683,676	778	27	-13	-31
Black or African American	1	■	11	620	317,856	696	■	■	■
American Indian or Alaska Native	9	■	63	722	33,774	733	■	■	■
Asian	5	■	25	894	398,869	898	■	■	■
Filipino	0	■	14	870	123,245	859	■	■	■
Hispanic or Latino	37	768	253	831	2,406,749	729	■	■	■
Native Hawaiian or Pacific Islander	1	■	5	■	26,953	764	■	■	■
White	153	851	1,132	872	1,258,831	845	26	-12	-23
Two or More Races	6	■	23	797	76,766	836	■	■	■
Socioeconomically Disadvantaged	54	778	264	790	2,731,843	726	■	■	-22
English Learners	8	■	90	777	1,521,844	707	■	■	■
Students with Disabilities	38	653	173	664	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title 1, Special Education and Indian Education. California State Lottery Funds have been allocated to support such programs as 6th grade camp, transition, curriculum and staff development, student transportation, student testing and computer support.



“Everyone in the community shares responsibility for the educational success of all children.”



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Shadow Hills ES		AUSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Shadow Hills ES	AUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	14.3%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
 ◇ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	AUSD	Shadow Hills ES		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	97	16	15	15
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Shadow Hills ES		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Shadow Hills ES	100%	0%
All Schools in District	99.48%	0.52%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.000
Ratio of Students Per Academic Counselor	✧
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.120
Library Media Teacher (Librarian)	0.000
Library Media Services Staff (Paraprofessional)	0.175
Psychologist	0.200
Social Worker	0.000
Nurse	0.125
Speech/Language/Hearing Specialist	1.000
Resource Specialist (non-teaching)	0.900



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Shadow Hills ES	
Total Expenditures Per Pupil	\$6,599
Expenditures Per Pupil From Restricted Sources	\$2,030
Expenditures Per Pupil From Unrestricted Sources	\$4,569
Annual Average Teacher Salary	\$62,310



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Shadow Hills ES			
	08-09	09-10	10-11
Suspension Rates	0.012	0.016	0.023
Expulsion Rates	0.000	0.000	0.000
AUSD			
	08-09	09-10	10-11
Suspension Rates	0.037	0.029	0.022
Expulsion Rates	0.001	0.001	0.000

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	AUSD	Similar Sized District
Beginning Teacher Salary	\$38,058	\$41,183
Mid-Range Teacher Salary	\$58,523	\$63,647
Highest Teacher Salary	\$84,339	\$80,955
Average Principal Salary (Elementary School)	\$101,882	\$102,400
Average Principal Salary (Middle School)	\$107,207	\$106,158
Superintendent Salary	\$142,383	\$151,742
Teacher Salaries — Percent of Budget	44%	41%
Administrative Salaries — Percent of Budget	6%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Shadow Hills ES	\$4,569	\$62,310
AUSD	\$6,061	\$64,643
California	\$5,455	\$65,524
School and District — Percent Difference	-32.7%	-3.7%
School and California — Percent Difference	-19.4%	-5.2%

"Educating our children is an investment in the future."

Joan MacQueen Middle School

School Accountability Report Card



GRADES 6-8

2001 Tavern Rd. Alpine, CA 91901
Phone: (619) 445-3245 Fax: (619) 445-6503
Website: <http://www.alpineschools.net>

Katy Andersen, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Joan MacQueen Middle School is named after a beloved former principal in our school district. It is located approximately one mile south of the center of Alpine and is the only comprehensive middle school in Alpine. Completed in 2001, it consists of 22 acres and is expected to meet the middle school needs of the district for several years to come. The school is designed for the future accommodation of 1,400 students. Adjacent to the east side of the campus is land owned by the Back Country Land Trust. This is mitigated land and will remain a natural habitat. JMMS is privileged to have access to this outdoor classroom. The Alpine District covers roughly 100 square miles with a large percentage of our students in grades six, seven and eight bussed to and from school daily.

At MacQueen, our school motto is "From Possibility to Actuality". We firmly believe that all students can succeed and that our job is to motivate and guide that success.

At JMMS we have a strict promotion policy. We do not believe in social promotion and will only promote a student if we feel they are ready for the next grade level. Since JMMS does receive Title I funding we have several programs in place that are designed to identify and intervene with students at risk of not being promoted.

School Mission & Vision

Mission Statement: Joan MacQueen Middle School empowers students to grow academically and socially in a safe, supportive, positive and engaging environment. Individuals actively develop the skills and potential for lifetime learning which enable them to be responsible members of a global society.

Vision Statement: Joan MacQueen Middle School will provide rigorous, well-balanced, challenging and comprehensive programs that meet the needs of each student in a culturally diverse and ever-changing society. Students will leave JMMS with the knowledge and skills necessary to be successful participants in the high school system and in their futures beyond the classroom.

Parental Involvement

It is a common misconception that middle school students do not want their parents involved in school. At MacQueen we depend on parental involvement. We offer several levels of parent involvement. At a minimum, parents are required to communicate weekly through the "Binder Reminder". Over 85% of our parents attend the annual Back to School Night as well as Parent/Teacher/Student conferences in November. Each Fall we offer parents an opportunity to shadow their student for a day and feel what life as a middle schooler is like and experience the interactions with teachers. We have many parents that volunteer in either the classroom, library, fieldtrips or office in either a weekly or on an every once-in-awhile basis. Parents are encouraged to participate as members of our active Parent Teacher Student Association, serve on the PTSA Board or sit on the School Site Council. Parents have online access to student attendance, grades, discipline records and health office visits. Newsletters are mailed home several times each year. We also have a mass calling and emailing system in place so that all parents are kept abreast of school events. Our website is kept current and we also have a Facebook account. We provide a once a week parent packet of school and community news. Throughout the year, we offer several evening informational assemblies for timely parent education. At the highest level of involvement, many of our employees are parents of students.

For more information on how to become involved, contact Katy Andersen, Principal, at (619) 445 3245.

"From Possibility to Actuality"



1323 Administration Way
Alpine, CA 91901
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Tom Pellegrino
Superintendent



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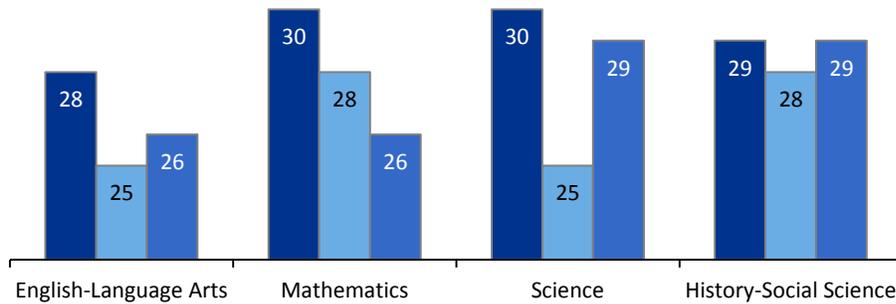
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Class Size

08-09 09-10 10-11

The bar graph displays the three-year data for average class size.

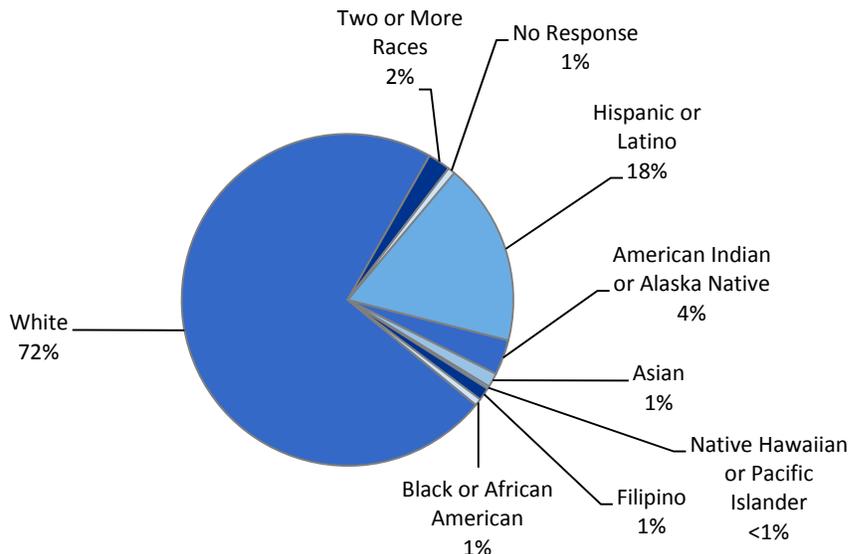


Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	1	18	2	6	21	2	4	21	3
Mathematics		15	5	4	23	2	5	21	2
Science		19	4	1	22	3	2	18	5
History-Social Science		17	2	1	24	4	1	19	5

Enrollment and Demographics

The total enrollment at the school was 729 students for the 2010-11 school year.*



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	10.5%
Five of Six Standards	27.9%
Six of Six Standards	50.2%



Student Enrollment by Group

JMMS	
Socioeconomically Disadvantaged	25.8%
English Learners	6.6%
Students with Disabilities	10.6%

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

School Safety

At MacQueen we have a comprehensive School Safety plan that has been used as a model by other schools. Our plan is revised quarterly and copies of it are kept at the district office, the Sheriff's office, fire department as well as various locations on campus. Within the plan we have a CD with all student pictures, emergency numbers and site information regarding utility shut offs, security and fire zones, building statistics, camera locations, site communication systems, staff schedules, maps of the site and community, several possible evacuation options for both on and off campus evacuations, command post assignments, emergency drill procedures, student's contact information, and student health concerns. Although we are only required as a middle school to have four fire drills a year, we feel that due to our location, it is important to hold one fire drill a month. In addition to our monthly fire drill, we have two lockdown practices in which we practice our ability to not only secure the campus, but we test our emergency communication systems. We also complete two earthquake drills a year. Our students and staff take our drills very seriously and we work with law enforcement and fire authorities to review our procedures and revise as necessary.

The School Safety Plan was reviewed and discussed with school faculty in September 2011.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			11/15/2011
Date of the Most Recent Completion of the Inspection Form			11/21/2011

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Restrooms/Fountains	Drinking fountain in room 302 and 504 not working; 302 repaired in 12/2011, 504 in process of being ordered.

School Facilities

The Joan MacQueen Middle School campus was opened in 2001. The campus is on 21 acres in the middle of Alpine. The campus consists of eight different buildings. The classrooms are clustered on the east side of the school with quad areas available to classes to be used for outside learning. Our campus has the finest gymnasium in all of East County. Our kitchen is the satellite for the entire district. The library is the center point of the site. Within the library, we have two computers labs that are utilized throughout the day.

The general condition of the campus is excellent. The campus was recently re-roofed and repainted. We have two fulltime custodians on campus. One works during school hours and the other cleans the site each night.

Continued on page 4

Textbooks and Instructional Materials

Textbooks are adopted according to the State-mandated textbook adoption cycle. Instructional materials are selected from the list of State-approved textbooks that align to State standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English Learners.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton Mifflin Reading California	2003
Mathematics	Houghton Mifflin Mathematics	2002
Science	Delta Education FOSS Science	2007
History-Social Science	Pearson Scott Foresmann History-Social Science for California	2006
English Language Development	Hampton Brown Into English	2003

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

JMMS	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data	
Data Collection Date	12/2011

“Joan MacQueen Middle School will provide rigorous, well-balanced, challenging and comprehensive programs that meet the needs of each student in a culturally diverse and ever-changing society.”

School Facilities

Continued from page 3

The district landscape team spends time each week maintaining our green-scapes. The district maintenance department is available on an all call basis to repair or assist in maintenance of our site.

Each morning our site custodian inspects the campus for general condition. Each year the district business manager completes an in-depth inspection of the facility. Additionally, we are regularly inspected by the fire department and our kitchen is inspected by the health department.

Our campus has a comprehensive safety plan. Students are in supervised areas throughout their school day.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.



Quality of Textbooks

The following table outlines the criteria required for choosing the textbooks and instructional materials.

JMMS	
Quality of Textbooks	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels

	JMMS			AUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	63%	72%	74%	67%	69%	69%	49%	52%	54%
Mathematics	52%	56%	61%	64%	65%	67%	46%	48%	50%
Science	73%	81%	79%	73%	75%	77%	50%	54%	57%
History-Social Science	52%	62%	66%	50%	61%	65%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels

Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	69%	67%	77%	65%
All Students at the School	74%	61%	79%	66%
Male	68%	59%	77%	62%
Female	80%	63%	81%	69%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	55%	32%	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	65%	58%	81%	64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	78%	64%	80%	68%
Two or More Races	67%	61%	❖	❖
Socioeconomically Disadvantaged	59%	41%	79%	56%
English Learners	33%	42%	❖	❖
Students with Disabilities	35%	21%	❖	13%
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	8	8	9
Similar Schools API Rank	7	6	8

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						JMMS — Actual API Change		
	JMMS		AUSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	678	860	1,539	857	4,683,676	778	14	21	6
Black or African American	4	■	11	620	317,856	696	■	■	■
American Indian or Alaska Native	22	694	63	722	33,774	733	■	■	■
Asian	9	■	25	894	398,869	898	■	■	■
Filipino	9	■	14	870	123,245	859	■	■	■
Hispanic or Latino	119	854	253	831	2,406,749	729	51	8	48
Native Hawaiian or Pacific Islander	2	■	5	■	26,953	764	■	■	■
White	495	871	1,132	872	1,258,831	845	6	19	1
Two or More Races	13	837	23	797	76,766	836	■	■	■
Socioeconomically Disadvantaged	89	789	264	790	2,731,843	726	■	58	■
English Learners	46	790	90	777	1,521,844	707	■	■	■
Students with Disabilities	77	618	173	664	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title 1, Special Education and Indian Education. California State Lottery Funds have been allocated to support such programs as 6th grade camp, transition, curriculum and staff development, student transportation, student testing and computer support.

Professional Development

The Alpine Union School District offers a comprehensive staff development program that is cooperatively planned by teachers and administrators. The district staff development program is coordinated by the District administrative team. Staff development activities include training in educational technology, various teaching strategies, and subject-related in-services. Days during the regular school year are not used for professional development. During the recent years of fiscal crisis, mandatory staff development days have been cut from the district budget. In order to maintain continuing staff development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer, and during breaks from school.

During the 2010-2011 school year, all staff participated in a re-visioning of our school site. Certificated and classified staff worked collaboratively to research and develop current trends in education with a focus on utilizing technology. The needs of the 21st century learner with an emphasis on critical thinking, communication, collaboration, creativity and character were the focal points of our research.

In 2010-2011, the district began utilizing the county's student information system: Genesis. All appropriate staff were trained in the implementation of the attendance, grading, scheduling and record keeping aspects of this system.

For the 2008-09 and 2009-10 school year, we dedicated zero days for professional development, and in 2010-11, there were seven days dedicated for professional development.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	JMMS		AUSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✘		✘	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	JMMS	AUSD
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	✧
Year in Program Improvement	Year 1	✧
Number of Schools Identified for Program Improvement	1	
Percent of Schools Identified for Program Improvement	14.3%	

✘ Not applicable. The graduation rate for AYP criteria applies to high schools.

✧ Not applicable.

“Joan MacQueen Middle School empowers students to grow academically and socially in a safe, supportive, positive and engaging environment.”

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	AUSD	JMMS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	97	35	35	32
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	JMMS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
JMMS	99.25%	0.75%
All Schools in District	99.48%	0.52%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	100%	0%

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.000
Ratio of Students Per Academic Counselor	◇
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	1.000
Library Media Teacher (Librarian)	0.000
Library Media Services Staff (Paraprofessional)	0.375
Psychologist	0.200
Social Worker	0.000
Nurse	0.125
Speech/Language/Hearing Specialist	0.400
Resource Specialist (non-teaching)	3.000

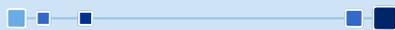


NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
JMMS	
Total Expenditures Per Pupil	\$5,757
Expenditures Per Pupil From Restricted Sources	\$1,022
Expenditures Per Pupil From Unrestricted Sources	\$4,735
Annual Average Teacher Salary	\$60,966



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
JMMS			
	08-09	09-10	10-11
Suspension Rates	0.077	0.046	0.030
Expulsion Rates	0.004	0.003	0.001
AUSD			
	08-09	09-10	10-11
Suspension Rates	0.037	0.029	0.022
Expulsion Rates	0.001	0.001	0.000

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	AUSD	Similar Sized District
Beginning Teacher Salary	\$38,058	\$41,183
Mid-Range Teacher Salary	\$58,523	\$63,647
Highest Teacher Salary	\$84,339	\$80,955
Average Principal Salary (Elementary School)	\$101,882	\$102,400
Average Principal Salary (Middle School)	\$107,207	\$106,158
Superintendent Salary	\$142,383	\$151,742
Teacher Salaries — Percent of Budget	44%	41%
Administrative Salaries — Percent of Budget	6%	6%

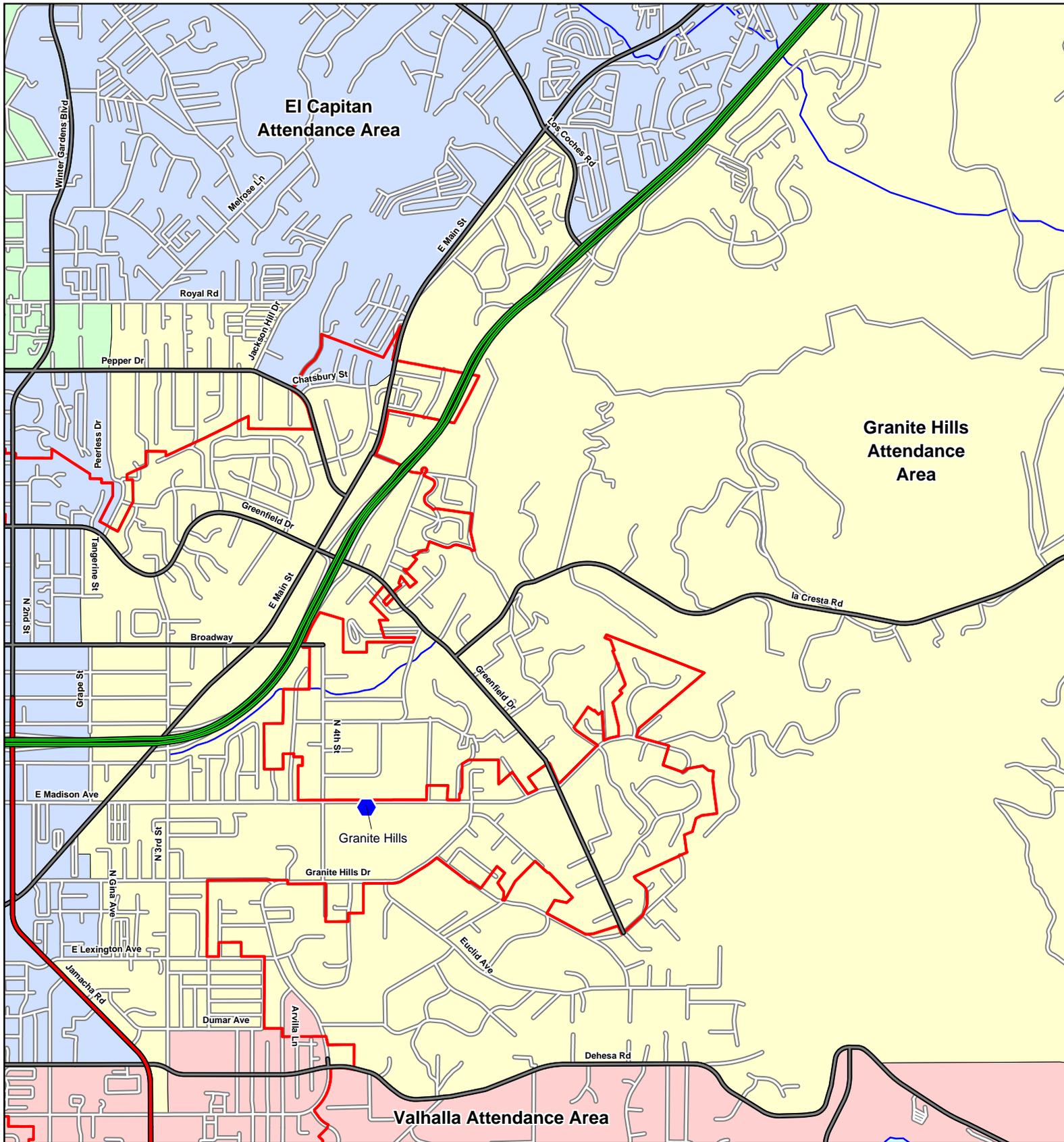
Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
JMMS	\$4,735	\$60,966
AUSD	\$6,061	\$64,643
California	\$5,455	\$65,524
School and District — Percent Difference	-28.0%	-6.0%
School and California — Percent Difference	-15.2%	-7.5%

"Students will leave JMMS with the knowledge and skills necessary to be successful participants in the high school system and in their futures beyond the classroom."

Granite Hills High School Attendance Area - Detail



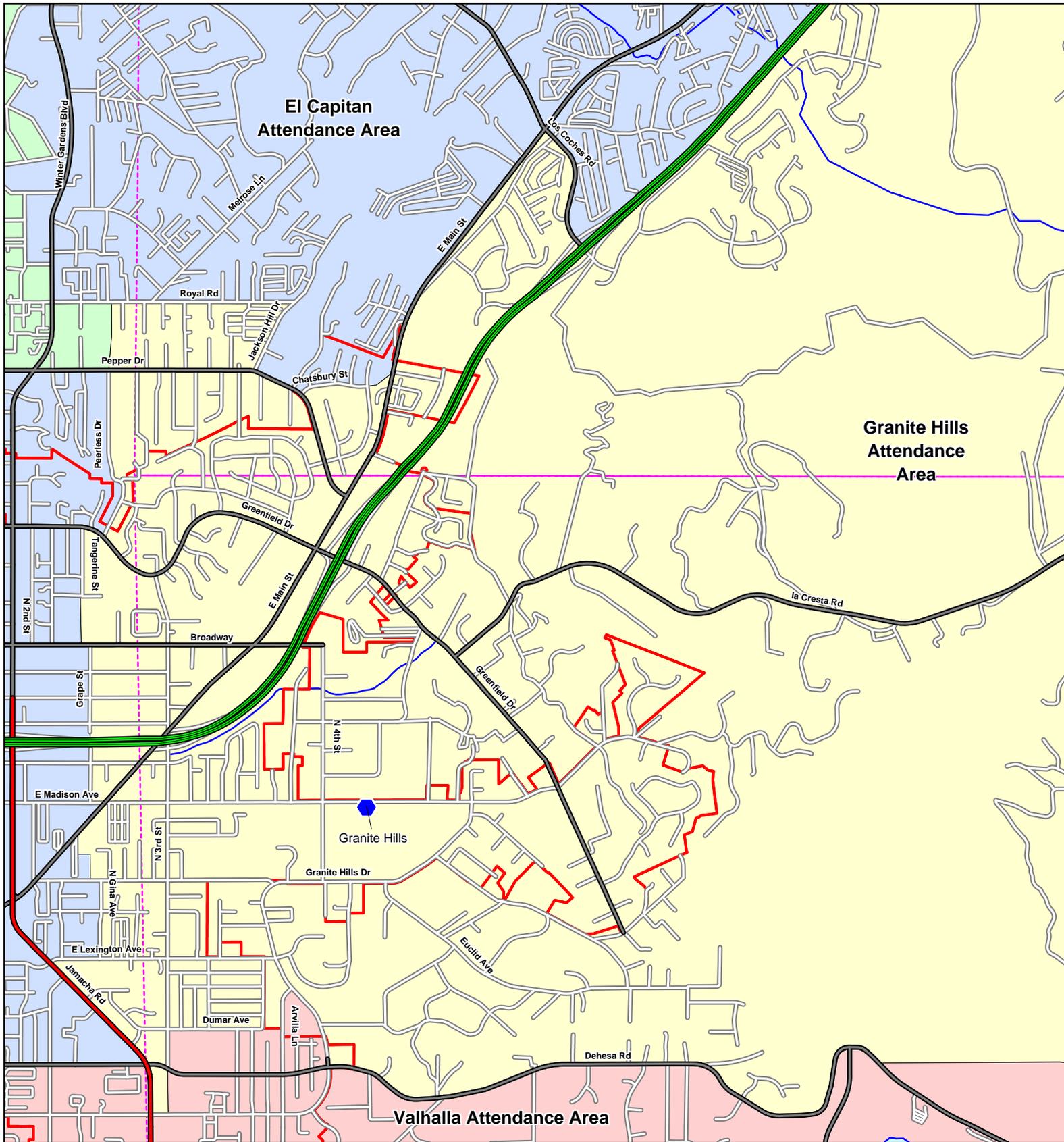
0.25 0 0.25 0.5 0.75

Miles
Scale: 1:27,000
December 30, 2011



-  GUHSD Comp. H.S.
-  Municipal Boundaries
-  Freeway
-  Highway
-  Major Road

Granite Hills High School Attendance Area - Detail



0.25 0 0.25 0.5 0.75

Miles
Scale: 1:27,000
December 30, 2011



-  GUHSD Comp. H.S.
-  Municipal Boundaries
-  Freeway
-  Highway
-  Major Road



Mike Fowler, Principal

Principal, Granite Hills High

About Our School

I am honored to introduce you to Granite Hills High School. Granite Hills has proudly educated students in San Diego's East County for 54 years. Former Eagles have shaped this community and continue to give back as builders, business leaders, doctors, fire fighters, police officers and teachers.

Granite Hills' strong history of excellence was formally recognized last year by the California Department of Education. In 2013, Granite Hills was named **A CALIFORNIA DISTINGUISHED SCHOOL**. We were one of only 19 schools in the county to receive this prestigious honor.

Our exceptional academic program prepares students for college and for the workplace. We offer Advanced Placement, Honors and College Preparatory classes. Additionally, Granite Hills is the only school in the District that offers the rigorous **International Baccalaureate** program. Both the Advanced Placement (AP) and International Baccalaureate (IB) programs give our students an opportunity to pursue college-level studies while still in high school.

We offer unique, exemplary career-technical education classes. Students at Granite Hills can choose courses in the following industry sectors: Health & Medical Science, Criminal Justice, Education & Child Development, Culinary Arts, Sports Medicine, Arts, Media & Entertainment, Fashion & Design, and Environmental Design. Granite students compete in culinary competitions. They intern at local hospitals and clinics. Our students build the sets for our theatre productions. They make films and produce the Granite Hills News Network - a daily video newscast. They design lessons and teach children at local elementary schools. They conceive, design, and create clothing. Our students diagnose and treat injured student-athletes. They visit courtrooms and correctional facilities. Each of our CTE programs offers opportunities for hands-on, real world education.

Granite Hills is proud to offer 26 CIF-sanctioned sports, including both Boys' and Girls' Lacrosse. Our teams have won 16 League titles in the last three years. Granite has a storied history of athletes competing at the collegiate and professional levels. Indeed, our Athletic Hall of Fame reads like a who's who in high school, collegiate and professional sports.

Thanks to the passage of Propositions H & U, our students learn in state-of-the-art classrooms. We have opened a cutting-edge science facility and a new two-story Art, Media & Entertainment building housing a culinary center. A new single-story Health and Medical Pathway building was also a part of this project. The new GHHS Aquatics Center opened in 2012 featuring a 50-meter pool next to new tennis and multi-purpose courts. Our stadium has a synthetic turf field and all-weather track. The campus boasts a park-like quad area and plenty of green grass and mature trees.

Our school community works together to cultivate a positive climate where every student feels valued. Granite teachers and staff are committed to building positive relationships with our students and our GHHS families. We are committed to providing a safe and secure environment where students are encouraged to participate in a wide variety of leadership and extracurricular opportunities. All of these programs have helped to create our strong Eagle family. We greatly appreciate the support from our community.

I invite you to come to our school, see our programs, and experience the great things that are happening at Granite.

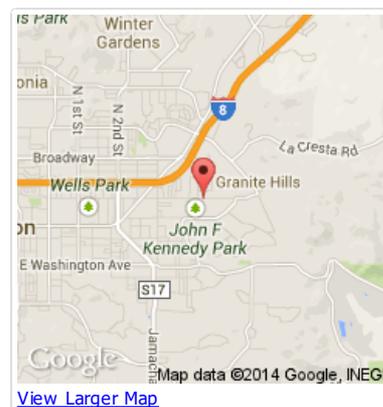
Sincerely,

Mike Fowler

Contact

1719 East Madison Ave.
El Cajon, CA
92019-1052

Phone: 619-593-5500
E-mail: mfowler@guhsd.net



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Granite Hills High
Street	1719 East Madison Ave.
City, State, Zip	El Cajon, Ca, 92019-1052
Phone Number	619-593-5500
Principal	Mike Fowler, Principal
E-mail Address	mfowler@guhsd.net
County-District-School (CDS) Code	37681303732336

District	
District Name	Grossmont Union High
Phone Number	(619) 644-8000
Web Site	www.guhsd.net/
Superintendent First Name	Ralf
Superintendent Last Name	Swenson
E-mail Address	rswenson@guhsd.net

Last updated: 1/28/2014

School Description and Mission Statement (School Year 2012-13)

Granite Hills is committed to a student-centered progressive education where ALL can learn and become productive members of society.

Granite Hills High School's vision is reflected in the expected school-wide learning results (ESLRs), which state that Granite Hills will prepare students to be soaring

E - effective communicators
A - academic achievers
G - globally engaged citizens
L - lifelong (literacy) learners, who...
E - exhibit digital literacy, and are...
S - self directed.

Last updated: 1/28/2014

Opportunities for Parental Involvement (School Year 2012-13)

Granite Hills greatly benefits from its supportive parents who are actively involved in their student's education. The school has a strong base of parent volunteers who assist in building our strong programs even stronger through fundraising and supervision. Parents are also welcome to join a number of committees and groups on campus, including the PTSA, Vision in Planning (VIP) Commission, School Site Council and Athletic Booster Committee (ABC). The school also benefits from several community partnerships, including ROP Advisory Boards and articulation with community colleges regarding our career courses. The school sponsors several clubs which articulate with community and business organizations, including Destination Imagination, Key Club, Leo Club, and Rotary Interact. Parent Portal allows parents to access student attendance, discipline, and academic records online.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Granite Hills at (619) 593-5500. The Attendance Office can be reached at (619) 593-5532. The Registrar can be reached at (619) 593-5530. Guidance can be reached at (619) 593-5540.

Last updated: 1/28/2014
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Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

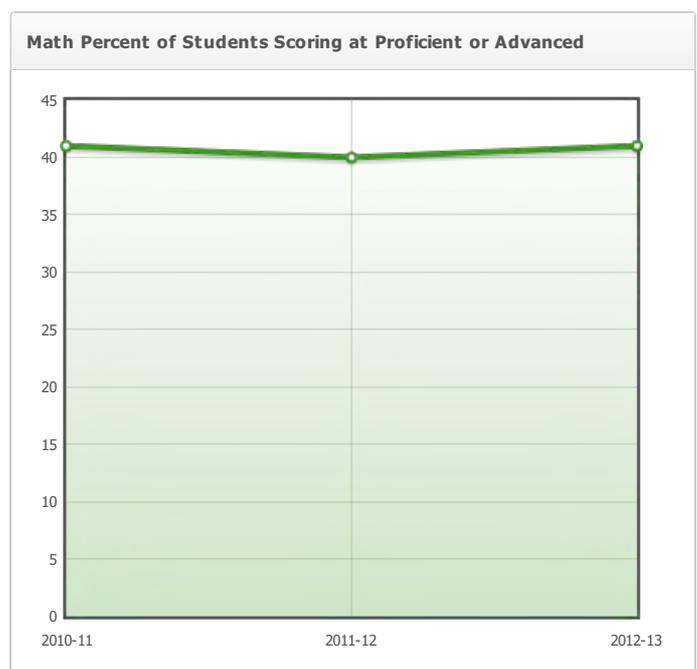
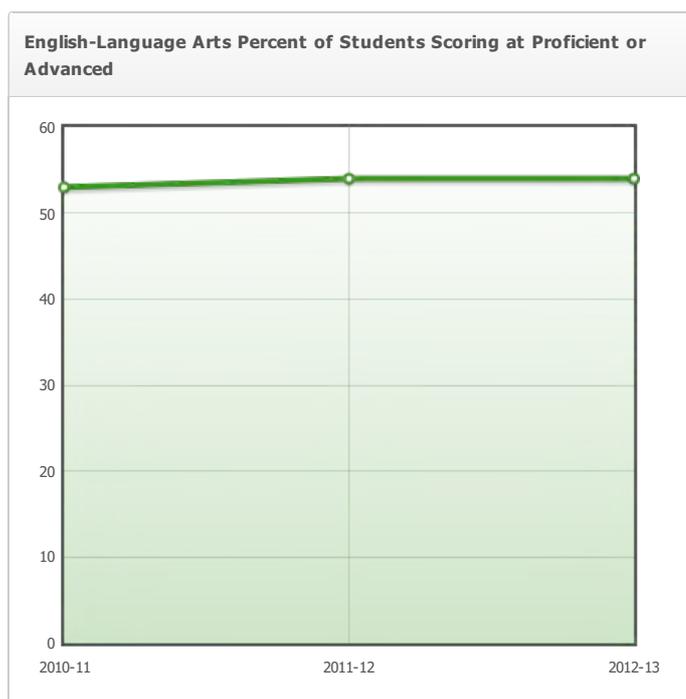
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

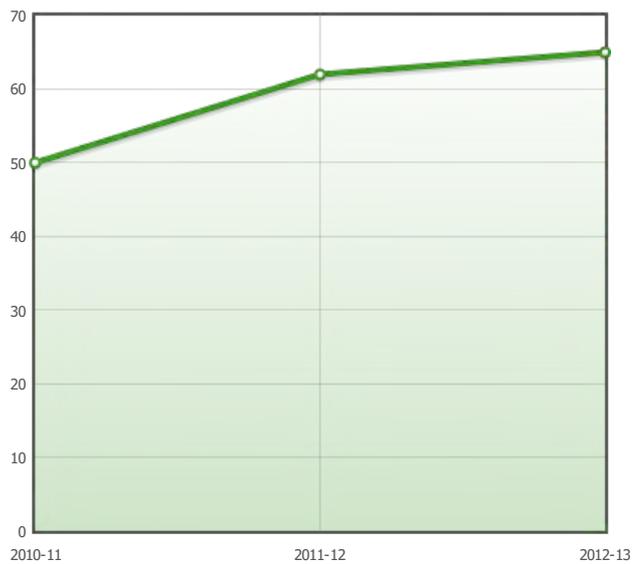
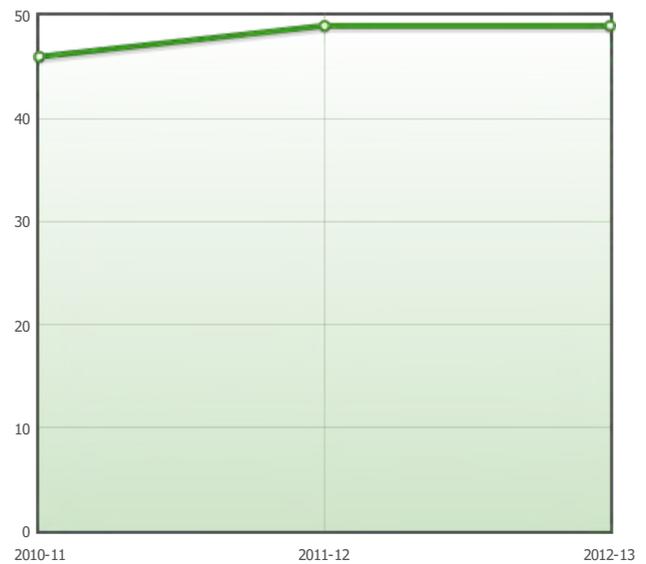
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53%	54%	54%	49%	51%	53%	54%	56%	55%
Mathematics	41%	40%	41%	33%	35%	34%	49%	50%	50%
Science	50%	62%	65%	48%	54%	57%	57%	60%	59%
History-Social Science	46%	49%	49%	48%	47%	50%	48%	49%	49%

Note: Scores are not shown 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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/7/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53%	34%	57%	50%
All Students at the School	54%	41%	65%	49%
Male	50%	40%	67%	55%
Female	59%	42%	63%	43%
Black or African American	45%	34%	38%	40%
American Indian or Alaska Native	38%	23%	N/A	25%
Asian	75%	69%	N/A	N/A
Filipino	57%	33%	N/A	43%
Hispanic or Latino	47%	33%	60%	44%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	58%	45%	68%	52%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	44%	34%	51%	40%
English Learners	10%	12%	11%	8%
Students with Disabilities	31%	28%	37%	21%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown 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: 1/7/2014

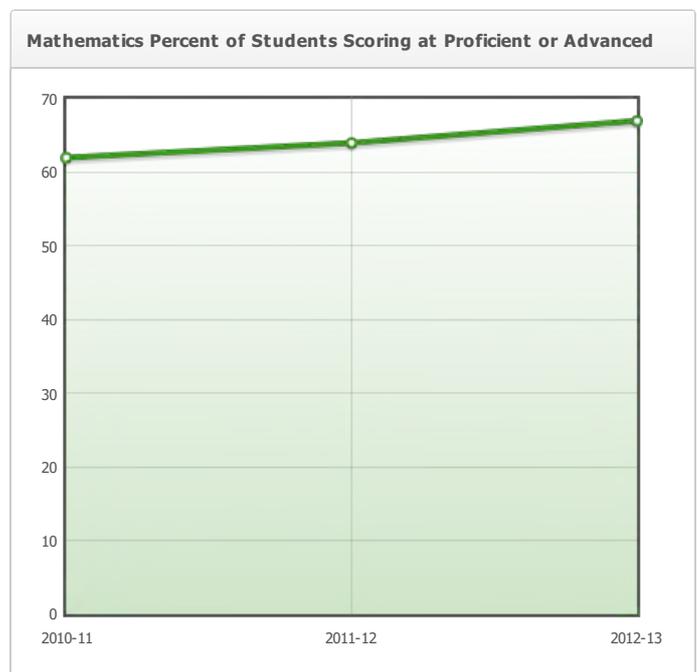
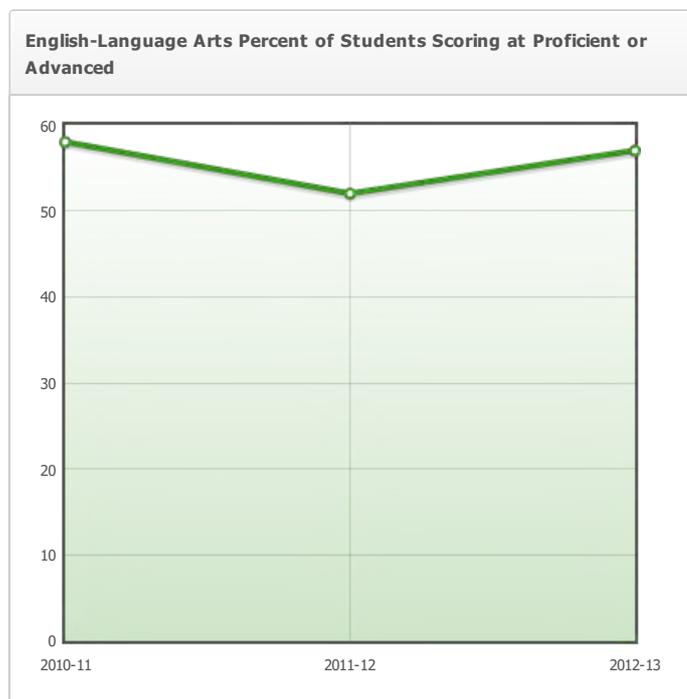
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	58%	52%	57%	59%	54%	57%	59%	56%	57%
Mathematics	62%	64%	67%	59%	63%	64%	56%	58%	60%

Note: Scores are not shown 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: 1/7/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	25%	32%	36%	41%	23%
All Students at the School	43%	25%	31%	33%	44%	23%
Male	51%	24%	26%	32%	44%	24%
Female	35%	27%	37%	35%	44%	22%
Black or African American	71%	18%	12%	71%	24%	6%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	47%	28%	24%	41%	42%	17%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	40%	24%	35%	28%	46%	26%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	55%	23%	22%	47%	36%	17%
English Learners	89%	10%	2%	80%	15%	5%
Students with Disabilities	81%	9%	9%	62%	36%	2%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown 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: 1/7/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	11.1%	29.5%	42.0%

Note: Scores are not shown 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: 1/7/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	7
Similar Schools	3	6	6

Last updated: 1/7/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	21	7	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	32	16	16
Native Hawaiian or Pacific Islander			
White	15	5	2
Two or More Races			
Socioeconomically Disadvantaged	13	26	-3
English Learners	-2	66	-30
Students with Disabilities	8	43	28

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/7/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,776	792	11,925	769	4,655,989	790
Black or African American	31	715	670	700	296,463	708
American Indian or Alaska Native	14	622	77	734	30,394	743
Asian	13	912	148	848	406,527	906
Filipino	10		180	825	121,054	867
Hispanic or Latino	514	767	3,884	745	2,438,951	744
Native Hawaiian or Pacific Islander	5		72	754	25,351	774
White	1,071	805	5,878	788	1,200,127	853
Two or More Races	113	796	960	774	125,025	824
Socioeconomically Disadvantaged	729	741	5,688	724	2,774,640	743
English Learners	208	674	1,824	660	1,482,316	721
Students with Disabilities	203	606	1,282	572	527,476	615

Last updated: 1/7/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	No

Last updated: 1/7/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

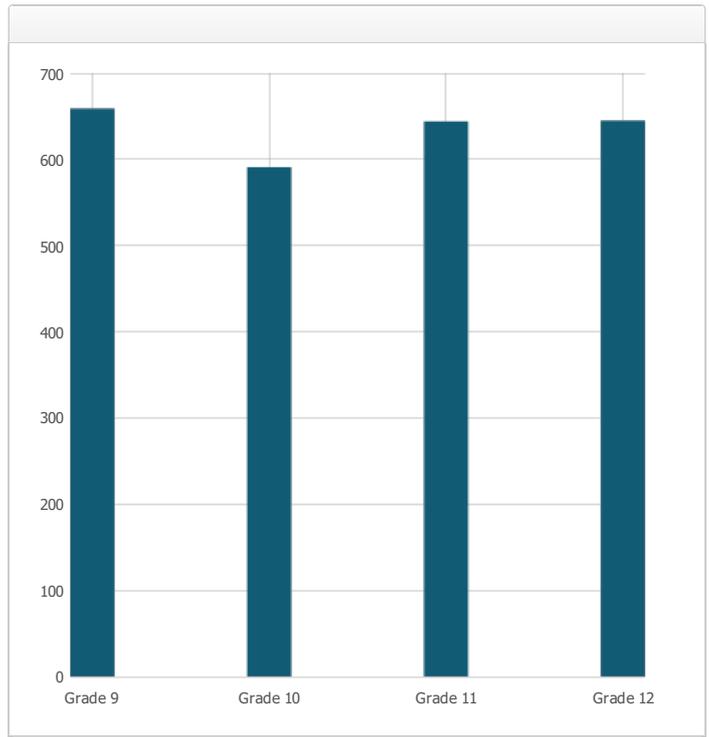
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/7/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

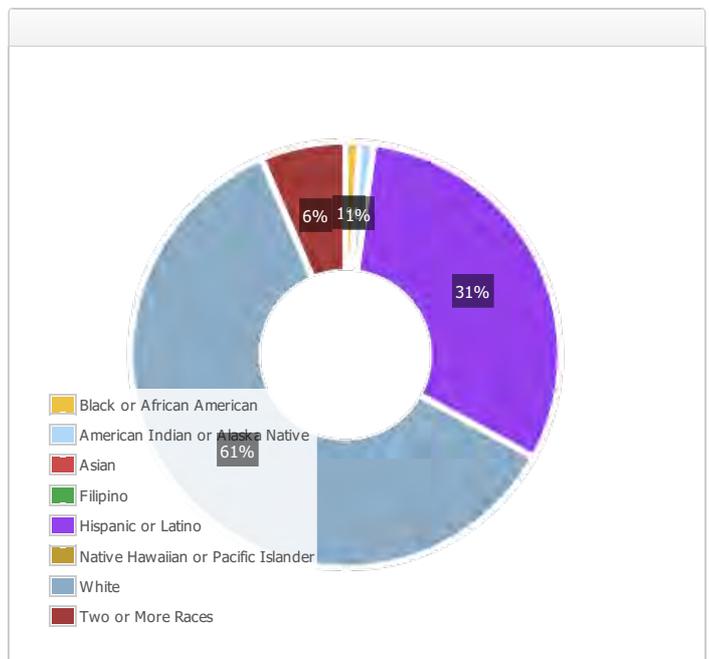
Grade Level	Number of Students
Grade 9	659
Grade 10	591
Grade 11	644
Grade 12	645
Total Enrollment	2539



Last updated: 1/28/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.2
Asian	0.7
Filipino	0.5
Hispanic or Latino	29.5
Native Hawaiian or Pacific Islander	0.3
White	57.8
Two or More Races	6.7
Socioeconomically Disadvantaged	39.9
English Learners	12.2
Students with Disabilities	11.7



Last updated: 1/28/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/28/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	27.3	22	11	30	23.7	23	6	24	24.0	47	7	47
Mathematics	28.4	12	2	19	26.2	22	2	33	23.0	49	11	48
Science	32.6	8	6	36	31.7	9	5	30	28.0	18	4	44
Social Science	30.8	11	13	33	29.3	11	4	33	27.0	34	14	57

* 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: 1/28/2014

School Safety Plan (School Year 2012-13)

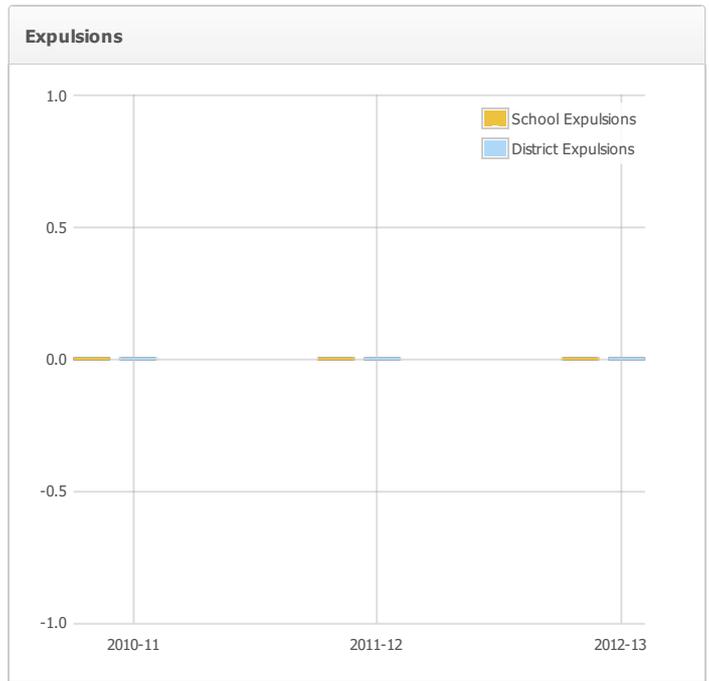
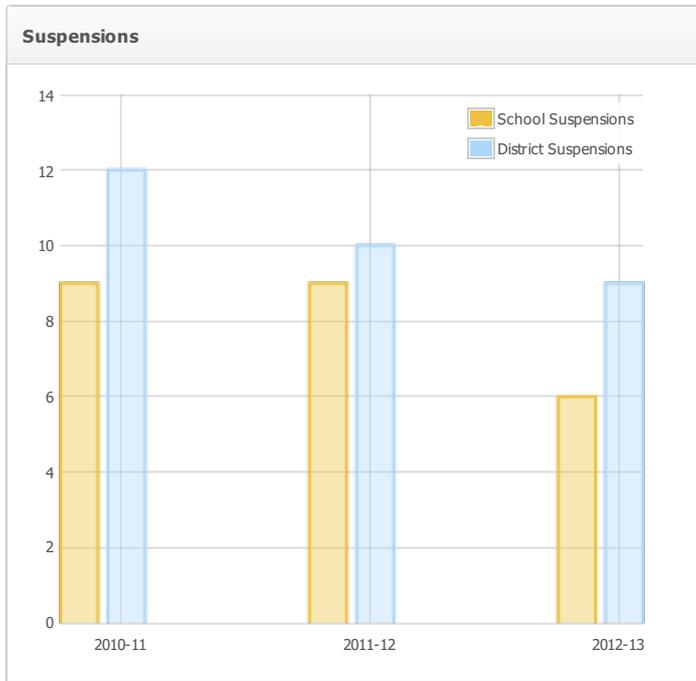
Safety of students and staff is a primary concern of Granite Hills. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan is reviewed and updated throughout the school year by the School Site Council and the School Safety Committee. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown and Secure-Campus drills are held twice a year, including a lockdown drill conducted between classes. Students are supervised before and after school and during lunch by campus security, the School Resource Officer, and Administration. Certificated staff are available to assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up. This curb area is located to the north of the staff parking lot on Fourth Street. Visitors may park in the 24-minute parking located in front of the Administration Building on East Madison Avenue. Visitors must check in the Administration Building during school hours.

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	9.80	9.40	6.10	12.90	10.30	9.60
Expulsions	0.30	0.50	0.30	0.70	0.80	0.70

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Granite Hills was originally constructed in 1960 and is comprised of 106 classrooms, 1 gym, 1 cafeteria (no indoor seating for students), 1 library, 1 staff lounge, and 3 computer labs. Prop H allowed the campus to modernize the 10, 20, 40, 50, 70, and 140 buildings. A new Science building and restroom facility opened in September 2010. All of the restrooms on the campus have been upgraded and meet ADA requirements. New shade structures, as well as landscaping, were completed in the student quad area. Additionally, the stadium received a new turf field, synthetic track, stadium lights, landscaping, a scoreboard, a built-in barbeque and a sound system. New bleachers were installed in the gym. Surveillance cameras have been installed throughout the campus for increased security. With the passage of Prop U, Granite Hills continues to complete the modernization of the campus including construction of an Arts, Media & Entertainment building, a Medical Pathway building, a Student Services building, a Performing Arts building and a 50-meter pool with new tennis and multi-purpose courts.

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

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

Last updated: 1/28/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<ul style="list-style-type: none"> • Flooring damaged- In progress • Wall damage- Fixed • Carpet loose- In progress • Hole in wall- In progress • Ceiling tiles stained- In progress • Ceiling tiles missing- In progress • Ceiling damage- In progress • Carpet torn/frayed- In progress
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	

Overall Facility Rate (School Year 2012-13)

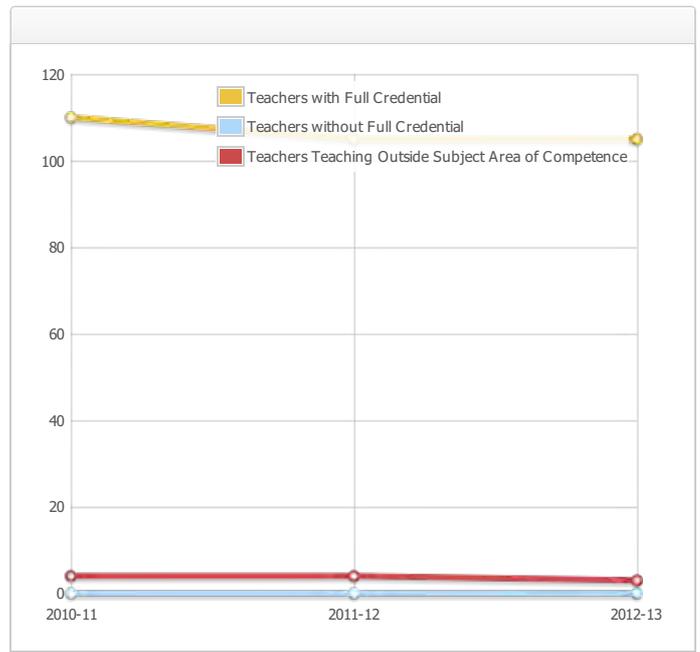
Overall Rating	Good
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Teachers

Teacher Credentials

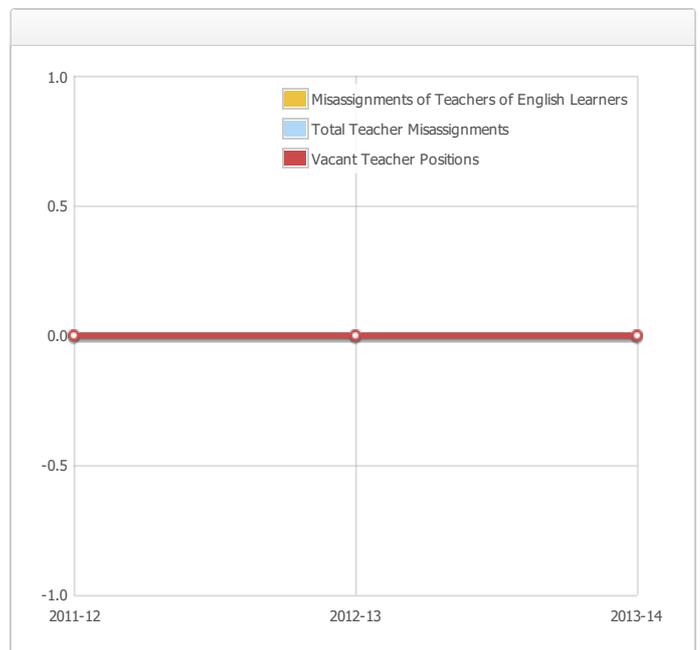
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	110	105	105	764
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	4	3	34



Last updated: 12/18/2013

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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: 12/18/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	99	1
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	100	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: 12/18/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	537.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

Note: Cells shaded in black or 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: 1/28/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Macbeth Frankenstein Tuesdays with Morrie Courtroom Survival, 2000 The New Police Report, 2000 Literature California Treasures, Glencoe, 2002 California Blue The Only Alien on the Planet Glencoe Literature 9th Grade, 2002 Of Mice and Men Oedipus Rex Haroun and the Sea of Stories Great Expectation The Odyssey The Bean Trees House on Mango Street The Lord of the Flies Romeo and Juliet Connections to Today, Prentice Hall, 2010 Traditions in Literature: Classic ed., 1991 Les Miserables Maus To Kill a Mockingbird The Count of Monte Cristo Paradise of the Blind Julius Caesar Night Fahrenheit 451 The Once and Future King Les Miserables Twelfth Night Escape from Slavery Power of One The Kite Runner As You Like It True Grit Warriors Don't Cry Fallen Angels Ender's Game Brave New World Slaughterhouse Five Warriors Don't Cry Grapes of Wrath The Crucible The Things They Carried Much Ado About Nothing Adventures of Huck Finn The Great Gatsby Chronicle of a Death Foretold Candide Crime and Punishment The Mayor of Casterbridge The Awakening Their Eyes Were Watching God Purple Hibiscus	Yes	0.0

EDGE, 2007 EDGE Fundamentals, 2007			
Mathematics	Geometry CA ed., 2008 Merrill Algebra Essentials, 1998 Algebra 1 CA ed, 2008 Geometry CA ed, 2008 Algebra 2 CA ed, 2008 Algebra 2 Integration Applications, 1998 Advanced Mathematical Concepts, 2001 PreCalculus with Limits, 2008 The Practice of Statistics, 1999	Yes	0.0
Science	Earth Science, Glencoe, 2007 Biology CA ed., 2008 Biology 5th ed., 1999 Human Biology, 2008 Prentice Hall- Chemistry CA ed., 2008 Fundamentals of Anatomy, 2004 Prentice Hall- Physics, 1998 Oceanography 6th ed., 2006 Higher Level Biology, 2008 Environmental Systems and Societies, 2009	Yes	0.0
History-Social Science	World Geography, 2006 America: Pathways to the Present, 2000 The American Pageant 13 ed., 2006 Magruder's American Government, 2000 American Government 9th ed., 2004 Criminal Justice: A Brief Intro 6th ed., 2006 Economics 15th ed., 2002 Economics: Principals and Practices, 2005 World History Connections to Today: The Modern Era, 1999 The Western Heritage, 2007 The World of Psychology 6th ed., 2008	Yes	0.0
Foreign Language	D'accord level 1, 2005 Bon Voyage Levels 1 and 2, 2005 Bon Voyage Levels 2 and 3, 2005 Bon Voyage Level 3, 2005 Tresors du Temps, 2004 Descubre, 2003 Buen Viaje Levels 1 and 2, 2003 El Espanol Para Nosotros, 2004	Yes	0.0
Health			0.0
Visual and Performing Arts	Standards of Excellence, Book 1, 2005 Alfred Adult Piano Course, Book 1, 1997 The Stage and the School, 1998 Musical Theatre: An Appreciation, 2004 Scene Design and Stage Lighting, 2003 Art Talk, 1994 Photography 6th ed., 1997 Black and White Photography, 2004	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/28/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,860	N/A	N/A	N/A
District	N/A	N/A	N/A	\$71,035
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$71,584
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/28/2014

Types of Services Funded (Fiscal Year 2012-13)

In addition to general state funding, Granite Hills receives additional state funding for the following categorical programs:

- International Baccalaureate program.
- Economic Impact Aid - LEP & SCE

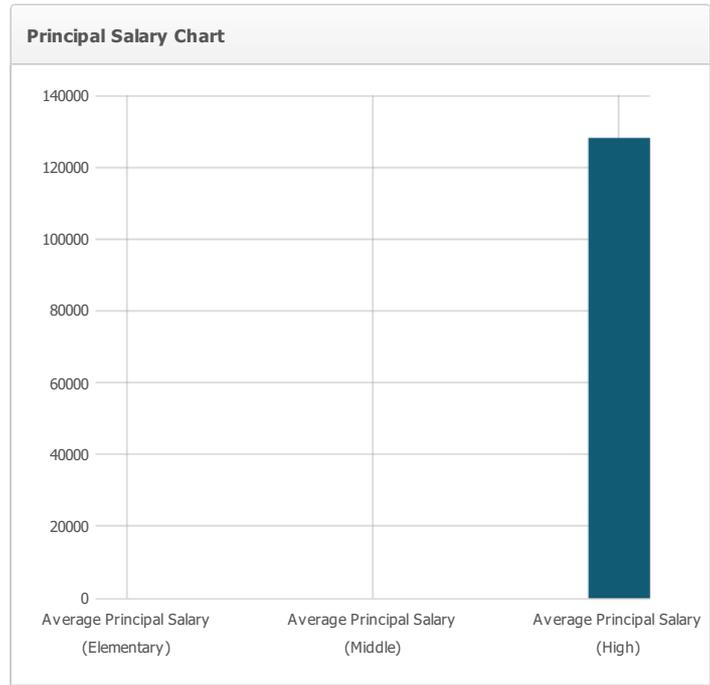
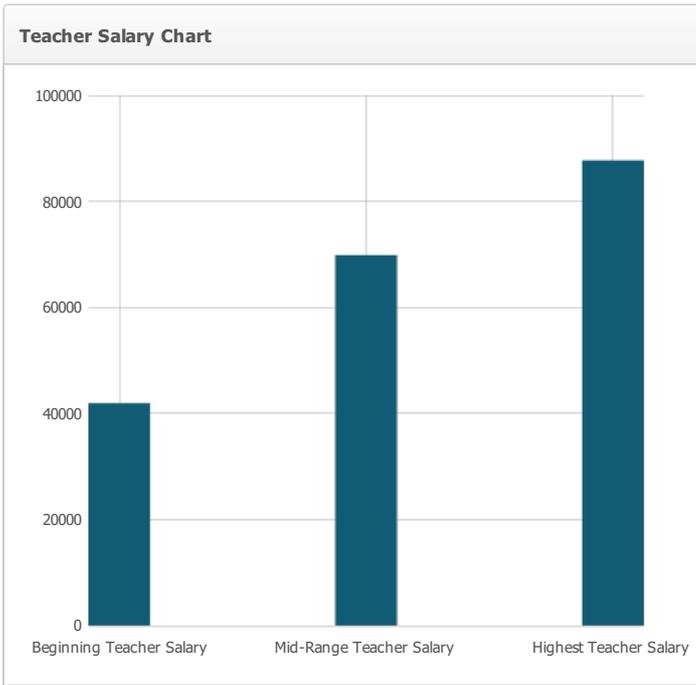
Last updated: 1/28/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,865
Mid-Range Teacher Salary	\$69,857	\$69,484
Highest Teacher Salary	\$87,718	\$89,290
Average Principal Salary (Elementary)	\$0	N/A
Average Principal Salary (Middle)	\$0	\$119,946
Average Principal Salary (High)	\$128,129	\$128,378
Superintendent Salary	\$222,000	\$202,664
Percent of Budget for Teacher Salaries	35.0%	37.0%

Percent of Budget for Administrative Salaries	6.0%	5.0%
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For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/28/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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 course 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 [UC Admissions Information Web page](#).

California State University

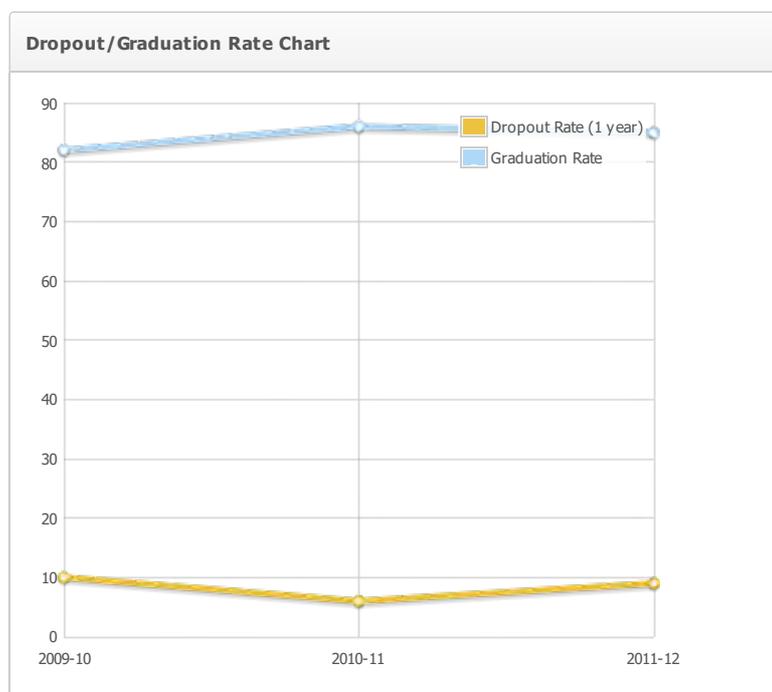
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	10.6	6.4	9.6	11.3	10.3	12.5	16.6	14.7	13.1
Graduation Rate	82.50	86.06	85.43	76.77	78.37	77.42	74.72	77.14	78.73



Last updated: 1/28/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	528	4,704	418,598
Black or African American	12	358	28,078
American Indian or Alaska Native	3	34	3,123
Asian	8	106	41,700
Filipino	3	84	12,745
Hispanic or Latino	144	1,476	193,516
Native Hawaiian or Pacific Islander		36	2,585
White	297	2,298	127,801
Two or More Races	37	199	6,790
Socioeconomically Disadvantaged	50	393	217,915
English Learners	80	856	93,297
Students with Disabilities	106	1,540	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/28/2014

Career Technical Education Programs (School Year 2012-13)

The mission of the Grossmont Union High School District Career-Technical Education Department is to provide quality programs that support academic achievement resulting in post-secondary options for all students as they acquire the tools for lifelong success.

Granite Hills career planning program prepares students for both college & career. Advisors/Guidance Counselors offer support through various programs, including: PSAT with a teach-back, Four-Year Academic Plans, including an Individual Graduation Plan (IGP) and Post-Secondary Plan (PSP).

The three main CTE pathways at Granite Hills are AME (Arts, Media & Entertainment), Health Science & Medical Technology and Hospitality (Culinary). In addition, Granite Hills offers and supports AOJ (Administration of Justice), Education, Child Development & Family Services, and Medical Pathways.

Last updated: 1/28/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	1028
Percent of pupils completing a CTE program and earning a high school diploma	90.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.0

Last updated: 1/28/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	70.2
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	40.5

Last updated: 1/28/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	6	N/A
Mathematics	4	N/A
Science	5	N/A
Social Science	4	N/A
All Courses	22	5.1

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/28/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are three professional development days prior to the start of school each year. Topics addressed are written into our Single Plan for Student Achievement (SPSA) and address meeting the school's SPSA Goals and Action Plan. An interdepartmental Staff Development Committee examines the SPSA each year and then develops the professional development needed. These topics include, but are not limited to, increasing Higher Order Thinking Skills in the classrooms, reading strategies, course-level teams creating common formative and summative assessments, using a variety of assessments to inform instruction, improving technology in the classroom, understanding cultures, creating CTE pathways, etc. There are also 19 minimum days scheduled throughout the school year, which allow for two schoolwide collaboration days, four departmental collaboration days, and thirteen course-level team collaboration days. Addressing schoolwide, departmental and course-level team goals are the focus for these collaboration meetings.

Last updated: 1/28/2014

Steele Canyon High School



Steele Canyon High School



Eileen Poole, CEO/Principal

📍 Principal, Steele Canyon High School

About Our School

Steele Canyon High School, A California Charter School, is one of two independent charter schools granted charter status in the Grossmont Union High School District. Steele Canyon, situated on a beautiful campus in San Diego's East County, is a comprehensive 4-year high school. Our current ninth-grade class came to us from 72 different feeder schools. We offer all of the rigorous academic courses you would expect at a high school. In fact, the students in last year's graduating class were awarded over \$3.2 million dollars in scholarship money to colleges and universities. We offer an excellent highly-competitive Athletic program, an award-winning Band, and an outstanding Performing Arts Department. Curriculum is focused on the California Academic Standards in all disciplines. Classes have a common curriculum and common assessments, driven by teacher collaboration for curriculum development, design, and delivery.

During the 2012-13 school year, 2,200 ninth through twelfth grade students were enrolled at the school with classes arranged on a traditional quarter-system schedule. Term 1 takes place from August to December and Term 2 takes place from January to June.

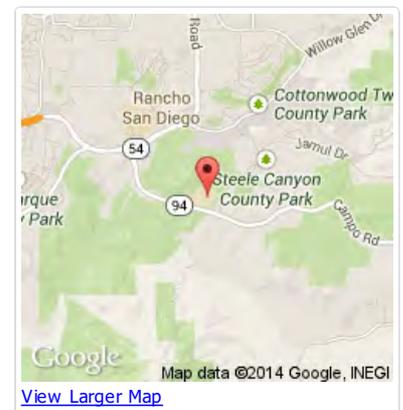
Please visit our school's website at <http://schscougars.org> for more information about our school.

Contact

12440 Campo Rd.
Spring Valley, CA
91978-2331

Phone: 619-660-3500

E-mail: epoole@schscougars.org



[View Larger Map](#)

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Steele Canyon High School
Street	12440 Campo Rd.
City, State, Zip	Spring Valley, Ca, 91978-2331
Phone Number	619-660-3500
Principal	Eileen Poole, CEO/Principal
E-mail Address	epoole@schscougars.org
County-District-School (CDS) Code	37681303731262

District	
District Name	Grossmont Union High
Phone Number	(619) 644-8000
Web Site	www.guhsd.net
Superintendent First Name	Ralf
Superintendent Last Name	Swenson
E-mail Address	rsvenson@guhsd.net

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

Steele Canyon High School, located in Spring Valley, California, opened as a new public high school in the Grossmont Union High School District (GUHSD) in August 2000 with Grade 9 students only. Each year after that, the school added one more grade level. The first graduating class from Steele Canyon graduated in June 2004. From 2000-2007 Steele Canyon operated as a district school. On July 1, 2007, Steele Canyon High School re-opened as a charter school with the new name of "Steele Canyon High School, A California Charter School," as an independent 501(c)(3) educational institution. GUHSD retains the authority of serving as the chartering district for Steele Canyon.

Mission Statement: Steele Canyon High School was founded on the belief that all students can learn and are entitled to a rigorous and relevant curriculum. It is our belief that our success as a community of learners is measured by our deeds. To that end, we promote the following school values: Take care of yourself, take care of each other, take care of this place. We also promote the following expectations: Be prepared; be engaged; be accountable; be appropriate.

Goals: The following goals, as stated in the Steele Canyon High School charter document, are the five measurement lenses through which the school operates: academic excellence, fiscal responsibility, quality staff retention, community engagement and leadership development. Academic excellence remains the school's prime directive. The remaining four goals support the full achievement of our prime instructional goal.

Steele Canyon's Program: Steele Canyon's schedule models a university-style format. Students are required to complete six classes during the school year as at other sites. Students do so by completing three courses per term (semester). Each course is taught in a 90-minute block. This allows for smaller class size, project-based instruction, and accelerated learning. In addition to a Quarter System Block Schedule, Steele Canyon's program consists of the following research-based practices:

- Common curricula developed by teams of teachers and common assessments with calibrated grading
- Inclusion, i.e., bringing Special Education and English Learner support services to students in their mainstream classes
- Untracked learning environments in which students who master college preparatory standards are encouraged to tackle rigorous honors-level work
- Unique approaches to traditional subject areas including Exercise and Nutritional Science, the Humanities model, the Physics-first Science model, a three-year Science requirement, technology-based instruction, accelerated Math sequences, year-long Algebra, community service as a graduation requirement, and a Senior Exhibition requirement
- A Grade Level Team Guidance structure, in which a Counselor, Academic Advisor, and Secretary work as a team to support each grade level from Grades 9 through 12--serving students and parents in all aspects of academic, attendance, behavioral, and social/emotional realms.

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

Steele Canyon benefits greatly from its supportive parents who are actively involved in curricular and extra-curricular events. The school has a strong base of parent volunteers who fundraise for the school and help with special events including a Parent Teacher Organization (PTO), three parent booster organizations (Athletic Boosters, Drama/Theater Boosters, and Band Boosters), and a Foundation. Members of these groups and a host of other parents volunteer throughout the school in activities concerning athletic events, drama productions, band performances, registration, class schedule distribution, Open House/Spring Fling events, and Curriculum Nights. In addition to these activities, the PTO sponsors the following:

- Turning 18 Program by providing packets of information to students within a month of their 18th birthday
- Guidance Department's Cougar Stars program which recognizes students who exemplify the qualities of leadership, kindness, and positive attitude that make them a star
- Finals Care Packages of goodies delivered to students during testing times with a parent's supportive message
- First Aid Kits for the school
- Financial Wisdom for Graduating Seniors Seminar geared for high school seniors to prepare them for financial independence
- High School 101 presentation for incoming ninth-grade parents
- Financial Aid 101 presentation for parents and their students who are applying for college
- Every Fifteen Minutes Production along with East County Law Enforcement and Medical agencies over a period of several days to give students a dramatic and real-life experience of the dangers of drinking alcohol and driving
- E-Scrip which raises money for school programs

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

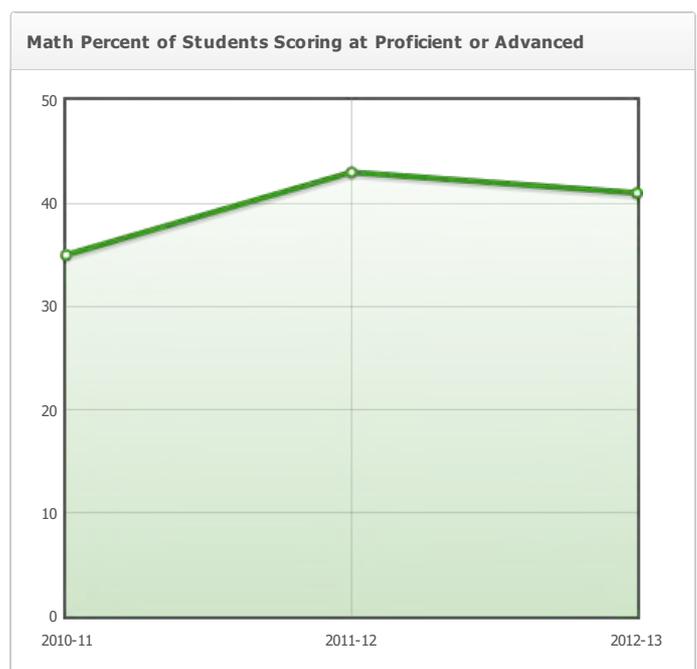
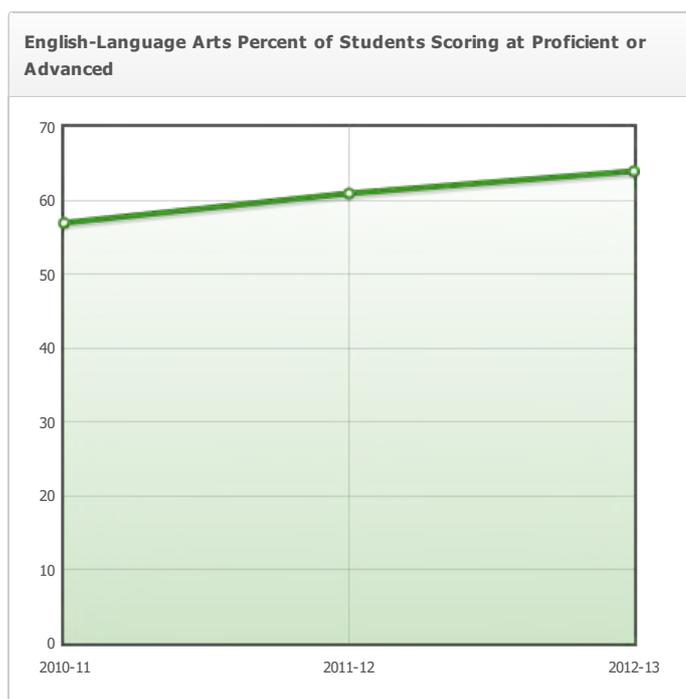
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

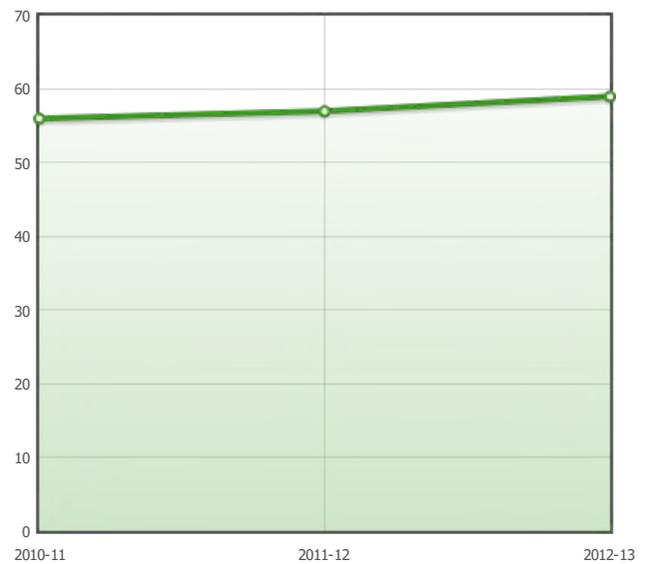
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57%	61%	64%	49%	51%	53%	54%	56%	55%
Mathematics	35%	43%	41%	33%	35%	34%	49%	50%	50%
Science	38%	35%	44%	48%	54%	57%	57%	60%	59%
History-Social Science	56%	57%	59%	48%	47%	50%	48%	49%	49%

Note: Scores are not shown 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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/27/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53%	34%	57%	50%
All Students at the School	64%	41%	45%	59%
Male	60%	42%	49%	62%
Female	68%	41%	40%	55%
Black or African American	62%	39%	23%	56%
American Indian or Alaska Native	25%	33%	N/A	N/A
Asian	71%	36%	N/A	N/A
Filipino	80%	60%	62%	79%
Hispanic or Latino	52%	35%	32%	46%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	70%	44%	52%	65%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53%	39%	31%	48%
English Learners	18%	21%	13%	18%
Students with Disabilities	36%	24%	33%	32%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown 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: 1/24/2014

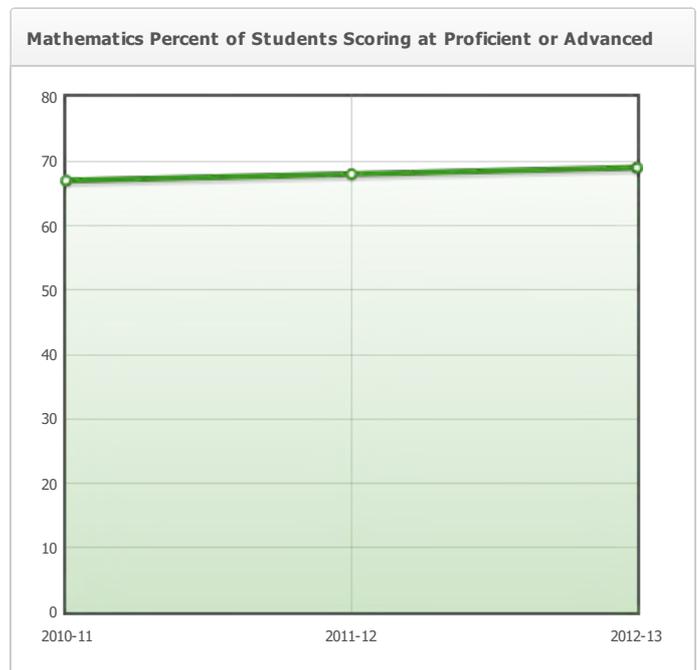
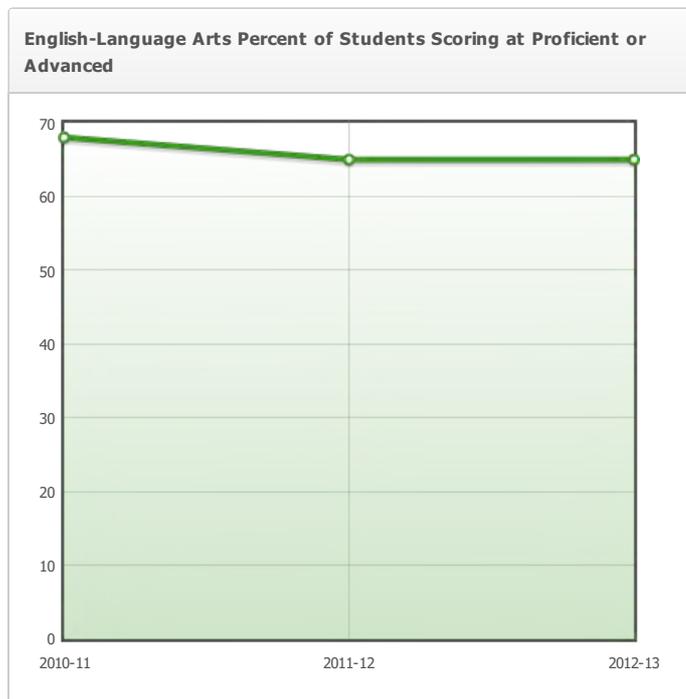
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68%	65%	65%	59%	54%	57%	59%	56%	57%
Mathematics	67%	68%	69%	59%	63%	64%	56%	58%	60%

Note: Scores are not shown 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: 1/24/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	25%	32%	36%	41%	23%
All Students at the School	35%	29%	36%	31%	41%	28%
Male	41%	29%	30%	28%	40%	32%
Female	29%	29%	42%	34%	41%	25%
Black or African American	52%	36%	12%	45%	42%	12%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	31%	23%	46%	15%	54%	31%
Hispanic or Latino	48%	29%	23%	43%	38%	19%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	26%	30%	44%	23%	43%	34%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	48%	30%	21%	45%	38%	17%
English Learners	86%	14%	N/A	71%	24%	5%
Students with Disabilities	80%	16%	5%	71%	22%	7%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown 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: 1/24/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	20.1%	22.2%	41.7%

Note: Scores are not shown 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: 1/24/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	2	2	2

Last updated: 1/27/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	9	14	-1
Black or African American	1		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	18	-5
Native Hawaiian or Pacific Islander			
White	9	9	3
Two or More Races			
Socioeconomically Disadvantaged	14	6	43
English Learners	-19	34	-14
Students with Disabilities	-25	49	-2

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/24/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,611	798	11,925	769	4,655,989	790
Black or African American	74	779	670	700	296,463	708
American Indian or Alaska Native	9		77	734	30,394	743
Asian	20	793	148	848	406,527	906
Filipino	19	871	180	825	121,054	867
Hispanic or Latino	509	753	3,884	745	2,438,951	744
Native Hawaiian or Pacific Islander	4		72	754	25,351	774
White	859	823	5,878	788	1,200,127	853
Two or More Races	116	812	960	774	125,025	824
Socioeconomically Disadvantaged	544	756	5,688	724	2,774,640	743
English Learners	170	666	1,824	660	1,482,316	721
Students with Disabilities	141	601	1,282	572	527,476	615

Last updated: 1/24/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	No

Last updated: 1/24/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

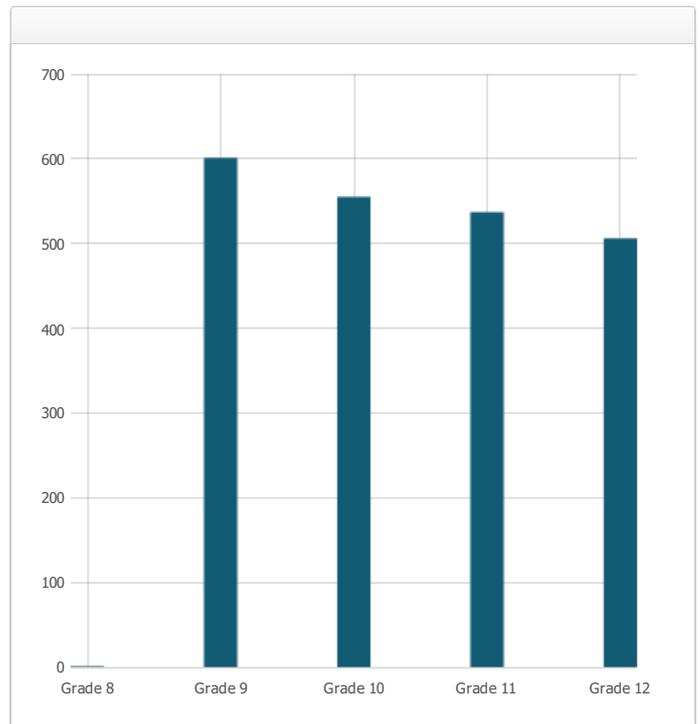
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/28/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

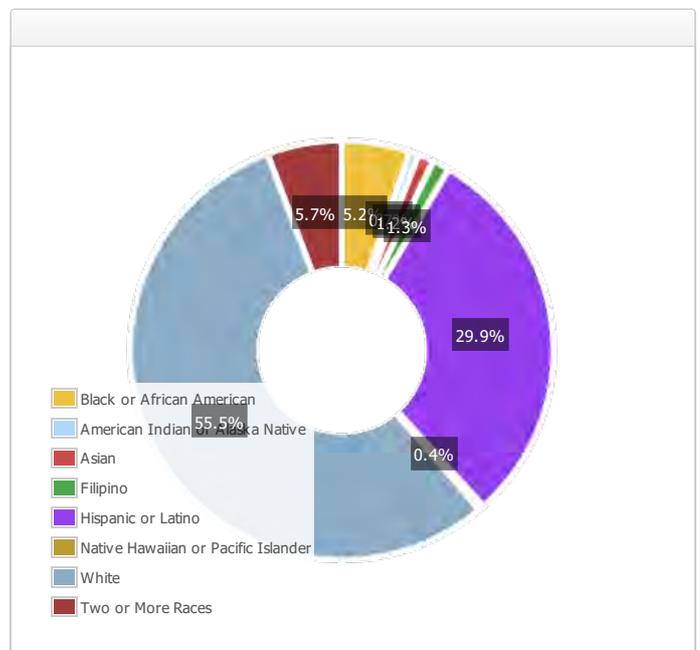
Grade Level	Number of Students
Grade 8	1
Grade 9	601
Grade 10	555
Grade 11	537
Grade 12	506
Total Enrollment	2200



Last updated: 1/23/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.7
Asian	1.2
Filipino	1.3
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	0.4
White	55.5
Two or More Races	5.7
Socioeconomically Disadvantaged	29.9
English Learners	10.7
Students with Disabilities	8.9



Last updated: 1/23/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/23/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	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	29.9	4	11	13	34.1	0	2	5	28.0	7	21	18
Mathematics	34.5	1	0	10	30.8	0	2	2	30.0	8	7	29
Science	26.7	2	22	0	30.4	0	5	2	25.0	9	18	11
Social Science	30.3	3	14	10	33.5	0	2	2	24.0	14	19	21

* 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: 1/24/2014

School Safety Plan (School Year 2012-13)

Every October the Steele Canyon Safety Committee meets to begin the process of reviewing the safety plan. The safety committee solicits data and information pertinent to school safety from key stakeholders. Updates and changes are then made to the safety plan based on the data and information provided. A completed safety plan is then submitted to the Steele Canyon Governing Board for approval at the meeting in March.

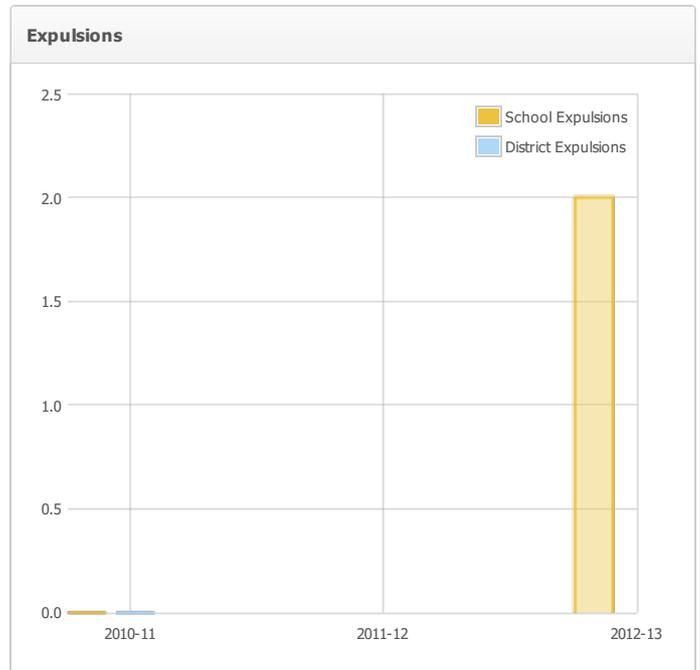
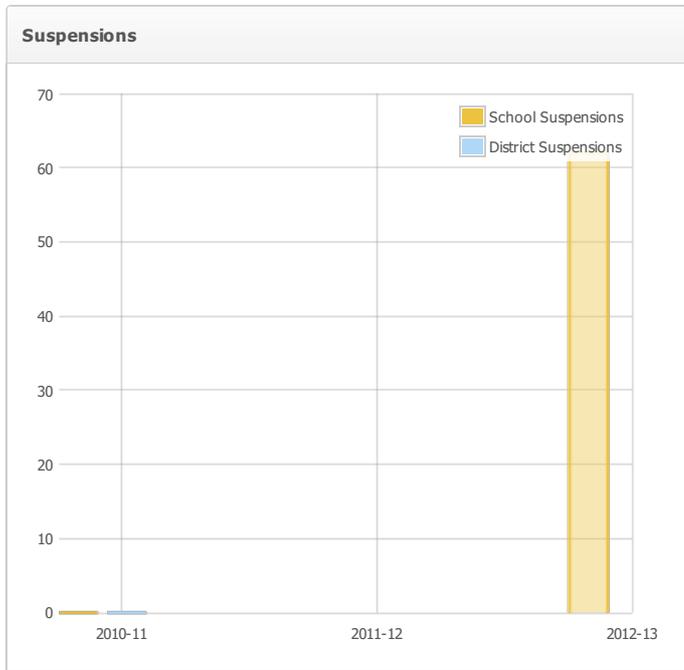
Some key elements of the school safety plan include but are not limited to; child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, sexual harassment policy, school wide dress code, safe ingress and egress, bullying prevention, and school discipline policies.

Last updated: 1/30/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions			62.00			
Expulsions			2.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/28/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Steele Canyon was originally constructed in 2000 and is comprised of 73 classrooms, one state-of-the art aquatics facility, one gymnasium, one staff lounge, five computer labs, and several athletic fields. The following facility improvements have occurred since the school started its charter operation in July 1, 2007:

- Exterior doors were modified so that staff can lock doors from the interior
- All damaged exterior doors were replaced
- All exterior fascia was painted
- Addition of synthetic turf football/soccer field
- Addition of an All-Weather Synthetic Track and associated facility upgrades
- Creation of an on-site Grounds/Landscaping and Maintenance Operation Division as a separate charter business with its own tools and equipment
- New in-house on-line work order system for quicker response to maintenance/operations requirements:
- Upgrading of HVAC systems for maximum efficiency and energy conservation
- Construction of a softball complex and upgrades to the baseball field and new scoreboards
- Campus-ADA compliance upgrades to current standards
- New on-line facilities use module developed and implemented for the use of facilities by school groups and outside guests
- Upgrading of campus-wide surveillance system
- Upgrading of campus communication/IP clock systems
- Installation of an aquatics facility designed for ENS and aquatics sports

The school is in the planning stage of installing a metal pre-fabricated 50' x 100' storage building and the installation of safety netting at the Varsity baseball field. The school is in the assessment stage of lowering our electrical usage by installing LED lighting throughout the school. This last project is being funded through Prop 39. Technology upgrades including increased bandwidth, upgraded phone system and a new Student Information System are planned for the 2013-14 school year. All four of these projects (storage building, safety netting, LED lighting, and technology upgrades) are expected to be completed during the 2013-14 school year.

The school expects to complete the exterior painting of the school by summer 2014.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>As of our last Facility Inspection Tool (FIT) by the State Allocation Board on July 11, 2013, we received the following scores in the above categories:</p> <ul style="list-style-type: none"> • Gas leaks, 100% • HVAC, 98.84% • Sewer, 100% • Overall score, 99.61%

Interior: Interior Surfaces	Good	At our last FIT inspection on 7/11/13, we received a 91.91% score. We had not yet completed the end-of-the-year cleaning and had not yet been able to detail all of the areas.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	At the last FIT inspection, we scored: <ul style="list-style-type: none"> • Overall cleanliness was 99.42% • Pest/vermin infestation, 99.42% • Overall score, 99.42% We had not yet completed the end-of-the-year cleaning and had not yet been able to detail all the areas.
Electrical: Electrical	Good	At the last FIT inspection, we scored: <ul style="list-style-type: none"> • Electrical, 92.49% Burned out light bulbs and cracked diffusers were replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	At the last FIT inspection, we scored: <ul style="list-style-type: none"> • Restrooms, 89.66% • Sinks/Fountains, 93.75% • Overall score, 91.75% Low water flow at drinking fountains was corrected, loose faucets were repaired or replaced, and loose toilets were repaired.
Safety: Fire Safety, Hazardous Materials	Good	At the last FIT inspection, we scored: <ul style="list-style-type: none"> • Fire safety, 98.84% • Hazardous materials, 100% • Overall score, 99.42% Fire extinguisher was out-of-date. It was replaced and serviced.
Structural: Structural Damage, Roofs	Good	At the last FIT inspection, we scored: <ul style="list-style-type: none"> • Structural damage, 100% • Roofs, 100% • Overall score, 100%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	At the last FIT inspection, we scored: <ul style="list-style-type: none"> • School grounds, 100% • Windows and doors, 98.84% • Overall score, 99.42% Damaged doors were replaced and all exterior doors were painted.

Overall Facility Rate (School Year 2013-14)

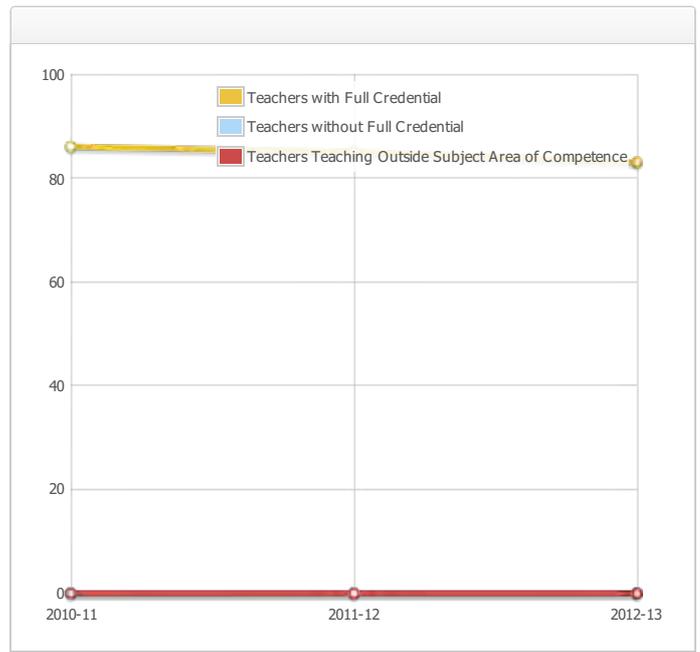
Overall Rating	Good
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Last updated: 1/30/2014

Teachers

Teacher Credentials

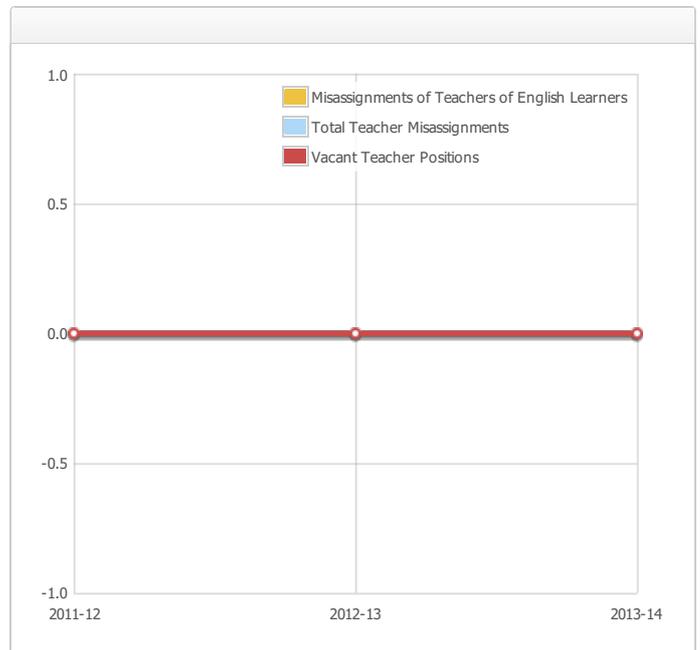
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	86	85	83	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/28/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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: 1/28/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	100	0
All Schools in District	62	38
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	62	38

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: 1/28/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	523.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells shaded in black or 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: 1/28/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>Of Mice and Men Author John Steinbeck</p> <p>To Kill a Mockingbird Author: Harper Lee</p> <p>1984 Author: George Orwell</p> <p>Cliffs Complete Macbeth Publisher: Cliffs Notes; 3rd edition (May 22, 2000) ISBN-13: 978-0764585722</p> <p>The Great Gatsby Author F. Scott Fitzgerald</p> <p>Catcher in the Rye Author J.D. Salinger</p> <p>Handmaid's Tale Author Margaret Atwood</p> <p>Hamlet Author William Shakespeare</p> <p>All the Pretty Horses Author Cormac McCarthy</p> <p>Kite Runner Author Khaled Hosseini</p> <p>Like Water for Chocolate Author Laura Esquivel</p> <p>A Raisin in the Sun Author Lorraine Hansberry</p> <p>Tears of a Tiger Author Sharon Draper</p> <p>Forged by Fire Author Sharon Draper</p> <p>Angels and Demons Author Dan Brown</p> <p>Da Vinci Code Author Dan Brown</p> <p>Life of Pi Author Yann Martel</p> <p>A Long Way Gone Author Ishmael Beah</p> <p>The Absolutely True Diary of a Part-Time Indian Author Sherman Alexie</p> <p>Hunger Games Author Suzanne Collins</p> <p>Plain Truth Author Jodi Piccoult</p> <p>Go Ask Alice Author Beatrice Sparks</p> <p>Just Listen Author Sarah Dessen</p> <p>Uglies Author Scott Westerfeld</p> <p>Secret Life of Bees Author Sue Monk Kidd</p> <p>The Hobbit Author J.R.R. Tolkien</p> <p>Lord of the Flies Author William Golding</p> <p>Where the Heart Is Author Bettie Letts</p> <p>Lovely Bones Author Alice Siebold</p> <p>Enders Game Author Orson Scott Card</p> <p>Staying Fat for Sarah Byrnes Author Chris Crutcher</p> <p>Freak The Mighty Author Rodman Philbrick</p> <p>The Brave Author Robert Lipsyte</p>	Yes	0.0

The Contender Author Robert Lipsyte

The Book Thief Author Marcus Zusak

Water for Elephants Author Sara Gruen

Poisonwood Bible Author Barbara Kingsolver

Speak Author Laurie R. King

Fahrenheit 451 Author Ray Bradbury

Things Fall Apart Author Chinua Achebe

Yellow Raft on a Blue Raft Author Michael Dorris

Plot & Structure: Techniques and Exercises for Crafting a Plot That Grips Readers from Start to Finish Publisher: Writers Digest; 5th edition (October 6, 2004) ISBN-13: 978-1582972947

Writing Screenplays That Sell Publisher: Collins Reference (September 25, 1991) ISBN-13: 978-0062725004

Creating Poetry Publisher: Writers Digest (July 29, 2006) ISBN-13: 978-1582974637

45 Master Characters Publisher: Writers Digest Books; 1st edition (September 10, 2001) ISBN-13: 978-1582970691

Mathematics	<p>Algebra 1 Holt McDougal Larson Algebra 1 California: Student Edition 2007 Publisher: MCDOUGAL LITTEL ISBN-13: 978-0618811762</p> <p>Algebra 2 Holt McDougal Larson Algebra 2 California Student Edition Publisher: MCDOUGAL LITTEL ISBN-13/ EAN: 9780618811816</p> <p>Honors Geometry Holt McDougal Larson Geometry California Student Edition 2007 Publisher: MCDOUGAL LITTEL ISBN-13: 9780618811946</p> <p>Advanced Mathematical Concepts: Pre-calculus with Applications, Student Edition Publisher: Glencoe/McGraw-Hill; 1st edition (January 5, 2005) ISBN-13: 978-0078682278</p> <p>Precalculus Publisher: Prentice Hall College Div (March 7, 2006) ISBN-13: 978-0131959934</p> <p>Calculus, 5th Edition Publisher: Brooks Cole; 5th edition (December 24, 2002) ISBN-13: 978-0534393397</p> <p>Mathematics with Business Applications, Student Edition Publisher: Glencoe/McGraw-Hill; 5th edition (March 10, 2003) ISBN-13: 978-0078298066</p> <p>The Practice of Statistics Publisher: W. H. Freeman; Fourth Edition edition (December 17, 2010) ISBN-13: 978-1429245593</p>	Yes	0.0
Science	<p>Physics for Scientists and Engineers (3rd Edition) Publisher: Prentice Hall; 3rd edition (January 30, 2000) ISBN-13: 978-0132431064</p> <p>Conceptual Physics: The High School Physics Program, with Expanded Technology, 3rd Edition Publisher: Addison Wesley; 3rd edition (January 1, 2000) ISBN-13: 978-0201332872</p> <p>Conceptual Integrated Science Publisher: Pearson/Addison Wesley (January 30, 2007) ISBN-13: 978-0132432856</p> <p>Chemistry Advanced Placement Seventh Edition Publisher: Houghton Mifflin Company; 7th edition (December 5, 2005) ISBN-13: 978-0618713707</p> <p>Chemistry: Matter and Change, California Student Edition Publisher: Glencoe/McGraw-Hill (July 21, 2006) ISBN-13: 978-0078772375</p> <p>Biology: The Dynamics of Life, Student Edition Publisher: Glencoe/McGraw-Hill; 1st edition (2002) ISBN-13: 978-0078259258</p> <p>Biology: California Edition Publisher: Pearson Prentice Hall (February 15, 2007) ISBN-13: 978-0132013529</p> <p>Biology AP Edition Publisher: Pearson; 7th edition (December 10, 2004) ISBN-13: 978-0805367775</p> <p>Essentials of Anatomy And Physiology Publisher: Benjamin-Cummings Publishing Company; 4th edition (January 31, 2006) ISBN-13: 978-0131732964</p>	Yes	0.0
History-Social Science	<p>Modern World History: Patterns of Interaction Publisher: Houghton Mifflin Harcourt (HMH) (December 1, 2002) ISBN-13: 978-0395938294</p>	Yes	0.0

Ways of the World: A Brief Global History with Sources Publisher: Bedford Books (June 7, 2010) ISBN-13: 978-0312644666

History Alive!: Pursuing American Ideals Publisher: Teachers Curriculum Inst (June 30, 2008) ISBN-13: 978-1934534519

America's History 6th Edition Publisher: Bedford/St. Martin's; 6th edition (February 26, 2007) ISBN-13: 978-0312465483

Economics: Principles and Practices Publisher McGraw-Hill/Glencoe; 6th edition (March 1, 1998) ISBN-13: 978-0028235561

United States Government: Democracy in Action, Student Edition Publisher: Glencoe/McGraw-Hill; 1st edition (January 1, 2003) ISBN-13: 978-0078259838

Economics: Principles, Problems, and Policies, 16th ed, 2004 Publisher: Irwin/McGraw-Hill; 16th edition (January 1, 2005) ISBN 0072819359

American Government AP Version 9th Edition Publisher: Houghton Mifflin Company; 9th edition (March 12, 2003) ISBN-13: 978-0618299829

Psychology Publisher: W H Freeman & Co (Sd) (March 7, 2006) ISBN-13: 978-0716728306

Psychology: Principles in Practice: Student Edition Publisher: Holt, Rinehart and Winston; 1st edition (April 22, 2002) ISBN-13: 978-0030646386

Sociology The Study of Human Relationships Publisher: Holt McDougal; 1st edition (January 1, 2010) ISBN-13: 978-0554004419

Please Understand Me II: Temperament, Character, Intelligence Publisher: Prometheus Nemesis Book Company; 1st edition (May 1, 1998) ISBN-13: 978-1885705020

Foreign Language	<p>Avancemos: Level 1 Publisher: McDougal Littell (April 6, 2006) ISBN-13: 978-0618594061</p> <p>Avancemos!: Student Edition Level 2 Publisher: MCDUGAL LITTEL (April 6, 2006) ISBN-13: 978-0618687251</p> <p>Avancemos!: Student Edition Level 3 2007 Publisher: MCDUGAL LITTEL (April 12, 2006) ISBN-13: 978-0618687268</p> <p>Bon voyage! Level 1 Student Edition Publisher: Glencoe/McGraw-Hill; 3rd edition (April 24, 2001) ISBN-13: 978-0078212567</p> <p>Bon voyage! Level 2 Publisher: Glencoe/McGraw-Hill; 3rd edition (April 24, 2001) ISBN-13: 978-0078212574</p>	Yes	0.0
Health	<p>San Diego Youth Services: Reducing the Risk Program</p> <p>Psychology Simulation: Your Mind on Drugs by Thomas E. Ludwig</p> <p>NOVA: Dying To Be Thin Program</p>	Yes	0.0
Visual and Performing Arts	Discovering Drawing: Davis Publications Inc (2000) ISBN: 87192-281-9	Yes	0.0
Science Laboratory Equipment (grades 9-12)	One set of science lab equipment is made available for all stations.	Yes	0.0

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,917	N/A	\$6,917	\$68,670
District	N/A	N/A	\$6,917	\$68,670
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$5,537	\$71,584
Percent Difference – School Site and State	N/A	N/A	19.00%	4.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/26/2014

Types of Services Funded (Fiscal Year 2012-13)

Steele Canyon provides after-school tutoring in Humanities (English/Language Arts and Social Science), Science and Mathematics for those students performing below grade-level standards, who require assistance with concurrently taught concepts, or who are at risk of retention. A year-long Algebra class is available for freshmen students who need extra support in Algebra. A California High School Exit Examination (CAHSEE) on-line learning support class is offered for 11th/12th grade students who have not previously passed the CAHSEE. On-line classes are also available on campus to students who need to remediate coursework. Summer school courses are available for students who have failed during their regular term and who, therefore, require credit make-up. In addition, sections of credit-recovery courses (Humanities and Science) are available as part of particular students' schedules for repeating and mastering previously failed courses.

The research-based inclusion model at Steele Canyon brings support services to Special Education and English Learner students in their mainstream classes. Students receive numerous supports within the framework of the general education classroom such as modified curriculum and either a peer tutor, adult aide or credentialed teacher who attends the class with them to manage behavioral concerns and keep students engaged in academic material. An essential component of the Special Education department is its peer-tutoring program, as support is needed for a large number of students who are in a variety of classroom locations and settings. There are approximately 125-150 peer tutors enrolled in the program, many of those students having enrolled for the second, third, fourth, and even fifth time because they have enjoyed the experience. All peer tutors go through 5-6 trainings provided by Special Education staff, in which they are introduced to the 13 qualifying disabilities, ways in which disabilities manifest themselves in terms of academic performance and behaviors, and learn multiple strategies and techniques to support students with varying disabilities. The trainings are also differentiated based upon the number of times a student has been a peer tutor, helping the peer tutor to develop new strategies and grow as a support provider.

Advancement Via Individual Determination (AVID) is a college readiness program for students that is designed to increase schoolwide learning and performance. AVID enables students to become competitively eligible for entrance to and success in four-year colleges and universities.

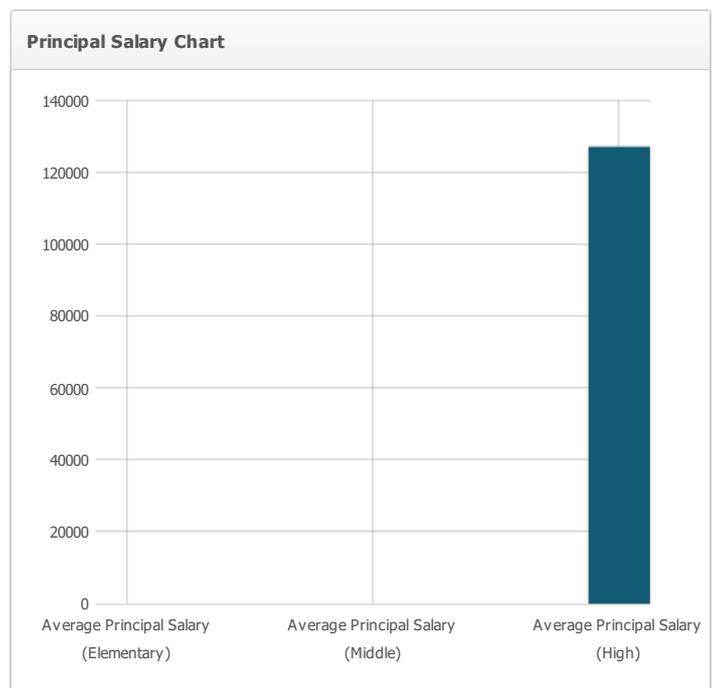
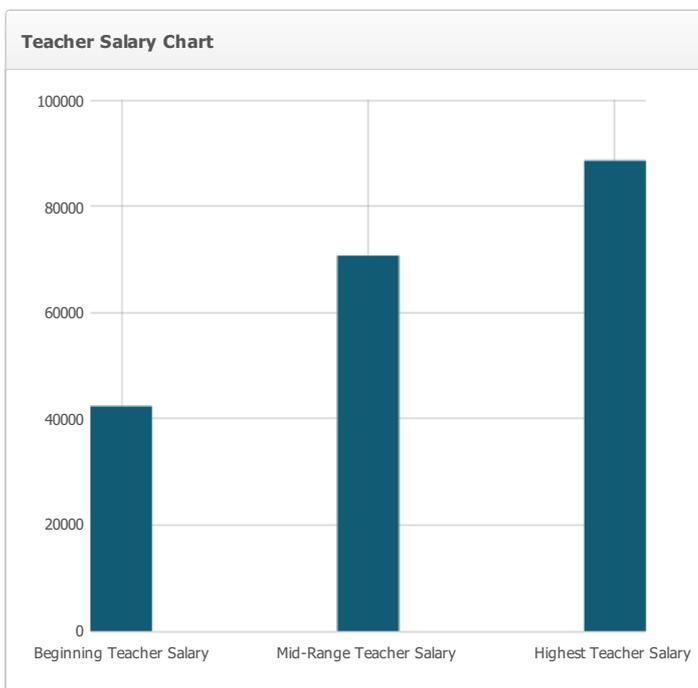
Guidance team staff members for all grade-level teams work closely with parents, students, and other support personnel to ensure that students who are at-risk are able to take full advantage of the various offerings.

Last updated: 1/30/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,353	\$42,865
Mid-Range Teacher Salary	\$70,679	\$69,484
Highest Teacher Salary	\$88,588	\$89,290
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	\$119,946
Average Principal Salary (High)	\$127,000	\$128,378
Superintendent Salary	\$00	\$202,664
Percent of Budget for Teacher Salaries	38.0%	37.0%
Percent of Budget for Administrative Salaries	3.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/24/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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 course 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 [UC Admissions Information Web page](#).

California State University

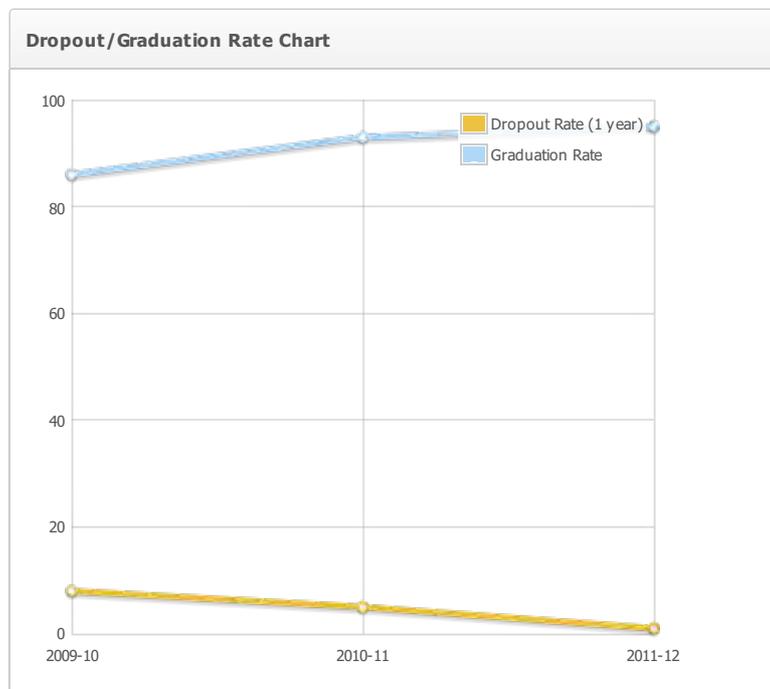
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	8.0	5.2	1.6	11.3	10.3	12.5	16.6	14.7	13.1
Graduation Rate	86.80	93.16	95.61	76.77	78.37	77.42	74.72	77.14	78.73



Last updated: 1/28/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	493	4,704	418,598
Black or African American	27	358	28,078
American Indian or Alaska Native	1	34	3,123
Asian	6	106	41,700
Filipino	9	84	12,745
Hispanic or Latino	133	1,476	193,516
Native Hawaiian or Pacific Islander	1	36	2,585
White	247	2,298	127,801
Two or More Races	26	199	6,790
Socioeconomically Disadvantaged	73	1,540	217,915
English Learners	59	856	93,297
Students with Disabilities	30	393	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/28/2014

Career Technical Education Programs (School Year 2012-13)

Career Technical Education (CTE) Programs

Steele Canyon's Career Education Programs prepare students to succeed in real-world contexts through the development of conceptual thinking, effective communication skills, technological proficiencies, and problem-solving skills—with the opportunity to apply knowledge and skills directly to 21st Century contexts. Students are provided with instruction regarding self-assessment, career exploration, decision-making, and college planning through workshops and through the Cougar Explorations Advisory program. Career-based explorations delivered through Cougar Explorations are linked to four Senior Exhibition Portfolio requirements for graduating seniors (a contemporary resumé, a 21st Century job application, an analysis of Career Planner results, and a Career Plan Essay).

The Guidance office offers additional support through various resources including the Family Connections on-line Career Planner and College Search, college and university seminars, career workshops, vocational training opportunities, and AVID college tours. Seniors are provided the opportunity to explore careers and vocational programs through an annual Career Information Fair with over 50 professions represented.

Steele Canyon offers a CTE Pathway in Arts, Media & Entertainment (AME) which includes the following courses:

- Art
- Contemporary Design
- Multimedia Productions
- 3-D Animation

This pathway will allow students to engage in career exploration, discovering areas of future emphasis for collegiate and other post-secondary study opportunities.

Last updated: 1/30/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	146
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

Last updated: 1/24/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	63.1
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	62.2

Last updated: 1/24/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All Courses	12	22.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/24/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Since becoming a charter school, Steele Canyon has operated from a systematic and focused school-wide professional development plan designed to support high level student achievement. A major emphasis included continued professional development on the analysis and interpretation of disaggregated achievement data so that teachers may redesign assessments, projects, and other measures of evaluation.

To support new and inexperienced teachers, the school assigns a veteran classroom practitioner as a mentor teacher. This mentor teacher supports all new and relatively new teachers at Steele Canyon, which eases their transition to the school and to Steele Canyon's unique ways of delivering curriculum.

Full-Day Professional Development: Some topics for staff break-out professional development sessions at the beginning of each term have included the following (only a partial list):

- Introduction to Common Core State Standards
- Revisiting Steele Canyon's Charter, Mission Statement, Vision and Goals
- Establishing Learning Targets in All Classrooms
- Professional Learning Communities and Data-Driven Conversations
- Maximizing Results for SST, 504, and IEP Meetings
- AVID Strategies that Enhance Student Learning
- Brain-Based Instructional Strategies for Differentiation
- Instructional Strategies for Special Education Inclusion Students
- Scaffolding Strategies for English Learners
- Creating Powerful S.M.A.R.T. Goals
- Site Non-Negotiables for Student Success
- New Technology Training

In addition, Steele Canyon staff members engage in a minimum of one professional development training each month during modified-day Wednesday mornings. Typical of such trainings over the past five school years have been the following topics (only a partial listing):

- School-Wide and Subject Area Data Analysis (several trainings)
- Teacher/Student Relationships and Classroom Management
- On-going Cougar Explorations Planning in Focus Groups
- Professional Learning Communities(both Subject Area and Vertical Team)
- Common Core Planning
- Senior Exhibition Support Work
- Developing and Revising Common Curricula and Assessments

