



# STEELE CANYON HIGH SCHOOL

12440 Campo Road, Spring Valley, Ca 91978 • (619) 660-7100

Gary Schwartzwald, Principal

## School Accountability Report Card

Report 2005-06 Published in 2006-07

### General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

### Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



### Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



### Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

### Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

### Principal's Message

Dear Parents and Community:

Steele Canyon 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. Steele Canyon's schedule models a university-style format. Students are required to complete six classes during the school year as at other sites; however, they do so by completing three courses per term (semester). This allows for smaller class size, project-based instruction and accelerated learning. Student success under a university style system begins with positive attendance. Steele Canyon has had the highest attendance rates in the district for the past four years. Our students have completed SAT 9 testing, the California High School Exit Exam (CAHSEE) and Advanced Placement testing. Unlike most other high schools, Steele Canyon does not offer beginning computer classes; instead technology is infused into our curriculum, enabling students to apply it to further learning. We are the leaders in the district in incorporating technology in the core areas and our math Power Points and Standards lectures on compact disc, created by our math department, are now available on the district website for use by other schools in the district and across the nation. As a high technology school, we offer advanced classes through ROP such as Multi-Media Production, 3-Design/Animation, TV Production and Web Page Design. Our students in these classes have won several awards. We are proud to be breaking new ground in the development of challenging and relevant curriculum that will prepare students for the rigors of a technological society. We look forward to working with you to meet the needs of both our students and the community.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Vicki Ordway at (619) 660-7100.

### School Profile

Steele Canyon is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on California standards based instruction. The classes have common curriculum, common assessment, and collaboration. The school supports cultural awareness on a daily basis through its diverse literature selections and curriculum.

During the 2005/06, 1,992 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

## School Profile

### Student Enrollment by Ethnic Group

2005-06

	Percentage
<b>African American</b>	5.8
<b>American Indian</b>	3.6
<b>Asian</b>	1.6
<b>Caucasian</b>	59.9
<b>Filipino</b>	2.8
<b>Hispanic</b>	20.8
<b>Pacific Islander</b>	0.7
<b>Multiple or No Response</b>	4.7

## Parent Involvement

Steele Canyon greatly benefits from its supportive parents who are very involved in their student's curricular and extra-curricular endeavors. The school has a strong base of parent volunteers who fundraise for the school. The PTO publishes the award winning "Paw Prints" newsletter. They also volunteer throughout the school in registration, schedule distribution, and curriculum night. Parents are also welcome to join the Parent Teacher Organization (PTO).

## Enrollment By Grade

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

### Enrollment By Grade

#### Enrollment Trend by Grade Level

	2003-04	2004-05	2005-06
<b>9th</b>	556	639	561
<b>10th</b>	452	522	573
<b>11th</b>	451	370	500
<b>12th</b>	414	375	372

## Enrollment By Program

During the 2005/06 school year 2011 students were enrolled at Steele Canyon High, of which 10% were students with disabilities, 6% were English Learners, and 18% were socioeconomically disadvantaged.

## Safe School Plan

Safety of students and staff is a primary concern of Steele Canyon. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 10/18/06 by the School Safety Committee. All revisions were 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 drills are held twice a year/as needed. Students are supervised before and after school by certificated staff/classified staff/principal, and certificated staff/classified staff/principal supervise students during lunch. Parent volunteers/certificated staff/classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors check in at the front office for a visitor's pass.

## Discipline & Climate for Learning

Students at Steele Canyon are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Steele Canyon discipline program is to keep students in a safe and effective learning environment and to produce productive members of society. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook and behavior code, which is distributed to all students in their block 2 class at the beginning of the school year. Additionally, an administrator visits each classroom to discuss the rules and regulations in the Parent/Student handbook and behavior code.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Academic League, Art Club, Asian Club, A.V.I.D. Club, Ceramics Club, Cougars for Christ, Cougars for Cthulu, Dance Club, Drama Club, E-Gaming Club, Environment Club, Equestrian Club, Food Club, French Club, Freshmen Class, Gay-Straight Alliance, Humanitarian Relief, Invisible Children Club, Journalism Club, Junior Class, Junior Statement of America, Key Club, Lady Steppers, Metals Club, Music Appreciation, One Tree Hill Club, Outdoor Adventure Club, Paintball Club, Red Cross Club, Remote Control Car Club, Robotics Club, Roots and Shoots Club, Scratch the Mascot, Senior Class, Show Choir, Sophomore Class, Spanish Club, Speech Club, S.C. Honors Society, Surf Team, Technical Theatre Club, and Travel Club.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Baseball, Boys' Basketball, Boys' Cross Country, Boys' Golf, Boys' Water Polo, Cheer (Freshmen, Junior Varsity and Varsity), Football, Girls' Basketball, Girls' Cross Country, Girls' Golf, Girls' Soccer, Girls' Tennis, Gymnastics, Sports Medicine, Track, and Wrestling. Steele Canyon recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements by their individual teachers, the principal through the Cougar Star recognition program, senior award night, and with Scholar Athlete Awards.

<b>Discipline &amp; Climate for Learning</b>						
<b>Suspensions &amp; Expulsions</b>						
	<b>Steele Canyon High</b>			<b>Grossmont Union High</b>		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspensions</b>	142	175	192	4,607	4,000	4,230
<b>Suspension Rate</b>	14.160%	8.720%	9.550%	18.840%	18.060%	17.300%
<b>Expulsions</b>	4	3	12	215	160	186
<b>Expulsion Rate</b>	0.400%	0.150%	0.600%	0.880%	0.720%	0.760%

\* District numbers are for entire district.

### School Facilities

Steele Canyon was originally constructed in 2000 and is comprised of 73 classrooms, 1 gym, 1 library, 1 staff lounge, 5 computer labs, and 0 playgrounds. There has not been any recent remodeling.

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

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

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

<b>School Facilities</b>		
<b>School Facility Conditions</b>		
Date of Last Inspection: Unknown		
<b>Overall Summary of School Facility Conditions:</b>		
<b>Interim Evaluation Instrument Guidelines</b>	<b>Facility in Good Repair</b>	<b>Deficiency &amp; Remedial Actions Taken or Planned</b>
<b>Gas Leaks</b>	Yes	
<b>Mechanical Systems</b>	Yes	
<b>Windows/Doors/Gates (Interior/Exterior)</b>	Yes	
<b>Interior Surfaces (Walls, Floors, and Ceilings)</b>	Yes	
<b>Hazardous Materials (Interior/Exterior)</b>	Yes	
<b>Structural Damage</b>	Yes	
<b>Fire Safety</b>	Yes	
<b>Electrical (Interior/Exterior)</b>	Yes	
<b>Pest/Vermin Infestation</b>	Yes	
<b>Drinking Fountains (Inside/Outside)</b>	Yes	
<b>Restrooms</b>	Yes	
<b>Sewer</b>	Yes	
<b>Playground/School Grounds</b>	Yes	
<b>Other</b>	Yes	

### Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

<b>Teacher Assignment</b>				
<b>Teacher Credential Status</b>				
	<b>School</b>			<b>District</b>
	03-04	04-05	05-06	05-06
<b>Fully Credentialed</b>	91	72	60	972
<b>Without Full Credentials</b>	0	6	3	58

## Teacher Assignment

Teacher Credential Status			
	04-05	05-06	06-07
<b>Working Outside Subject</b>			N/A
<b>Vacant Teacher Positions</b>			
<b>Misassignments of Teachers (other)</b>	0	0	0
<b>Total Misassignments of Teachers</b>	33	33	0
<b>Misassignments of Teachers of English Learners</b>	33	33	0
<b>Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.</b>			

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## Highly Qualified Teachers

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
<b>Steele Canyon High</b>	91.8	8.2
<b>Grossmont Union High</b>	88.1	11.9
<b>High-Poverty Schools in District</b>	N/A	N/A
<b>Low-Poverty Schools in District</b>	87.0	12.0

## Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Steele Canyon High. Generally, the district does not experience any problems finding qualified substitute teachers.

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

## At Risk Interventions

Steele Canyon provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Steele Canyon include: California High School Exit Exam tutorials for those students who have not passed one or both sections of the exam. Study Skills classes are offered for students who are at risk.

## Counseling & Support Staff

It is the goal of Steele Canyon High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Steele Canyon High.

## Counseling & Support Staff

## Curriculum Development

All curriculum development in the Grossmont Union High is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2005/06 school year:

- Completion of chemistry curriculum guide
- Revised First Aid curriculum
- Alignment of AP/IB course titles with College Board

English Language Development courses receive English graduation requirement credit

English as a Second Language courses receive elective credit

Addition of the following courses to the Master Course Catalog:

- CAHSEE English Intervention
- Bible as Literature, 2A
- IB Theatre Arts 1st Year, 1-2HL
- IB Theatre Arts 2nd Year, 3-4 HL
- IB Film 1st Year, 1-2
- IB Film 2nd Year, 3-4
- CAHSEE Math Intervention
- AVID Junior Seminar
- IB/CAS International Baccalaureate/Community Action Service

### Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

### District Revenue Sources

In addition to general state funding, Steele Canyon receives state and federal funding for the following categorical funds and other support programs: GATE, AVID and EIA.

### Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test																
California Standards Test (CST)																
Combined % of Students Scoring at Proficient and Advanced Levels																
	Language Arts						Social Science			Social Science						
	9			10			11			10			11			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
<b>All Students</b>																
Steele Canyon High	61	62		49	46		39	43		47	43		47	44		
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34	
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35	
<b>Males</b>																
Steele Canyon High	59	57	54	46	45	43	34	36	42	52	51	41	44	48	46	
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36	
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37	
<b>Females</b>																
Steele Canyon High	63	68	73	52	49	56	46	50	49	42	34	39	50	42	35	
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34	

California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
<b>Socioeconomically Disadvantaged</b>															
Steele Canyon High	33	38	48	22	22	29	16	15	25	18	22	20	22	12	21
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
<b>African American</b>															
Steele Canyon High	32	58	50	50	16	41	43	35	19	40	24	22	48	44	24
GUHSD	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
California	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
<b>American Indian</b>															
Steele Canyon High	57	31	*	36	*	19	*	31	*	43	*	25	*	38	*
GUHSD	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27
California	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30
<b>Asian</b>															
Steele Canyon High	*	77	93	*	*	73	*	*	*	*	*	82	*	*	*
GUHSD	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50
California	64	66	71	56	58	58	53	55	57	52	53	51	56	54	54
<b>Filipino</b>															
Steele Canyon High	*	77	91	*	54	61	*	18	55	*	54	43	*	9	64
GUHSD	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38
California	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
<b>Hispanic</b>															
Steele Canyon High	48	43	45	34	29	34	29	32	26	43	26	24	36	34	29
GUHSD	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
<b>Caucasian</b>															
Steele Canyon High	69	71	71	55	56	56	43	49	53	50	50	49	52	50	45
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
<b>Students with Disabilities</b>															
Steele Canyon High	14	17	18	6	3	8	6	6	3	14	11	13	12	9	6
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
<b>English Learners</b>															
Steele Canyon High	4	7	17	10	0	0	7	13	0	26	7	4	0	8	0
GUHSD	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

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

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, students at Steele Canyon did not participate in the California Achievement Test.

## CAT-6

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

## Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

## Physical Fitness

Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
<b>Steele Canyon High</b>			
School Overall	0.0%	0.0%	22.8%
School (Boys)	0.0%	0.0%	23.6%
School (Girls)	0.0%	0.0%	21.9%
<b>Grossmont Union High</b>			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
<b>California</b>			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index								
API School Results								
All Students	Base			Growth				
	02-03	03-04	04-05	03-04	04-05	05-06		
API Score	704	719	735	API Growth Score	723	736	748	
Growth Target	5	4	3	Actual Growth	19	17	13	
Statewide Rank	7	8	7	Eligible for Awards	No			
Similar Schools Rank	5	6	5	Eligible for II/USP	No	No	No	
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	613	610	615	API Growth Score	602	615	643	
Growth Target	4	3	2	Actual Growth	-11	5	28	
Caucasian								
Base API Score	730	742	759	API Growth Score	746	760	781	
Growth Target	4	3	2	Actual Growth	16	18	22	
Hispanic								
Base API Score	643	654	682	API Growth Score	653	682	675	
Growth Target	4	3	2	Actual Growth	10	28	-7	
<b>A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b>								
<b>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</b>								

## California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

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

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

### Federal Intervention Program

Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Steele Canyon High				-	-
Grossmont Union High	-	-	-	1	3.85

## Dropout & Graduation Rates

Steele Canyon believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Dropout Intervention Specialist, Phoenix Program contract classes, adult school, tutorials, SSTs, IEPs, SART/SARB, and a 4x4 schedule that allows for flexibility in remediation for seniors.

### Dropout & Graduation Rates

Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	0.21%	0.21%	0.73%
Graduation Rate	N/A%	90.1%	98.2%

## CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

### CAHSEE

Completion of High School Graduation Requirements		
School	District	State

## Career Technical Education (CTE) Programs

Steele Canyon career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Steele Canyon have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: ASVAB, college and university representatives, career fair, vocational training representatives, AVID college tours, and scheduled college and university tours.

## Career Technical Education Participation

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

### Career Technical Education Participation

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	618
What percent of the schools pupils complete a CTE program and earn a high school diploma?	1.3
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	7.9

## UC/CSU Course Completion

Students at Steele Canyon High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

**UC/CSU Course Completion**

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
83.1%	58.2%
<b>* Duplicated Count (one student can be enrolled in several courses).</b>	

**SAT-1**

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Steele Canyon refers students to college admission test preparation courses. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

**SAT-1**

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
<b>Steele Canyon High</b>					
03-04	414	40.6%	516	533	0
04-05	375	50.4%	518	534	0
05-06	372	38.7%	505	513	507
<b>Grossmont Union High</b>					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
<b>California</b>					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

**Advanced Placement Classes**

Steele Canyon High encourages students to continue their education past high school. Steele Canyon High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005/06, 230 students participated in taking the exams. Of the 230 students, 257 exams were scored as "3" or better.

**Advanced Placement Classes**

Advanced Placement Classes		
	# Classes	Enrollment
<b>English</b>	8	212
<b>Mathematics</b>	2	54
<b>Social Science</b>	18	420
<b>All Courses</b>	28	686

**School Leadership**

Leadership at Steele Canyon is a responsibility shared between district administration, the principal (including the school administration), instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. This year, leadership duties were assumed by Principal Gary Schwartzwald. Principal Schwartzwald has 16 years of experience in education with positions as vice principal, principal and ROP Director. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Big Picture Team, Cougar Council, School Site Council, and Focus Groups.

**Staff Development**

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 62 days to staff development annually for the past three years. Topics for staff development during the 2005/06 school year included:

- Conflict Management
- Conscious Classroom Management
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Equity & Diversity

Evidence-Based Coaching for Peer Support  
 Handling the Paper Load through Improved Student Writing  
 Helping English Learners Acquire Academic Literacy  
 Improved Secondary Literacy Interventions  
 Motivating Reluctant Learners  
 Outrageous Teaching  
 PLC English Workshops  
 PLC Math Workshops  
 PLC Social Science Workshops  
 PLC Visual & Performing Arts Workshops  
 Poverty Workshop  
 Powerful Teaching & Learning  
 Rewards Training  
 Scaffolding Literacy in Honors & AP Classes  
 Site Team Lead Training  
 Special Ed in the Regular Ed Classroom  
 Strategies for Great Teaching  
 Strategies to Promote Academic Language in E/LA  
 Using Data & Common Sense to Raise CST Scores in History  
 Using Data to Improve Instructional Practice  
 Working With Challenging Students

**Instructional Time (includes Minimum days)**

For the 2005/06, Steele Canyon offered 180 days of instruction, comprised of 175 regular days. The additional 5 minimum days were utilized. Additionally, Steele Canyon High School has a late start on all Wednesdays. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

**Instructional Time (includes Minimum days)**

<b>Instructional Minutes By Grade Level</b>		
	<b>Minutes Required</b>	<b>Actual Minutes</b>
<b>9th-12th</b>	64,800	65,105