



STEELE CANYON HIGH SCHOOL

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Craig D. Rocha, Ph.D. CEO/Principal

School Accountability Report Card

Principal's Message

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:

- Academic Excellence
- Fiscal Responsibility
- Quality Staff Retention
- Community Engagement
- 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 continued its historic tradition of having very high attendance rates—between 95% and 97% positive attendance on a monthly basis.

Each year students take the California Standards Tests (CSTs) in tested 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. To this end, 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 Science 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 curricula 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 yearly standardized measurement of student learning. It is the school community's belief that unique "primal roots" 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 grading).
- § Inclusion (bringing supportive services to students of special populations within the mainstream classroom).
- § 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 and Three-Year Science Requirement; Technology-based Instruction; Accelerated Math Sequences; and other critical components of an across-the-discipline teaching approach).
- § Concurrent Support Classes for struggling students who require intervention in learning the concepts being taught concomitantly in their regular core courses.
- § 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 12—serving students and parents in all aspects of academic, attendance, behavioral, and social/emotional realms.

Steele Canyon, when first opened as a district school, used the motto, "A New School for a New Century." Today, in its second year as an independent charter school operation, just having experienced its largest standardized testing gain in the school's history (i.e., +22 points), that motto might be recast as, "A New Charter School for a New Century."

Sincerely,
Dr. Craig D. Rocha,
CEO/Principal

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	6.1%
American Indian	2.1%
Asian	2.1%
Caucasian	58.6%
Filipino	2.7%
Hispanic or Latino	24.4%
Pacific Islander	0.7%
Multiple or No Response	3.4%

School Profile

Steele Canyon is one of 2 independent charter schools granted charter status within the traditional 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 2008-09 school year, approximately 2,100 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).

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, distributed to all students 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 programs promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include those that follow (among others):

Academic League, Anime Club, Art/Creativity Club, Asian Club, AVID Club, Bilingual Travel Club, California Scholastic Federation, Ceramics Club, Chess Club, Cougars for Christ, Class of 2009, Class of 2010, Class of 2011, Class of 2012, CTR (Choose the Right) Club, Eco Club, E-Gaming Club, Fishing Club, French Club, Friday Night Live, Hispanic Club, Invisible Children Club, Journalism Club, Junior Statesmen of America, Key Club, Library Club, Mat Stats, Marine Biology, Military Support Club, Mixed Martial Arts, Mock Trial Team, Money Tree Club, Music Appreciation Club, Office Club, Pink Ribbon Club, Prestigious Grades and Awards Club,, Roots and Shoots, Recycling & Environment Club, Show Choir Club, Spirit Club, Sports Medicine Club, Stamp Collectors* Club, Steele Canyon Social Alliance, Travel Club, Twilight 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*/ Girls* Water Polo, Cheer (Freshmen, Junior Varsity and Varsity), Football, Girls* Basketball, Girls* Cross Country, Girls* Golf, Boys*/ 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 Paw Prints messages as well as via 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	192	194	0	4230	3656	3109
Suspension Rate	9.6%	9.6%	0.0%	17.3%	15.3%	12.8%
Expulsions	12	10	3	186	182	195
Expulsion Rate	0.6%	0.5%	0.1%	0.8%	0.8%	0.8%

Enrollment By Grade

The charts below illustrate Steele Canyon enrollment trends by grade level for the past 3 years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	561	576	531
10th	573	443	552
11th	500	544	508
12th	372	462	488

Class Size

Average class sizes vary by grade level and subject area taught. However, the school adheres to a ratio of 28-30 students to 1 teacher in core disciplines (English, Social Sciences, Mathematics, and Natural Sciences). In addition, the school funds a class size ratio of 20:1 in 9th grade Humanities classes (English and Geography). Concurrent support classes for struggling students maintain a student-to-teacher class size ratio of between 16 and 20:1. These latter classes are the following: Physics/Algebra; Algebra/Geometry; 10th grade Humanities (both English and World History); California High School Exit Examination (CAHSEE) support classes for 11th/12th graders previously not passing CAHSEE; Special Education reading support for non-readers; and Special Education Foundational Math.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	26	24	36	11	28	14	13	24	19	4	3	27
Mathematics	24	27	43	2	6	4	10	29	11	-	1	23
Science	29	28	46	2	2	3	19	29	9	1	1	21
Social Science	26	25	41	14	24	5	17	31	20	4	2	30

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 and School Discipline Committees.

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 and 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 28 surveillance cameras on campus to help deter crime and to help identify suspects when crimes occur. These state-of-the-art devices help keep school crime to a minimum and help Steele Canyon rival the lowest crime rates of comparable comprehensive schools nationally.

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:

- 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;
- New softball complex/baseball field areas;
- Upgrading of HVAC systems for maximum efficiency and energy conservation;
- Newly constructed softball complex including upgrades to the baseball field;
- Campus-wide ADA compliance upgrades to current standards; and
- New On-Line Facilities Use Module developed and implemented for the use of facilities by school groups as well as any outside guests.

Cleaning Process: The Principal and Facilities Manager work daily with the custodial staff to ensure that cleaning of the school is maintained to provide 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 2008-09 school year, the site's deferred maintenance budget is \$94,160.

School Facility Conditions				
Date of Last Inspection: 12/12/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Counseling & Support Staff

It is the goal of Steele Canyon High to assist students in their social and personal development as well as academics. Guidance services are delivered via the Grade Level Team structure shown in the chart below. Each grade level (9th through 12th) has four staff members available to address student and parent needs: one Senior Secretary, one Counselor, one Academic Advisor, and one Assistant Principal.

Each Grade Level Team 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 charts below list the support services available at Steele Canyon High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Coach	4	
Academic Counselor	4	
Assistant Principal	4	
Athletic Director	1	
Attendance Clerk	2	
Librarian	1	
Nurse	1	

Grade Level Teams - 9th - 12th grade

- 1 - Assistant Principal each grade level
- 1 - Assistant Principal Secretary each grade level
- 1 - Counselor each grade level
- 1 - Academic Advisor each grade level
- 1 - Class Advisor each grade level

Additional Student Support

- Accounting Clerk
- Athletic Director
- Attendance Clerk
- Attendance Clerk
- Duplicating Clerk
- Bus./Facilities Mgr.
- Finance Office
- Principal's Secretary
- Receptionist/Admin. Asst.
- Registrar/SST
- Work Permits

Each year, guidance staff members of the four Grade Level Teams encourage students to participate in the SAT (Scholastic Aptitude) Test and/or ACT (American College Testing program) examinations which are designed to assess many of the skills that are important to a student's success in college. Moreover, beginning with the 10th grade year, Steele Canyon guidance personnel push hard for sophomores to experience the PSAT (Preliminary Scholastic Aptitude Test) Examination as a developmental experience. 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 available in the school's Guidance Center.

Guidance staff members of the four Grade Level Teams also encourage students to participate in the many after-school and extended-day tutorial opportunities available for any student who requires support in learning the concepts and skills taught in academic courses. Personnel on all grade-level teams work closely with parents, students, and other staff members to ensure that students who are at-risk are able to take full advantage of the various offerings.

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 SARTs (School Attendance Review Teams); and by the 4x4 block schedule that allows for flexibility in remediation for seniors.

In addition, the school has added concurrent support classes for students requiring extra support during enrollment in Humanities (both English and Social Science), Science, and Mathematics courses—including remediation classes for non-readers, foundation-level Math students, and students not successful with the California High School Exit Examination.

For 2008, 95.5% of 12 grade students were graduated with a Steele Canyon diploma.

Graduation & Dropout Rates

	04-05	05-06	06-07
Dropout Rate	0.73%	0.95%	1.04%
Graduation Rate	95.90%	97.40%	95.50%

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 2007-08 school year in the 12th grade, the table displays the percent of those 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/>>.

Completion of High School Graduation Requirements

	School	District	State
All Students	95.5%	*	*

* Data was not available at the time of publication.

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.

Steele Canyon's API score for spring 2008 is 752, an increase of +21 points over the 2007 score of 731, the largest testing gain in the school's history, and +18 over the 2006 score of 734. (See the chart in section #7, "California Standards Tests.")

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). For the 2008 API, Steele Canyon's result is still not available. Check for updates at <<http://api.cde.ca.gov/>>.

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. For the 2008 API, Steele Canyon's result is still not available. Check for updates at <<http://ayp.cde.ca.gov/>>.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	5	5	2	
All Students				
Actual Growth	13	-3	21	752
Socioeconomically Disadvantaged				
Actual Growth	28	0	18	660
Hispanic or Latino				
Actual Growth	-7	-3	17	687
Caucasian				
Actual Growth	22	-5	28	785
Students with Disabilities				
Actual Growth	31	-17	51	534

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 in all grades (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) 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 overall Grossmont District performance are displayed in the chart.

Graduation Rates:

Steele Canyon

Class of 2006 - 97.4

Class of 2007 - 96.1

Class of 2008 - 95.5

Sponsoring District

Class of 2006 - 90.0

Class of 2007 - 89.5

Class of 2008 - not available

Adequate Yearly Progress (AYP)

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

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 overall school Academic Performance Index (API) as measured by student scores over the past three years is shown. For results on course specific tests, please see <<http://star.cde.ca.gov>>.

API Results

2007-08

API Score 752

Growth +21

Statewide Rank - Not Yet Available

Similar Schools Rank - Not Yet Available

Met Schoolwide Growth Target - Yes

2006-07

API Score 731

Growth -3

Statewide Rank 7

Similar Schools Rank 2

Met Schoolwide Growth Target - No

2005-06

API Score 734

Growth -1

Statewide Rank 7

Similar Schools Rank 5

Met Schoolwide Growth Target - Yes

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.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
9th Grade	
School	
School Overall	46.9%
School (Boys)	43.4%
School (Girls)	50.0%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

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

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	62	64	60	46	49	51	43	45	45	43	41	48	44	40	54
District	48	53	53	37	39	41	34	37	37	30	32	37	33	34	38
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	57	54	57	45	43	43	36	42	36	51	41	46	48	46	56
District	44	46	46	30	35	35	28	31	33	32	35	41	33	36	41
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	68	73	62	49	56	59	50	49	53	34	39	50	42	35	50
District	53	60	59	45	44	47	39	45	41	28	28	33	32	34	35
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	38	48	33	22	29	32	15	25	23	22	20	33	12	21	39
District	31	33	33	19	24	24	16	21	22	16	18	21	16	21	24
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	58	50	51	16	41	33	35	19	28	24	22	30	44	24	33
District	33	37	38	18	26	23	19	23	24	17	18	18	21	23	25
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
American Indian															
School	31	*	*	*	19	*	31	*	27	*	25	*	38	*	56
District	38	45	46	35	31	28	23	29	30	26	21	35	27	27	34
State	42	43	44	34	34	36	29	31	32	26	26	30	29	30	34
Asian															
School	77	93	73	*	73	87	*	*	67	*	82	73	*	*	92
District	67	58	66	66	61	47	52	53	51	51	57	45	53	50	59
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
Filipino															
School	77	91	60	54	61	82	18	55	64	54	43	73	9	64	57
District	61	62	63	39	55	55	27	42	49	42	41	49	30	38	52
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
Hispanic or Latino															
School	43	45	49	29	34	32	32	26	25	26	24	35	34	29	39
District	33	37	38	23	24	26	21	24	22	19	19	25	23	21	26
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	71	71	65	56	56	57	49	53	53	50	49	53	50	45	60
District	57	62	61	45	48	50	39	45	44	36	38	45	37	41	44
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	17	18	14	3	8	17	6	3	7	11	13	20	9	6	20
District	9	14	10	5	8	7	7	6	7	8	9	11	7	8	11
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	7	17	19	0	0	18	13	0	0	7	4	4	8	0	14
District	5	8	8	4	2	4	4	4	4	6	7	6	7	5	8
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*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. This program does not apply to Steele Canyon High School.

Federal Intervention Programs

Program Improvement (PI) Status	School	District
	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

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 for 10th grade test-takers 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 is administered first in 10th Grade and has an English/ Language Arts section and a Mathematics section; for purposes of calculating AYP, three 10th grade 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.

The table below displays the number and percent of 10th grade Steele Canyon students passing the English/Language Arts (ELA) and the Mathematics portions of the CAHSEE for school year 2007-08, with a Grossmont District comparison. For data by subgroups, gender, etc., please see <<http://cahsee.cde.ca.gov>>.

CAHSEE By Subject

	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	63.3	55.4	51.1	56.8	49.9	48.6	64.9	54.6	52.9
Mathematics	59.9	55.3	46.8	61.8	55.8	49.9	66.6	55.7	51.3

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35.1	51.8	13.0	33.4	40.3	26.3
Male	42.7	50.0	7.3	33.2	38.7	28.1
Female	28.3	53.5	18.2	33.6	41.7	24.7
African American	65.0	30.0	5.0	68.2	18.2	13.6
Asian	6.7	73.3	20.0	6.7	73.3	20.0
Filipino	27.3	54.5	18.2	18.2	27.3	54.5
Hispanic or Latino	52.7	45.0	2.3	46.6	38.3	15.0
White	27.3	55.6	17.1	27.5	40.5	32.0
English Learners	68.3	30.0	1.7	55.7	32.8	11.5
Socioeconomically Disadvantaged	60.0	33.3	6.7	45.6	39.2	15.2
Students with Disabilities	83.7	11.6	4.7	78.0	14.0	8.0

Advanced Placement Classes

Steele Canyon High School encourages students to continue their education past high school. Steele Canyon 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. Advanced Placement results for 2007-2008 are displayed below. (Unfortunately, comparison data is only available for 2006-07 at the time of this writing. To check for updates see <<http://ap.cde.ca.gov>>.)

Advanced Placement Classes

	# of Courses	Enrollment
English	2	157
Mathematics	2	55
Social Science	4	380
Totals	8	592
Percent of Students in AP Courses		5.6%

Teacher Assignment

Steele Canyon High School, a California Charter School, recruits and employs the most qualified of credentialed teachers. Teacher "mis-assignments" 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. For the 2008-09 school year, one teacher out of ninety (including all on-loan special educators) is completing credentialing authorization and will be certified by March, 2009. All other teachers on site hold the required state licenses or credentials for the subject areas to which they are assigned.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	60	82	86	1029
Without Full Credentials	0	0	4	24
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0		1
Misassignments of Teachers (other)		0	1
Total Misassignments of Teachers	0		1
Vacant Teacher Positions			0

UC/CSU Course Completion

Students at Steele Canyon High are expected to take University of California/California State University (UC/CSU) preparatory courses—whether or not they plan to attend a four-year university. For eligibility to CSU or UC schools, students must pass each course with a grade no lower than a 'C'. All courses (including electives) at Steele Canyon are linked to A through G requirements for the California UC and CSU systems.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	80.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	57.1%

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

Career Technical Education Participation

All students of Steele Canyon participate in a variety of career and technical education (CTE) programs and activities throughout their four years in high school. CTE participation for students at Steele Canyon can include direct enrollment in technical-oriented courses and/or participation in a plethora of CTE-based experiences that lead towards a required Senior Exhibition and Portfolio, both of which retain career-based reflections and explorations.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	510
What percent of the school's pupils complete a CTE program and earn a high school diploma?	97.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	20.0

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, through the Cougar Connections Advisory program, and through the Life-Management curriculum taught in required Exercise and Nutritional Science courses. Counselors and Academic Advisors offer additional support through various activities, including the ASVAB (Armed Services Vocational Aptitude Battery), Career Dimensions training, on-line career and college resources posted on the Guidance webpage, college and university seminars, career workshops, vocation training opportunities, AVID college tours, and scheduled college and university tours.

As a result of the school's 2006 WASC visitation, Steele Canyon has increased its offerings of elective courses with a career and technical orientation. Our menu of CTE courses includes the following:

- Animal Careers
- Beginning/Advanced Video Production
- Multimedia Production
- Technical Theatre
- 3D Design (Jewelry)
- Web Page Design
- Computer 3D/Animation
- Medical Careers
- Sports Medicine
- Veterinary Medicine

Each year, the school plans to add more courses to offer additional technical education opportunities for students.

Steele Canyon is creating certain "career pathways" for students to experience throughout their four years at Steele Canyon. Thus far, these pathways include the following:

- Health & Public Service
- Art & Communications
- Science & Technology
- Business
- Social Services
- Engineering/Technology

These pathways will allow students to engage in career exploration, discovering areas of future emphasis for collegiate and other post-secondary study opportunities after high school. Similarly, the career-based explorations delivered through Cougar Connections are linked to four new Senior Exhibition Portfolio requirements for graduating seniors (a contemporary resumé, a 21st Century job application, an analysis of Career Dimensions results, and a Career Plan Essay).

Curriculum Development

All curriculum development at Steele Canyon High School, a California Charter School, is based upon the California State Content Standards and Frameworks. Curriculum is reviewed monthly at Subject Area and Vertical Team meetings in order to assure alliance with the state standards, charter school goals, and the statewide assessment program.

Teachers constantly review and study the California standards for their subjects areas; meet in Subject Area and Vertical Teams to develop results-based curricula enmeshed with these standards; assess student progress using the same tools (tests, quizzes, projects, etc.); then revise and upgrade curricula and teaching approaches as data reveal trends needing improvement. These research-based practices have been non-negotiable at Steele Canyon.

Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, and determined that each school within the district (including charter schools) 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. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school and in the Grossmont Union High School District:

< http://edtech.guhsd.net/textbooks/textbook_adoption.php >.

Additional Internet Access/Public Libraries

Steele Canyon's library offers multiple thousands of books and other research materials available to students. Moreover, the library has many computers available to students for Internet access and research purposes. However, for additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

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 2006-07 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. As of December 2008, one teacher out of ninety at Steele Canyon High School (including all on-loan special educators) is completing credential authorization and will be certified by March, 2009. All other teachers on site hold the required state licenses or credentials for the subject areas to which they are assigned.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	86.0%	14.0%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

District Expenditures

School Expenditures

Steele Canyon High School spent an average of \$7,086 to educate each student, based on 2007-08 FY audited financial statements. As directed by the approved charter, Steele Canyon places a majority of revenue directly into the classroom in support of academic excellence for students. Moreover, as an independent 501(c)(3) charter school operation, Steele Canyon's budget, revenues, and expenditures are closely monitored by the chartering district, Grossmont Union, as well as by independent financial auditors as required under California Charter School Law. (For financial oversight accountability, California law requires all charter schools to submit an independent financial audit to the California Department of Education and to the chartering entity by December 15 of each school year.) The December 2008 financial audit—conducted by Hosaka, Nagel & Company (member of the Calif. Society of Certified Public Accountants)—is available for perusal by the public. This audit confirms that Steele Canyon has been very fiscally responsible since becoming a charter school. Contact the SCHS Governing Board Secretary, Teresa Greenhalgh, to view the audit for December 2008.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,711
From Restricted Sources	\$0
From Unrestricted Sources	\$9,711
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	83.23%

Staff Development

Since its rebirth as a charter school two years ago, Steele Canyon has operated from a systematic and focused school-wide professional development plan designed to support high-level student achievement. A major emphasis has 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 procured a seasoned classroom practitioner who performed the role of "peer coach" during Quarter 1 of the current school year. This teacher mentor supported all new teachers at Steele Canyon, which eased their transition to the school and to Steele Canyon's unique ways of delivering curriculum.

Closely aligned to the professional development improvements have been new opportunities for instructional and guidance staff members to analyze student achievement data to inform instruction. The Steele Canyon administration and instructional specialists continue to provide staff with a plethora of data and ask that the various subject areas revise their S.M.A.R.T. goals (Sustained-Measurable-Attainable-Realistic-Time-bound goals) based upon student performance data. Many Wednesday morning professional development trainings have focused on the analysis and interpretation of disaggregated achievement data for the purpose of conducting what the research calls "data-driven teaching." Extending these performance-analysis meetings to monthly (and often weekly) Subject Area and Vertical Team meetings has become the new systematic school-wide plan for data analysis. Thus the school's initial focus as a charter school is on two high-performance, research-based practices of the top gap-closing charter high schools in the United States:

(1) "data-driven teaching" and (2) developing an ethos of "continuous improvement."

(See <www.ed.gov/admins/comm/choice/charterhs/report.pdf> for the full report on these schools published by the U.S. Department of Education.)

Full-Day Professional Development: Topics for staff break-out professional development sessions at the beginning of each term have included the following (only a partial listing):

- § Brush-Ups on Instructional Tips for Fully Included Students of Special Education
- § Brush-Ups on Scaffolding Strategies for English Language Learner Students
- § Steele Canyon's WASC Action Plan Preparation
- § 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
- § AVID Strategies that Enhance Student Learning
- § Response to Intervention for Included Students
- § Brain-based Instructional Strategies for Differentiation

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 two school years have been the following topics (only a partial listing):

- § School-wide and Subject Area Data Analysis (several trainings)
- § On-going WASC Planning
- § On-going Cougar Connections planning in Focus Groups
- § Professional Learning Communities (both Subject Area and Vertical Team)
- § Standardized Testing Readiness and Teaching Techniques
- § Senior Exhibition Support Work
- § Career Exploration and Technical Education Planning

For 2008-09, an additional Wednesday morning each month has been dedicated to a series of "Mini-Workshops on Best Instructional Practices," as instructors have regularly shared teaching strategies and techniques important for sustaining student achievement as identified through contemporary research.

Examples of topics for these mini-trainings have included the McREL (Mid-Continent Research for Education & Learning) strategies, two examples of which are "identifying similarities and differences" and "setting goals/providing feedback" (among other research-based instructional topics).

Data Sources

Data within the School Accountability Report Card (SARC) was provided by Steele Canyon High School, a California Charter School, and the sponsoring Grossmont Union High School District, retrieved from the 2007-08 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 find facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and communities may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. As an independent charter school, Steele Canyon maintains an extensive database of school-specific facts, so information not found via Dataquest may be requested of the school.

District Revenue Sources

School Revenue Sources

As an independent 501(c)(3) school operation, Steele Canyon is a direct-funded charter school with a total operating budget of approximately 15.5 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, transportation services, and other Grossmont Union District operations 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 in support of the prime directive of "academic excellence."

School Site Teacher Salaries

The average teacher salary schedule at Steele Canyon High School is \$59,340 per year. By comparison, the average teacher salary for the chartering school district, Grossmont Union, is \$67,854 per year, based on financial statements. Steele Canyon Charter teachers work 186 days per school year, while Grossmont Union High School District teachers work 185 days per school year.

Average Teacher Salaries	
School & District	
School	\$59,340
District	\$64,549
Percentage of Variation	8.07%
School & State	
All High School Districts	\$65,574
Percentage of Variation	9.51%

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, Admin. Secretary, at (619) 660-3512. The Parent Teacher Organization (PTO) contact is <<http://www.steelecanyonpto.net>>.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays salaries for teachers and administrators at Steele Canyon High School. The table also shows teacher and administrative salaries as a percent of the overall school budget. Detailed information regarding salaries may be obtained from the school Business Manager, and salary schedules for the various positions are posted on the school website.

2008-09 School Operating Budget = \$15,537,423

2008-09 Teacher Salaries

\$4,925,190

2008-09 Admin. Salaries

\$573,656

% of Total Budget

35%

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

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 (four required at Steele Canyon)
- 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 and three required at Steele Canyon)
- 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>. To prepare for entrance to a CSU school, visit <www.csumentor.edu>.

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—a base which includes three parent booster organizations. The PTO (Parent Teacher Organization), an independent group operating under its own bylaws, publishes the award-winning Paw Prints newsletter. Members and a host of other parents 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)
- 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/Principals Honor Roll (quarterly for students whose grade point average is 3.5 or higher)
- o Cougar Hall of Fame (highlighting most improved students)
- o Finals Care Packages (packages of "goodies" delivered to students with a parent's heartfelt message)
- 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 dangerous consequences of drinking alcohol and driving)
- o E-Script (raising money for school programs)

Steele Canyon maintains three booster clubs comprised of parents and community supporters: Academic Boosters, Band Boosters, and Drama/Theatre Boosters. These groups support special extra-curricular and co-curricular activities for students.

