



# STEELE CANYON HIGH SCHOOL

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

Gary Schwartzwald, Principal

## School Accountability Report Card

### Principal's Message

Principal's Message and Mission Statement

Dear Parents and Community:

Steele Canyon High School, A California Charter School, opened as an independent 501(c)(3) educational institution on July 1, 2007. The 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. The following goals, as stated in the Steele Canyon High School charter document, are the five measurement "lenses" through which the school operates:

1. Academic Excellence
2. Fiscal Responsibility
3. Quality Staff Retention
4. Community Engagement
5. Leadership Development

Academic Excellence remains the school's prime directive. The remaining four goals complement and synergize to support the full achievement of this prime instructional goal.

Steele Canyon's schedule models a university-style format. Students are required to complete six classes during the school year as at other sites (with some students retaining the option of taking 7); however, students 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. To that end, Steele Canyon has boasted of the highest attendance rates as a member of the Grossmont Union High School District during the past several years. And now as a charter school, Steele Canyon has continued this tradition of having between 95% and 97% positive attendance on a monthly basis.

Students take yearly the California Standards Tests (CSTs) in major core disciplines, the California High School Exit Exam (CAHSEE), and Advanced Placement examinations—with a small number of students taking the Spanish Assessment of Basic Education (SABE) as required by state law. Unlike most other high schools, Steele Canyon does not offer beginning computer classes; instead, technology is infused into our curriculum, enabling students to apply new dimensions of study to enhance critical-thinking in their learning. Steele Canyon instructional staff members have become innovators in the county—for example, by incorporating technology within core areas such as World Geography as well as by producing Math PowerPoints and Math Standards lectures on compact disc. As a high technology school, Steele Canyon offers advanced classes through ROP such as Multi-Media Production,

3-Design/Animation, Video Production, and Web Page Design. Students taking these courses have won several awards. All in all, Steele Canyon is proud as a school community to have broken new ground in the development of challenging and relevant curriculum that will prepare students for the rigors of a technological society.

Results over the years at Steele Canyon have spoken for themselves. The school has been ranked consistently, since the first year of operation, between the 6th and 8th deciles on the Academic Performance Index based upon a yearly standardized measurement of student learning. It is the school community's belief that unique foundational practices have resulted in such success—practices including (among many others) the following research-based components of the school's instructional operation:

- The Quarter System Block Schedule.
- Common Curricula (developed by teams of teachers) and Common Assessment (with calibrated evaluations).
- Full Inclusion (bringing supportive services to students of special populations within the mainstream classroom).
- Untracked Learning Environments (in which students who master college prep. 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 and Three-Year Science Requirement; Technology-based Instruction; Accelerated Math; and other critical components of an across-the-discipline teaching approach).
- The Grade Level Team Guidance structure, in which an Assistant Principal, Counselor, Academic Advisor, and a Senior Secretary work as a team to support each grade level from 9th through 12th—serving students and parents in all aspects of academic, attendance, behavioral, and social/emotional realms.

### School Profile

Steele Canyon is one of two independent charter schools granted charter status within the attendance area of the Grossmont Union High School District. Curriculum is focused on the California Academic Standards for all disciplines. Classes in the various subject areas have a common curriculum and common assessments, driven by teacher collaboration for curriculum development, design, and delivery. The school supports cultural awareness on a daily basis through its diverse literature selections and curriculum.

During the 2007-08 school year, approximately 2,075 9th through 12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar (Term 1 from August to December; Term 2 from January to June).

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	5.6%
American Indian	2.7%
Asian	1.6%
Caucasian	59.5%
Filipino	3.0%
Hispanic	24.0%
Pacific Islander	0.7%
Multiple or No Response	2.9%

## 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 goals of the Steele Canyon discipline program are 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, distributed to all students in Block 2 classes at the beginning of the school year and posted on the school website at <www.schscougars.org>. Additionally, administrators visit each classroom to discuss the rules and regulations.

Students are encouraged to participate in the school's extended-day academic and extracurricular/co-curricular activities, which comprise 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 those that follow (among others not listed): Academic League, Animal Rights, Anime Club, Art/Creativity Club, Asian Club, AVID Club, Band Council, Beach For Peace, Bilingual Travel Club, Cougar School of Rock, Cougars for Christ, Cougars Who Cook, Class of 2008, Class of 2009, Class of 2010, Class of 2011, Dance Club, Dance Team, Drama Club, E-Gaming Club, Fashion Club, French Club, Hispanic Club, House Club, Invisible Children Club, Journalism Club, Junior Statesmen of America, Key Club, Laser Tag, Library Club, Mat Stats, Marine Biology, Military Support Club, Mixed Martial Arts, Music Appreciation Club, Office Club, Quidditch Club, Robotics Club, Roots and Shoots, Recycling & Environment Club, Rivalry Club, Scrubs Club, Seinfeld Club, Spirit Club, Show Choir, Scratch the Mascot, Stephen Hawking Appreciation Club, Step Team, Travel Club, and Youth for Truth.

The school's Interscholastic Athletic Programs promote individual as well as 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; by the Principal (through such programs as the Cougar Star Recognition and Academic Achievement Honor Rolls); at Senior Awards Night; and via Scholar Athlete Awards, among other components of student recognition.

### Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	175	192	194	4000	4230	0
Suspension Rate	9.2%	9.6%	9.6%	16.0%	17.3%	0.0%
Expulsions	3	12	10	160	186	0
Expulsion Rate	0.2%	0.6%	0.5%	0.6%	0.8%	0.0%

## Enrollment By Grade

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

### Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
9th	639	561	576
10th	522	573	443
11th	370	500	544
12th	375	372	462

## 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.

## Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

### Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	26	26	24	17	11	28	24	13	24	2	4	3
Mathematics	27	24	27	7	2	6	29	10	29	-	-	1
Science	28	29	28	4	2	2	18	19	29	7	1	1
Social Science	25	26	25	19	14	24	27	17	31	4	4	2

## Instructional Time (includes Minimum days)

For the 2007-08 school year, Steele Canyon offers 180 days of instruction, which includes 5 minimum days. Every Wednesday, known as a "Modified Day" for staff professional development purposes, has a late start. Irrespective, all instructional time meets or exceeds the annual instructional minute requirement specified in the California Education Code.

### Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
9th-12th	64,800	65,105

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## School Facilities

Steele Canyon was originally constructed in year 2000 and is comprised of 73 classrooms, 1 gymnasium, 1 library, 1 staff lounge, 5 computer labs, and several athletic fields.

There has not been any recent remodeling; however, the following facility improvements have occurred recently:

- Recent addition of synthetic turf football/soccer field;
- 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;
- Newly constructed softball complex including upgrades to the baseball field; and
- Campus-wide ADA compliance upgrades to current standards.

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

**Deferred Maintenance Budget:** The school participates with the district in the State Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist schools with expenditures for major repair or replacement of existing school facility components. Typically, this program includes upgrades for roofing, plumbing, heating, electrical systems, interior/exterior painting, and floor systems. During the 2006-07 school year, the site's deferred maintenance budget was \$94,160.

## 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 is reviewed and updated each school year by 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 drills are held twice a year/as needed. Students are supervised before and after school by certificated staff, classified staff, and administrators. A variety of certificated staff and classified staff help with supervision during the lunch and nutrition 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.

Steele Canyon boasts of having 25 surveillance cameras on campus to help deter crime and to help identify suspects when crimes occur. These state-of-the-art devices help the school keep crime to a minimum and helps Steele Canyon rival the lowest crime rates of comparable comprehensive schools nationally.

## At Risk Interventions

Steele Canyon provides after-school tutoring in Humanities, (English/ Language Arts and Social Sciences), Science, and Mathematics for those students performing below grade-level standards or who are at risk of retention. Concurrent support classes (called "Special Studies") are offered during the school day as well as during Block 5 (i.e., during extended-day time) for students struggling in their Humanities and Mathematics courses. Summer school courses (and occasionally Intercession courses) are available to students who have failed during the regular term. Other intervention programs offered at Steele Canyon include California High School Exit Exam tutorials (offered two blocks per day for those students who have not passed one or both sections of the exam); a Reading Development class (for those students who require supportive instruction in reading strategies); and general extended-day tutoring in a variety of disciplines.

Guidance staff 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 what is offered.

## 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 Services Staff		
	Number of Staff	Full Time Equivalent
Psychologist	1	0.80

## 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 support nexuses are provided to students: dropout intervention counseling via grade level teams; credit recovery contract classes; adult school/community college concurrent enrollments; tutorials; SSTs, IEPs, and 504 Accommodation Plans; on-site SART/SARB (School Attendance Review Teams and School Attendance Review Boards); and by the 4x4 block schedule that allows for flexibility in remediation for seniors. In addition, the school is adding more concurrent support classes (called "Special Studies") for students requiring extra support during enrollment in Humanities (both English and Social Science), Science, and Mathematics courses.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.21%	0.73%	0.95%
Graduation Rate	98.20%	95.90%	97.40%

## Completion of High School Graduation Requirements

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/>. **Data was not provided by the district.**

## Contact Information

Parents or community members who wish to participate on leadership teams, on school committees, in specific school activities, with extracurricular/co-curricular groups, or who wish to become a school-wide volunteer may contact Vicki Ordway at (619) 660-3512.

## CAT-6

The CAT-6 is not offered at the high school level.

## 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>.

## 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.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	7	7	
Similar Schools Rank	6	5	5	
<b>All Students</b>				
Actual Growth	17	13	-3	731
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	5	28	0	642
<b>Hispanic</b>				
Actual Growth	28	-7	-3	670
<b>Caucasian</b>				
Actual Growth	18	22	-5	757
<b>Students with Disabilities</b>				
Actual Growth	-	31	-17	483

*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 50 students with valid scores.*

## 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.

## 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.

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									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>															
School	61	62	64	49	46	49	39	43	45	47	43	41	47	44	40
District	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
<b>Males</b>															
School	59	57	54	46	45	43	34	36	42	52	51	41	44	48	46
District	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
<b>Females</b>															
School	63	68	73	52	49	56	46	50	49	42	34	39	50	42	35
District	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
<b>Socioeconomically Disadvantaged</b>															
School	33	38	48	22	22	29	16	15	25	18	22	20	22	12	21
District	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
<b>African American</b>															
School	32	58	50	50	16	41	43	35	19	40	24	22	48	44	24
District	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
<b>American Indian</b>															
School	57	31	*	36	*	19	*	31	*	43	*	25	*	38	*
District	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27
State	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30
<b>Asian</b>															
School	*	77	93	*	*	73	*	*	*	*	*	82	*	*	*
District	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
<b>Filipino</b>															
School	*	77	91	*	54	61	*	18	55	*	54	43	*	9	64
District	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
<b>Hispanic</b>															
School	48	43	45	34	29	34	29	32	26	43	26	24	36	34	29
District	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
<b>Caucasian</b>															
School	69	71	71	55	56	56	43	49	53	50	50	49	52	50	45
District	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
<b>Students with Disabilities</b>															
School	14	17	18	6	3	8	6	6	3	14	11	13	12	9	6
District	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
<b>English Learners</b>															
School	4	7	17	10	0	0	7	13	0	26	7	4	0	8	0
District	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
State	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.

Results of student performance are compared to other students statewide who took the test.

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

Percentage of Students in Healthy Fitness Zone	
2006-07 Test Results	
9th Grade	
School	
School Overall	N/A
School (Boys)	N/A
School (Girls)	N/A
District	
District Overall	0.8%
District (Boys)	0.5%
District (Girls)	1.2%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

## 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 Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2007-08)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	8.00%

## SAT-1

Each year, guidance staff members of the four grade level teams encourage students to participate in the SAT and/or ACT examinations which are designed to assess many of the skills that are important to a student's success in college. Steele Canyon actively refers students to college admission test preparation courses. Detailed comparisons of Steele Canyon High School's college entrance exam scores with those schools of its sponsoring district (as well as other schools throughout the state) are made readily available in the school's Guidance Center.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	375	50.4%	518	534	0
05-06	372	38.7%	505	513	507
06-07	462	44.4%	499	509	496
District					
04-05	4,986	0.35%	514	527	0
05-06	5,395	0.34%	497	511	493
06-07	5,999	0.31%	484	502	483
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

Steele Canyon's 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. Students are provided with instruction regarding self-assessment, career exploration, decision-making, and college planning through workshops and through the Life-Management curriculum taught in required Exercise and Nutritional Science courses. Counselors and Academic Advisors offer additional support through various programs, including via the ASVAB (Armed Services Vocational Aptitude Battery), Career Dimensions training, career resources on-line, college and university representatives, career fairs, vocation training representatives, AVID college tours, and scheduled college and university tours.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	66.2	52.2	49.0	63.3	55.4	51.1	56.8	49.9	48.6
Mathematics	62.8	53.1	45.2	59.9	55.3	46.8	61.8	55.8	49.9

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

## 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.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	43.2	29.0	27.8	38.2	41.6	20.2
Males	50.2	27.7	22.1	35.8	41.7	22.6
Females	34.5	30.6	34.9	41.1	41.6	17.3
African American	60.6	27.3	12.1	72.7	21.2	6.1
American Indian	75.0	16.7	8.3	60.0	36.0	4.0
Asian	18.2	18.2	63.6	0	54.5	45.5
Filipino	24.2	36.4	39.4	27.3	54.5	18.2
Hispanic	62.3	23.6	14.2	47.2	40.6	12.3
Caucasian	34.4	31.3	34.4	30.5	43.6	25.8
English Learners	67.7	24.6	7.7	53.1	37.5	9.4
Socioeconomically Disadvantaged	69.1	21.3	9.6	54.7	35.8	9.5
Students with Disabilities	89.1	4.3	6.5	86.8	9.4	3.8

## Advanced Placement Classes

	# of Courses	Enrollment
English	2	124
Mathematics	2	49
Social Science	4	137
Totals	8	310
Percent of Students in AP Courses		15.3%

## 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 Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	83.1%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	46.5%

\* Duplicated Count (one student can be enrolled in several courses).

## 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.

## School Leadership

Leadership at Steele Canyon is a collaborative, grass-roots responsibility shared between the Charter School Governing Board, the Principal (including all school co-administrators), the Cougar Council (governance decision-making body), instructional staff, classified support staff, students, and parents. The school charter focus places emphasis on academic excellence, which pre-supposes a well-balanced and rigorous core curriculum at all grade levels. Since the foundation of the school in 2000, all instructional programs are aligned to state and district standards, with a modified Wednesday schedule built-in weekly to provide staff members 1.5 hours to work on curricular planning, common assessment, and calibration of lessons to standards.

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 the Big Picture Team (a planning and "visioning" group), Cougar Council (the site governance body), the School Site Council, and various site Focus Groups (working on WASC planning as well as new research-based initiatives).

During this first year as a charter school operation, leadership duties have been assumed by Principal and CEO Dr. Craig D. Rocha. Dr. Rocha has 33 years of experience in education, including having served as a County Office of Education Program Director, a middle school principal, an assistant principal at multiple secondary sites, a teacher, a district grants administrator, and a central office curriculum writer.

## Curriculum Development

All curriculum development in the Grossmont Union High School District 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 2006/07 school year:

New Courses Course Number(s) Department  
 Advanced Video  
 Production 1, 2 Y512/Y513 Non-Departmental  
 Beginning Video  
 Production 1, 2 Y510/Y511 Non-Departmental  
 Dental Introduction T195 ROP  
 French 1, 2 HL IB G035/G036 Foreign Language  
 Human Anatomy 1C, 2C R400/R401 Science  
 Medical P.E. 1, 2 P700/P701 Physical Education  
 Technical Theatre 3, 4 T501/T502 ROP

## Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, 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.

[http://edtech.guhisd.net/textbooks/textbook\\_adoption.php](http://edtech.guhisd.net/textbooks/textbook_adoption.php)

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

## 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.

## 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	77.0%	23.0%
District	74.0%	26.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	75.5%	24.5%

## 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.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and new knowledge with site colleagues. The charter school dedicated four full days to professional development trainings during school year 2007-08. Topics for such staff development seminars included those that follow:

- Brush-Up on Instructional Tips for Fully Included Students of Special Education
- Brush-Up on Scaffolding Strategies for English Language Learner Students
- Steele Canyon's Attendance/Tardy Policies and Assertive Discipline Procedures
- Steele Canyon's New Grade Level Guidance and Administrative Team Supports
- Steele Canyon's WASC Action Plan Preparation for 2007-08
- Steele Canyon's Governance Model and Future Charter Committees
- Assertive Discipline Techniques
- Creating Powerful S.M.A.R.T. Goals
- Research-Based Practices for Setting the Lesson Purpose and Articulating Goals for Student Learning
- Maximizing Results for SST, 504, and IEP Meetings

In addition, Steele Canyon staff members engage in a minimum of one professional development training per month (during Modified-Day Wednesday mornings). Typical of such trainings for school year 2007-08 include the following areas:

- On-going WASC Planning in Focus Groups
- On-going Cougar Connections planning in Focus Groups
- Crisis/Disaster Plan Training
- School-wide and Subject Area Data Analysis (several trainings)
- Professional Learning Communities (both subject area and vertical team)
- Standardized Testing Readiness and Teaching Techniques
- Senior Exhibition Support Work
- School-to-Career and Career/Technical Education Planning and Curricular Infusion

## Parent Involvement

Steele Canyon greatly benefits from its supportive parents who are very involved in students' curricular and extra-curricular undertakings. The school has a strong base of parent volunteers who fundraise for the school. The PTO (Parent Teacher Organization), an independent group operating under its own bylaws, publishes the award-winning Paw Prints newsletter. Members also volunteer throughout the school in activities concerning registration, schedule distribution, Open House/Spring Fling events, and Curriculum Nights. All parents, staff members, and other involved community supporters are welcome to join the Parent Teacher Organization (PTO).

Some of the activities sponsored and facilitated by the Steele Canyon PTO include the following:

- o Paw Prints Newsletter (published bimonthly and mailed to all SC families)
  - o An active PTO Website ([www.steelecanyonpto.net](http://www.steelecanyonpto.net))
  - o Teacher/Staff Recognitions (four times per year)
  - o Turning 18 Program (provides packets of information to students within a month of their 18th birthday)
  - o Student Recognition/Principal's Honor Roll (quarterly for students whose grade point average is 3.5 or higher)
  - o Cougar Hall of Fame (highlighting most improved students)
  - o First Aid Kits (supplied and replenished for the school)
  - o PTO Program Booklet (mailed to all SC families)
  - o Financial Wisdom for Graduating Seniors (seminar geared for high school seniors to prepare them for financial independence)
  - o High School 101 and Financial Aid 101 (presentations for parents and their students who are applying for college)
  - o Every 15 Minutes (offered every other year—a dramatic, real-life experience designed to instill teenagers with the potentially dangerous consequences of drinking alcohol)
  - o E-Script (raising money for school programs)
- Three booster clubs comprised of parents and community supporters—Academic Boosters, Band Boosters, and Drama/Theatre Boosters—sustain special extra-curricular and co-curricular activities for students.

## 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.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$33,932	\$39,456
Mid-Range Teachers	\$59,249	\$66,091
Highest Teachers	\$77,520	\$82,529
Elementary School Principals	-	-
Middle School Principals	-	\$104,975
High School Principals	\$113,250	\$116,464
Superintendent	\$163,317	\$171,138
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.8%	37.4%
Administrative Salaries	5.0%	5.2%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Average Teacher Salaries	
School & District	
School	\$67,854
District	\$60,266
Percentage of Variation	12.59%
School & State	
All High School Districts	\$62,833
Percentage of Variation	7.99%

## District Expenditures

Grossmont Union High spent an average of \$9,030 to educate each student, based on 2006-07 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,030
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	N/A

## District Revenue Sources

As an independent 501(c)(3) charter school operation, Steele Canyon is a direct-funded charter school with a total operating budget of 15.3 million dollars, counting monies that come directly from the state as well as revenues from unrestricted categorical programs. The school's charter budget has been aligned to support the five areas of focus as written into the approved charter document:

1. Academic Excellence
2. Fiscal Responsibility
3. Quality Staff Retention
4. Community Engagement
5. Leadership Development

A bulk of budgetary expenditures has gone toward salaries for charter school employees, including the purchase of "buy-back" services such as the school's Special Education operation, cafeteria program, and other Grossmont District operations that the school has purchased with its own funding sources. Apart from the monies used to defray salaries and purchase operational services, a very large proportion of the charter budget has gone to students and instruction—put another way, placed directly inside the classroom.

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.