

Grossmont Union High School District

Steele Canyon High School

2008-2009 School Accountability Report Card

**Craig Rocha,
Principal**

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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
- Quality Staff Retention
- Leadership Development
- Fiscal Responsibility
- Community Engagement

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 gains in the school's history (i.e., +21 points in 2007-08 and +20 points in 2008-09), that motto might be recast as, "A New Charter School for a New Century."

We believe our sponsoring district agrees. On November 12, 2009, the Grossmont Union High School District Governing Board approved Steele Canyon's charter renewal through December 15, 2014! A New Charter School for a New Century, indeed!

Sincerely,

Dr. Craig D. Rocha,
CEO/Principal

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 2009-10 school year, approximately 2,190 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, Art/Creativity Club, Asian Club, AVID Club, California Scholastic Federation, Ceramics/Clay Club, Cougars for Christ, Class of 2010, Class of 2011, Class of 2012, Class of 2013, CTR (Choose the Right) Club, Dance Club, E-Gaming Club, French Club, Friday Night Live, Glee Club, Interace Club, Invisible Children Club, Journalism Club, Key Club, Marriage Equality Club, Mat Stats, Mock Trial Team, Notorious Stomperz Club, Office Club, Pink Ribbon Club, Recycling & Environment Club, SC Club, SCHS Film Club, Science Club, Show Choir Club, Spirit Club, Sports Medicine Club, Surf Club, 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*/ 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	194	0	93	3656	3109	3856
Suspension Rate	9.6%	0.0%	4.4%	15.3%	12.8%	15.6%
Expulsions	10	3	8	182	195	230
Expulsion Rate	0.5%	0.1%	0.4%	0.8%	0.8%	0.9%

Enrollment By Grade

This chart illustrates Steele Canyon CBEDS (California Basic Education Data System) enrollment trends by grade level for the past 3 school years.

Enrollment 2009-10

School Total 2190

Grade 9 589

Grade 10 571

Grade 11 528

Grade 12 502

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
9th	576	531	557
10th	443	552	542
11th	544	508	532
12th	462	488	483

Class Size

Average class sizes vary by grade level and subject area taught. However, the school adheres to an approximate 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		
	07	08	09	07	08	09	07	08	09	07	08	09
English	24	36	40	28	14	12	24	19	11	3	27	26
Mathematics	27	43	41	6	4	3	29	11	15	1	23	24
Science	28	46	49	2	3	2	29	9	6	1	21	24
Social Science	25	41	48	24	5	3	31	20	8	2	30	38

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 2008/09 school year:

New Courses Course Number(s) Department
 Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Cel Animation 1C, 2C B263/B264 Art
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Professional Musical Theatre
 Performer T510/T511 ROP
 Science 1, 2 Sheltered R023/R024 Science
 COURSES PENDING UC APPROVAL
 Environmental Design I & II J140/J141
 History IB HL1 S096/S097

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, 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. 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://portal.guhsd.net/GUHSD/depts/edserv/curriculum/textbook>

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.

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 lists below show the support services available at Steele Canyon High School.

9th Grade Team - Class of 2013
 Assistant Principal - Jeff Kover - ext 03523
 Counselor - Judith Goodloe - ext 03547
 Academic Advisor - Millie Jaggard - ext 03542
 Secretary - Linda Beauparlant - ext 03522

10th Grade Team - Class of 2012
 Assistant Principal - Al Love - ext 03521
 Counselor - Shannon Roberts - ext 03548
 Academic Advisor - Patricia Stanley - ext 03544
 Secretary - Kyla Richardson - ext 03520

11th Grade Team - Class of 2011
 Assistant Principal - Eileen Poole - ext 03525
 Counselor - Nell Clark - ext 03549
 Academic Advisor - Shaun Harvey - ext 03543
 Secretary - Trini McCorkle - ext 03524

12th Grade Team - Class of 2010
 Assistant Principal - Jeff Kover - ext 03527
 Counselor - Joe Schramm - ext 03545
 Academic Advisor - Tami Schmal - ext 03541
 Secretary - Krissy Toon - ext 03526

Additional Student Support Personnel
 Accounting Clerk, Patricia Vasquez, Ext. 03552
 Athletic Director, Gary Stathas, Ext. 03603
 Attendance Clerk, Bettina Papciak, Ext. 03532
 Attendance Clerk, Barbara Moya, Ext. 03531
 Duplicating Clerk, Rochelle Simms, Ext. 03580
 Bus./Facilities Mgr., Dennis Trachtenberg, Ext. 03551
 Finance Office, Julie Uto, Ext. 03537
 Library, Stacy Achenbach, Ext. 03560
 Nurse, Pam Sigmon, Ext. 03571
 Principal's Secretary, Vicki Ordway, Ext. 03512
 Receptionist/Admin. Asst., A.J. Simms, Ext. 03500
 Registrar/SST, Marla Van den Akker, Ext. 03530
 Work Permits, Helen Bell, Ext. 03550

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	

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.

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 2009-10 school year, all teachers (including all on-loan special educators) are certified to teach in their assignment via the State of California. All classroom teachers on site hold the required state licenses or credentials for the subject areas to which they are assigned.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	82	86	80	1080
Without Full Credentials	0	4	1	8
Working Outside Subject	0	0	0	22

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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 2009, all 88 teachers at Steele Canyon High School (including all on-loan special educators) are certified to teach in their assignment via the State of California. All classroom instructors 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	87.6%	12.4%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

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 2009-10 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.

Staff Development

Since its rebirth as a charter school over 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: Some 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
- Unit Data Analysis: Improving Standards Mastery through Team Data Work
- 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
- Transferable Teaching Strategies that Get Results

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)
- Staff Social Contract and Development of Steele Canyon "DNA"
- Teacher/Student Relationships and Classroom Management
- Total Physical Response and Kinesthetic Learning (with Theory and Techniques)
- 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 and 2009-10, 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).

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:

- Paw Prints Newsletter (published bimonthly and mailed to all SC families)
- An active PTO Website (www.steelecanyonpto.net)
- Teacher/Staff Recognitions (four times per year)
- Turning 18 Program (provides packets of information to students within a month of their 18th Birthday)
- Student Recognition/Principals Honor Roll (quarterly for students whose grade point average is 3.5 or higher)
- Cougar Hall of Fame (highlighting most improved students)
- Cougar Stars (funding Guidance Department efforts in highlighting most improved students)
- Finals Care Packages (packages of "goodies" delivered to students with a parent's heartfelt message)
- First Aid Kits (supplied and replenished for the school)
- PTO Program Booklet (mailed to all SC families)
- Financial Wisdom for Graduating Seniors (seminar geared for high school seniors to prepare them for financial independence)
- High School 101 and Financial Aid 101 (presentations for parents and their students who are applying for college)
- 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)
- 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.

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>>.



California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	53	52	55	43	44	47	43	46	50
Mathematics	25	25	32	22	23	29	40	43	46
Science	18	29	36	32	41	46	38	46	50
History/Social Science	39	50	55	32	37	43	33	36	41

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	40	21	17	35
American Indian	54	25	*	*
Asian	63	31	*	68
Filipino	76	51	64	77
Hispanic or Latino	41	23	29	48
Pacific Islander	58	45	*	*
Caucasian	62	36	39	57
Males	50	33	40	58
Females	61	31	31	53
Socioeconomically Disadvantaged	34	18	23	39
English Learners	12	15	18	30
Students with Disabilities	21	9	19	30
Migrant Education	*	*	*	*

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

School Year 2005-06

API Score: 734
Growth: -1
Statewide Rank: 7
Similar Schools Rank: 5
Met Schoolwide Growth Target: Yes

School Year 2006-07

API Score: 731
Growth: -3
Statewide Rank: 7
Similar Schools Rank: 2
Met Schoolwide Growth Target: No

School Year 2007-08

API Score: 752
Growth: +21
Statewide Rank: 7
Similar Schools Rank: 2
Met Schoolwide Growth Target: Yes

School Year 2008-09

API Score: 772
Growth: +20
Statewide Rank: Not yet available
Similar Schools Rank: Not yet available
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. Results of Steele Canyon student performance are available upon request.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	1.3%	11.8%	36.4%

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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 2009 is 772, an increase of +20 points over the 2008 score of 752 and +21 points over the 2007 score of 731 (the latter of which was the largest testing gain in the school's history). (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 2009 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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	5	2	2	
All Students				
Actual Growth	-3	21	20	772
Socioeconomically Disadvantaged				
Actual Growth	0	18	32	692
Hispanic or Latino				
Actual Growth	-3	17	40	727
Caucasian				
Actual Growth	-5	28	10	795
Students with Disabilities				
Actual Growth	-17	51	39	573
English Learners				
Actual Growth	-	-	39	673

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		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2009-10)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

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.

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	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

AYP

School Year 2006-2007 Met AYP
Steele Canyon Yes; 18/18 Criteria met
Sponsoring District No; 36/38 Criteria met

School Year 2007-2008 Met AYP
Steele Canyon Yes; 17/17 Criteria met
Sponsoring District No; 31/34 Criteria met

School Year 2008-09 Met AYP
Steele Canyon No; 17/18 Criteria met
Sponsoring District No; 26/34 Criteria met

Graduation Rates

Class of 2006
Steele Canyon 97.4
Sponsoring District 90.0

Class of 2007
Steele Canyon 96.1
Sponsoring District 89.5

Class of 2008
Steele Canyon 95.5
Sponsoring District 87.0

Class of 2009
Steele Canyon - not available
Sponsoring District - not available

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 2008-2009 with a Grossmont District comparison For data by subgroups, gender, etc., please see <<http://cahsee.cde.ca.gov>>.

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	56.8	49.9	48.6	64.9	54.6	52.9	62.5	51.8	52.0
Mathematics	61.8	55.8	49.9	66.6	55.7	51.3	68.3	58.4	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	37.6	30.1	32.3	32.1	47.0	20.9
Males	44.3	30.1	25.6	28.7	47.8	23.5
Females	31.3	30.2	38.5	35.3	46.2	18.4
African American	52.9	26.5	20.6	57.9	36.8	5.3
Filipino	27.3	27.3	45.5	18.2	9.1	72.7
Hispanic or Latino	51.2	20.0	28.8	37.2	51.2	11.6
Caucasian	32.3	33.7	34.0	27.2	48.8	23.9
English Learners	71.1	20.5	8.4	52.9	38.8	8.2
Socioeconomically Disadvantaged	66.7	24.2	9.1	48.6	42.9	8.6
Students with Disabilities	75.0	21.9	3.1	70.0	25.0	5.0

School Year 2008-2009

Steele Canyon
Test: ELA
Number Tested: 513
Number Passed: 471
Percent Passed: 92%
Number Not Passed: 42
Percent Not Passed: 8%

District
Test: ELA
Number Tested: 5264
Number Passed: 4246
Percent Passed: 81%
Number Not Passed: 1018
Percent Not Passed: 19%

Steele Canyon
Test: Math
Number Tested: 513
Number Passed: 470
Percent Passed: 92%
Number Not Passed: 43
Percent Not Passed: 8%

District
Test: Math
Number Tested: 5130
Number Passed: 4353
Percent Passed: 85%
Number Not Passed: 777
Percent Not Passed: 15%

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/>>.

Steele Canyon Graduation Rates

Class of 2007	Class of 2008
Steele Canyon 96.1	Steele Canyon 95.5
District 89.5	District 87.0

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.

Advanced Placement results for 2007-2008 are displayed below. (Unfortunately, no data are currently available for school year 2008-09. To check for updates, see <<http://ap.cde.ca.gov/>>.)

Summary of 2007-08 Scores on the Advanced Placement (AP) Examination:

Steele Canyon High	District	County	State
Grade 12 Enr.: 488	Grade 12 Enr.: 6,085	Grade 12 Enr.: 40,643	Grade 12 Enr.: 465,901
Grade 11+12 Enr.: 996	Grade 11+12 Enr.: 12,038	Grade 11+12 Enr.: 79,020	Grade 11+12 Enr.: 952,234
Number of Test Takers: 279	Number of Test Takers: 2,636	Number of Test Takers: 24,730	Number of Test Takers: 220,195
Exams Scr=1: 101	Exams Scr=1: 954	Exams Scr=1: 8,924	Exams Scr=1: 84,909
Exams Scr=2: 171	Exams Scr=2: 1,307	Exams Scr=2: 10,301	Exams Scr=2: 86,617+
Exams Scr=3: 194	Exams Scr=3: 1,329	Exams Scr=3: 11,159	Exams Scr=3: 94,189
Exams Scr=4: 110	Exams Scr=4: 858	Exams Scr=4: 8,593	Exams Scr=4: 75,303
Exams Scr=5: 45	Exams Scr=5: 367	Exams Scr=5: 6,106	Exams Scr=5: 55,437

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."

- Two years of History/Social Science (four required at Steele Canyon)
- Four years of English
- Three years of college preparatory Mathematics (four recommended for UC)
- Two years of Laboratory Science (three recommended for UC and three required at Steele Canyon)
- Two years of a single language other than English (three recommended for UC)
- One year of Visual/Performing Arts
- 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>.

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.

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.

Completion of High School Graduation Requirements

	School	District	State
African American	80.0%	*	*
American Indian	73.3%	*	*
Asian	92.3%	*	*
Filipino	95.8%	*	*
Hispanic or Latino	85.4%	*	*
Pacific Islander	75.0%	*	*
Caucasian	87.1%	*	*

* Data was not available at the time of publication.

Advanced Placement Classes

	# of Courses	Enrollment
Social Science	4	388
English	2	171
Mathematics	2	71
Totals	8	630
Percent of Students in AP Courses		5.9%

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	82.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	82.7%

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

As a result of the school's 2006 and 2009 WASC visitations, 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
- Multimedia Production
- Web Page Design
- Computer 3D/Animation
- Veterinary Medicine
- Medical Careers

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

Steele Canyon is developing an Arts/Media career pathway which will include the following courses:

- Art
- Clay/Metals
- Multi-Media Productions
- 3-D Animation
- Web Page Design

This pathway 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).

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Multimedia Production	Steele Canyon High School	Through a standards-based curriculum designed to teach students about the career field while encouraging individual levels of achievement.	Though the ROP curriculum, students are required to develop a resume based in their assessed skills and experiences and guest speakers are presented from industry as well as vocational and tech ed programs to make students aware of career options in the field. School-wide students must meet a career plan graduation requirement which includes completion of an assessment test on skills, values, personality and values, a resume, a job application, and a career plan essay. Career development curricula	Teachers are evaluated on performance by ROP administration annually, ROP Site Specialists observe classes twice per term, and students evaluate the class at the end of each term.
3D Computer Animation				
Web Page Design				
Veterinary Medicine	Steele Canyon High School	Through a standards-based curriculum designed to teach students about the career field while encouraging individual levels of achievement.	Though the ROP curriculum, students are required to develop a resume based in their assessed skills and experiences and guest speakers are presented from industry as well as vocational and tech ed programs to make students aware of career options in the field. School-wide students must meet a career plan graduation requirement which includes completion of an assessment test on skills, values, personality and values, a resume, a job application, and a career plan essay. Career development curricula	Teachers are evaluated on performance by ROP administration annually, ROP Site Specialists observe classes twice per term, and students evaluate the class at the end of each term.
Animal Careers				
Medical Careers	Steele Canyon High School	Through a standards-based curriculum designed to teach students about the career field while encouraging individual levels of achievement.	Though the ROP curriculum, students are required to develop a resume based in their assessed skills and experiences and guest speakers are presented from industry as well as vocational and tech ed programs to make students aware of career options in the field. School-wide students must meet a career plan graduation requirement which includes completion of an assessment test on skills, values, personality and values, a resume, a job application, and a career plan essay. Career development curricula	Teachers are evaluated on performance by ROP administration annually, ROP Site Specialists observe classes twice per term, and students evaluate the class at the end of each term.
Art				
Clay/Metals	Steele Canyon High School	Through a standards-based curriculum designed to teach students about the career field while encouraging individual levels of achievement.	Though the ROP curriculum, students are required to develop a resume based in their assessed skills and experiences and guest speakers are presented from industry as well as vocational and tech ed programs to make students aware of career options in the field. School-wide students must meet a career plan graduation requirement which includes completion of an assessment test on skills, values, personality and values, a resume, a job application, and a career plan essay. Career development curricula	Teachers are evaluated on performance by ROP administration annually, ROP Site Specialists observe classes twice per term, and students evaluate the class at the end of each term.

Career Technical Education Participation

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

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?	396
What percent of the school's pupils complete a CTE program and earn a high school diploma?	87.4
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	29.6

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.

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.

	Graduation & Dropout Rates		
	05-06	06-07	07-08
Dropout Rate	0.90%	1.00%	2.10%
Graduation Rate	99.10%	97.70%	94.70%

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 a minimum of 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 26 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 since the school started its charter operation on July 1, 2007:

- Addition of synthetic turf football/soccer field;
- Additional of an All-Weather Synthetic Track and associated facility upgrades;
- Creation of an on-site Grounds/Landscaping and Maintenance Operation Division as a separate charter business with its own tools and equipment;
- New in-house on-line work order system for quicker response to maintenance/operations requirements;
- Upgrading of HVAC systems for maximum efficiency and energy conservation;
- Newly constructed softball complex, including upgrades to the baseball field and plans for newly-installed scoreboards in both areas;
- Campus-wide ADA compliance upgrades to current standards;
- New On-Line Facilities Use Module developed and implemented for the use of facilities by school groups as well as any outside guests
- Upgrading of campus-wide surveillance system

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 2009-10 school year, the site's deferred maintenance budget is \$-0-.

School Facility Conditions				
Date of Last Inspection: 12/21/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Adult school office - Broken ceiling tiles in the file storage. Staff RR - Cover base missing in the corridor. Gym - Cover base missing / wall damage in the lobby. Equipment storage - Wall damage in the corridor. Boys PE - Ceiling damage in the RR. Girls PE - Ceramic tile missing at the corner, wall damage at the corners. Office F 2007 - Wall damage at the corridor. E 203 - Carpet trip hazard. D 204 - Wall damage at the eye wash. Cust. - 1 x 1 hole in the ceiling - holes at the conduit penetrations.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Rm. 102 - 2 Lights out. ASB - 4 Lights out in storage. Equipment rm. - Several lights out. C 203 - 1 Light out in storage. Boiler rm. - Lights out. D 205 - 2 Light out, 1 diffuser missing. D 201 - Excessive extension cords in the path of travel. D 209 - Excessive extension cords in the path of travel. Student RR - 2 - Girls - 1 light out, 1 diffuser hanging. D 106 facilities - Diffuser missing. Tech. storage - 1 Light out, 1 diffuser hanging. E 101 Library - 5 Lights out, 2 diffusers missing. Snack bar - 1 Light out, broken blank cover plate.
Restrooms/Fountains		X		Student RR - Girls - 1 faucet loose. Staff RR - 1 Drinking fountain no water, 1 drinking fountain leaking underneath. Staff lounge - 1 Drinking fountain overpressure. Teachers work room - No water in 1 sink. E 201 - 1 Sink no water. Student RR - 2 - 1 Drinking fountain low pressure. Staff RR - Girls - 1 toilet out of service. Stadium RR home - Girls - 1 toilet out of service. Bldg. F RR - Girls - 1 toilet loose. Student RR - 2 - Boys - 1 toilet loose. Student RR - 3 - Girls - 1 toilet loose.
Safety (Fire Safety, Hazardous Materials)	X			Theater - 1 Fire extinguisher out of date (2007). Drama classroom - 1 Fire extinguisher out of date (2008). F 203 - Fire extinguisher out of date (2008). F 202 - Fire extinguisher out of date (2008).
Structural (Structural Damage, Roofs)	X			Equipment storage - Roof access blocked - safety hazard.
External (Grounds, Windows, Doors, Gates, Fences)	X			

District Expenditures

Steele Canyon High School spent an average of \$7,133 to educate each student, based on 2008-2009 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 2009 financial audit—conducted by Hosaka, Nagel & Company (member of the California 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 2009 at <<http://www.schscougars.org/cb.jsp?page=8&n=871648>>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

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 15.9 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."

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 school website.

2009-10 Approximate School Operating Budget = \$15,903,011
 2009-10 Teacher Salaries (including counselors)
 \$5,750,173
 2009-10 Admin. Salaries
 \$587,680
 % of Total Budget
 40%

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	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.

The average teacher salary schedule at Steele Canyon High School is \$67,054 (including counselors) per year. By comparison, the average teacher salary for the chartering school district, Grossmont Union, is \$69,856.52 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	\$67,054
District	\$69,856.52
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%