

Executive Summary School Accountability Report Card, 2010–11

For Steele Canyon High

Address:	12440 Campo Rd., Spring Valley, CA, 91978-2331	Phone:	(619) 660-3511
Principal:	Eileen Poole, CEO/Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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 2010-11, school year, approximately 2,190, 9th through 12th grade students were enrolled at the school, with classes arranged on a traditional quarter-system schedule (Term 1 from August to December; Term 2 from January to June).

Student Enrollment

Group	Enrollment
Number of students	2,170
Black or African American	6.1%
American Indian or Alaska Native	0.9%
Asian	1.3%
Filipino	1.2%

Hispanic or Latino	26.8%
Native Hawaiian or Pacific Islander	0.5%
White	57.4%
Two or More Races	3.4%
Socioeconomically Disadvantaged	14.6%
English Learners	8.3%
Students with Disabilities	9.6%

Teachers

Indicator	Teachers
Teachers with full credential	85
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	57%
Mathematics	35%
Science	38%
History-Social Science	56%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	786
Statewide Rank (from 2010 Base API Report)	7
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 18 of 18
2011–12 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,493
District	\$4,770
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	93.31

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	96
Graduates Who Completed All Courses Required for University of California or California State University Admission	54.9%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Steele Canyon High	District Name	Grossmont Union High
Street	12440 Campo Rd.	Phone Number	(619) 644-8000
City, State, Zip	Spring Valley, CA, 91978-2331	Web Site	www.guhsd.net/
Phone Number	(619) 660-3511	Superintendent	Ralf Swenson
Principal	Eileen Poole, CEO/Principal	E-mail Address	rswenson@guhsd.net
E-mail Address	epoole@schscougars.org	CDS Code	37681303731262

School Description and Mission Statement (School Year 2010–11)

Dear Parents and Community:

Steele Canyon High School, located in Spring Valley, California opened as a new public high school in the Grossmont Union High School District in August 2000 with Grade 9 students only. Each year after that, the school added one more grade level. The first graduating class from Steele Canyon graduated in June 2004.

Steele Canyon High School, A California Charter School, re-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 in an atmosphere that promotes individual self-worth and character development. It is our vision that all students will be challenged and mentored to discover their passions in order to achieve their academic and personal goals for a complex, changing world.

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

Steele Canyon's schedule models a university-style format. Students are required to complete six classes during the school year as at other sites. Students do so by completing three courses per term

(semester). Each course is taught in a 90-minute block. This allows for smaller class size, project-based instruction, and accelerated learning. Student success under a university-style system begins with positive attendance. Steele Canyon has continued its historic tradition of having very high attendance rates—between 95% and 97% positive attendance on a monthly basis.

At Steele Canyon, technology is infused into our curriculum enabling students to apply new dimensions of study to enhance critical-thinking in their learning. We offer hybrid classes that incorporate traditional classroom instruction with on-line curriculum (known as blended learning) allowing teachers to augment face-to-face courses with on-line instructional support materials. Students and parents can access curriculum on-line, communicate with staff and review material presented in class with a variety of technology devices such as laptops, desktops, Smart Phones, and other student devices. 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 to be technologically proficient for the 21st century.

Students at Steele Canyon take the California Standards Tests (CSTs) in tested core disciplines, the California High School Exit Exam (CAHSEE), and Advanced Placement examinations annually—with a small number of students taking the Spanish Assessment of Basic Education (SABE) as required by state law. 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 (API). The 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 2011 is 786, an increase of nine points over the 2010 score of 777 and fifty-five points over the 2007 score of 731, the year the school became a charter school.

It is the school community's belief that unique 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 Special Education and English Learner support services to students 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; a three-year Science requirement;

technology-based instruction; accelerated Math sequences; year-long Algebra; community service as a graduation requirement; and, a Senior Exhibition requirement)

- The Grade Level Team Guidance structure, in which a Counselor, Academic Advisor, and a Senior Secretary work as a team to support each grade level from Grades 9 through 12—serving students and parents in all aspects of academic, attendance, behavioral, and social/emotional realms.

Steele Canyon's values and expectations establish purpose and focus for the students. Our school values, "Take care of yourself, Take care of each other, Take care of this place" and our school expectations, "Be prepared; Be engaged; Be accountable; Be appropriate" help to ensure that our school community provides the highest level of learning for our students in a safe and welcoming environment.

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

Sincerely,

[Eileen Poole](#)

Eileen Poole
CEO/Principal

Opportunities for Parental Involvement (School Year 2010–11)

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 (<http://pto.schscougars.org/>)
- 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 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 periodically—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: Athletic Boosters, Band Boosters, and Drama/Theatre Boosters. These groups support special extra-curricular and co-curricular activities for students.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	2
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	564
Grade 3	0	Grade 10	556
Grade 4	0	Grade 11	543
Grade 5	0	Grade 12	505
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2,170

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	6.1%
American Indian or Alaska Native	0.9%
Asian	1.3%
Filipino	1.2%
Hispanic or Latino	26.8%
Native Hawaiian or Pacific Islander	0.5%
White	57.4%
Two or More Races	3.4%
Socioeconomically Disadvantaged	14.6%
English Learners	8.3%
Students with Disabilities	9.6%

classroom).

Average Class Size and Class Size Distribution (Secondary)

Average class sizes vary by grade level and subject area taught. However, the school adheres to an approximate ratio of 28-38 students to 1 teacher in core disciplines (English, Social Sciences, Mathematics, and Natural Sciences). In addition, the school funds a class size ratio of 23:1 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: 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.

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	39.2	12	11	23	N/D	20	24	7	29.9	4	11	13
Mathematics	42.3	2	12	24	N/D	8	25	7	34.5	1	0	10

Science	48.6	2	6	24	N/D	1	31	1	26.7	2	22	0
Social Science	46.5	3	8	30	N/D	18	29	10	30.3	3	14	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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 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 25 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.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	10.5	13.7	0.9	17.2	16.1	12.9
Expulsions	0.0	0.0	0.0	1.0	0.9	0.7

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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. District bond funds are currently being used to build a new aquatics facility for the use of the ENS department and athletics. Prior to this, the following facility improvements have occurred since the school started its charter operation on July 1, 2007:

- Addition of synthetic turf football/soccer field;
- Addition of an All-Weather Synthetic Track and associated facility upgrades;
- Creation of an on-site Grounds/Landscaping and Maintenance Operation Division as a separate charter business with its own tools and equipment;
- New in-house on-line work order system for quicker response to maintenance/operations requirements;
- Upgrading of HVAC systems for maximum efficiency and energy conservation;
- Recently 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; and
- Upgrading of campus communication/IP clock systems.
- Installation of an aquatics facility designed for ENS classes and aquatic sports.

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

School Facility Good Repair Status (School Year 2011–12)

Completed on July 5, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	80	85	85	933
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. 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 three staff members available to address student and parent needs: one Counselor, one Academic Advisor, and one Senior Secretary. In addition, Assistant Principals are assigned by student last name. 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 service personnel available at Steele Canyon High School.

Grade Level Teams

2011-2012

9th Grade Team Class of 2015	10th Grade Team Class of 2014
Counselor Nell Clark Academic Advisor Shaun Harvey Secretary Trini McCorkle Class Advisor(s): Charles Tyler	Counselor Joe Schramm Academic Advisor Tami Schmal Secretary Krissy Toon Class Advisor(s): Erin Schanaker, Lisa Camire
11th Grade Team Class of 2013	12th Grade Team Class of 2012
Counselor Judith Goodloe Academic Advisor Millie Jaggard Secretary Linda Beauparlant Class Advisor(s): Ruben Martinez	Counselor Shannon Roberts Academic Advisor Patricia Stanley Secretary Bettina Papciak Class Advisor(s): Brittany Luecht, Chelsea Yoshinaga, Sarah Wolken

Assistant Principal Assignments

Ricardo Cooke	A-F
Jeff Kover	G-M
Shannon Ramsinghani	N-Z

Additional Student Support Personnel

Title	Name	Extension
Accounting Clerk	Patricia Vasquez	Ext. 03552
Athletic Director	Gary Stathas	Ext. 03603
Attendance Clerk	Helen Bell	Ext. 03532
Attendance Clerk	Barbara Moya	Ext. 03531
Duplicating Clerk	Rochelle Simms	Ext. 03580
Business Mgr.	Jennifer Nerat	Ext. 03551
Facilities Mgr.	Ernie Perea	Ext. 03555
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. 03532

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) 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.

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	723
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		

Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

Year and month in which data were collected: December 14, 2011

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

**A complete list of Instructional Materials/Textbooks is located at the conclusion of this report.*

VIII. School Finances

Steele Canyon High School spent an average of \$6,493 to educate each student, based on 2010-2011 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 Fiscal Year 2010-11 financial audit—conducted by Hosaka, Rotherham & 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, Jim Rhoades, to view the audit for Fiscal Year 2010-11; contact information at <http://www.schscougars.org/cb.jsp?page=8&rn=871648>.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,493			
District				\$69,918
Percent Difference – School Site and District				
State			\$5,455	\$70,570
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

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

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

As an independent 501(c)(3) school operation, Steele Canyon is a direct-funded charter school with a total operating budget in 2010-2011 of approximately \$14,090,721, 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 and Administrative Salaries (Fiscal Year 2009–10)

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.

2010-11 Approximate School Operating Budget = \$14,090,721		
2010-11 Teacher Salaries (including counselors)	2009-10 Admin. Salaries	% of Total Budget
\$4,937,301	\$587,680	43%

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,954
Mid-Range Teacher Salary	\$69,857	\$69,905
Highest Teacher Salary	\$87,718	\$89,464

Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$125,266	\$128,348
Superintendent Salary	\$248,571	\$205,119
Percent of Budget for Teacher Salaries	36.00%	37.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	55%	57%	57%	47%	48%	49%	49%	52%	54%
Mathematics	32%	27%	35%	29%	31%	33%	46%	48%	50%
Science	36%	31%	38%	45%	45%	48%	50%	54%	57%
History-Social Science	55%	54%	56%	43%	46%	48%	41%	44%	48%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	33%	48%	48%
All Students at the School	57%	35%	38%	56%
Male	49%	35%	40%	57%
Female	64%	35%	36%	56%
Black or African American	33%	25%	27%	37%
American Indian or Alaska Native	46%	8%	14%	26%
Asian	50%	14%	0%	0%
Filipino	67%	37%	0%	70%
Hispanic or Latino	45%	27%	26%	47%

Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	64%	41%	44%	62%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	39%	28%	19%	39%
English Learners	11%	13%	3%	18%
Students with Disabilities	20%	17%	35%	23%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	63%	58%	68%	52%	50%	59%	52%	54%	59%
Mathematics	69%	64%	67%	60%	56%	59%	53%	54%	56%

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	28%	31%	41%	40%	19%
All Students at the School	32%	29%	39%	33%	47%	21%
Male	38%	35%	28%	31%	49%	20%
Female	27%	25%	48%	34%	45%	21%
Black or African American	48%	28%	25%	55%	32%	12%
American Indian or Alaska Native	73%	20%	7%	80%	20%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	45%	28%	26%	41%	46%	13%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	24%	29%	47%	26%	50%	25%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	55%	30%	15%	48%	41%	12%
English Learners	85%	12%	2%	77%	19%	4%
Students with Disabilities	65%	20%	14%	72%	18%	10%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards
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	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	15.30%	34.90%	43.70%

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

X. Accountability

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 2011 is 786, an increase of +9 points over the 2010 score of 777 and +55 points over the 2007 score of 731 which the school inherited before going charter. (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). In 2010, the last year reported, Steele Canyon received a 7 ranking. 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 2010 API, Steele Canyon received a 2 similar ranking. For the 2011 API, Steele Canyon's result is still not available. Check for updates at <http://ayp.cde.ca.gov/>.

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
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Statewide	7	7	7
Similar Schools	2	2	2

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	20	3	9
Black or African American		21	1
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	40	2	10
Native Hawaiian or Pacific Islander			
White	10	7	9
Two or More Races	N/D		
Socioeconomically Disadvantaged	32	-1	14
English Learners	39	-6	-19
Students with Disabilities	39	3	-25

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,598	786	13,009	743	4,683,676	778

Black or African American	120	715	937	670	317,856	696
American Indian or Alaska Native	26	711	186	724	33,774	733
Asian	14	737	187	777	398,869	898
Filipino	29	854	289	833	123,245	859
Hispanic or Latino	385	742	3,916	698	2,406,749	729
Native Hawaiian or Pacific Islander	4		77	793	26,953	764
White	1,017	812	7,387	773	1,258,831	845
Two or More Races	0		8		76,766	836
Socioeconomically Disadvantaged	287	710	5,341	662	2,731,843	726
English Learners	212	649	2,776	611	1,521,844	707
Students with Disabilities	161	557	1,617	506	521,815	595

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 below.

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		21.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

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

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	2.1	1.9	1.7	2.6	3.6	3.4	4.9	5.7	4.6
Graduation Rate	92.13	93.10	93.31	85.75	81.95	85.39	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	91.4	76.7	N/D
Black or African American	86.5	72.0	N/D
American Indian or Alaska Native	100.0	68.9	N/D
Asian	80.0	80.9	N/D

Filipino	91.7	92.0	N/D
Hispanic or Latino	87.9	69.5	N/D
Native Hawaiian or Pacific Islander	100.0	80.9	N/D
White	93.6	83.2	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	88.2	66.3	N/D
English Learners	73.5	51.3	N/D
Students with Disabilities	76.6	52.6	N/D

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

Career Technical Education Programs (School Year 2010–11)

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. Career-based explorations delivered through Cougar Homerooms are linked to four Senior Exhibition Portfolio requirements for graduating seniors (a contemporary resumé, a 21st Century job application, an analysis of Career Planner results, and a Career Plan Essay).

The Guidance office offers support through various resources including the *Family Connections* on-line Career Planner and College Search, college and university seminars, career workshops, vocational training opportunities, and AVID college tours. Seniors are provided the opportunity to explore careers and vocational programs through an annual Career Information Fair with over 50 professions represented.

Steele Canyon offers a CTE Pathway in Arts, Media & Entertainment (AME) which includes the following courses:

- Art
- Contemporary Design
- Multimedia Productions
- 3-D Animation

This pathway will allow students to engage in career exploration, discovering areas of future emphasis for collegiate and other post-secondary study opportunities after high school.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	230
Percent of pupils completing a CTE program and earning a high school diploma	89.7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.0%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	94.5%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	54.9%

Advanced Placement Courses (School Year 2010–11)

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 2010-2011 are displayed below.

Summary of 2010-11 Scores on the Advanced Placement (AP) Examination								
School	Grade 12 Enr.	Grade 11+12 Enr.	Number of Test Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
Steele Canyon High	482	1,014	298	91	182	200	136	64
District 2010-11			From GUHSD					
County 2010-11			From County					
State 2010-11	473,671	961,187	299,829	106,655	115,039	130,915	110,608	87,771

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	3	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	2	

Science	0	
Social Science	7	
All courses	12	8.5%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

Since its rebirth as a charter school, Steele Canyon has operated from a systematic and focused school-wide professional development plan designed to support high-level student achievement. A major emphasis 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 assigns a seasoned classroom practitioner who performs in the role of “peer coach”. This teacher mentor supports all new and newer teachers at Steele Canyon, which eases their transition to the school and to Steele Canyon’s unique ways of delivering curriculum.

Steele Canyon High School is currently planning for its WASC Accreditation visit. For the current year, the staff has participated in Staff Development that has focused on Curriculum Planning and Common Assessment. Additionally, the staff has participated in Focus Groups to examine WASC criteria and develop the Critical Academic Needs for the school, which include:

- a) Closing the Achievement Gap of African-American, Latino, SPED and EL students.
- b) Reducing the D/F rate as well as reducing the number of disciplinary referrals.
- c) Increasing parent/community involvement

The staff also worked with parents and students in Focus Groups as well as participated in Peer Observations.

Full-Day Professional Development: Some topics for staff break-out professional development sessions at the beginning of each term in the past 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
- Site Non-Negotiables for Student Success
- Group Norms and Cooperative Learning for Differentiated Instruction

In addition, Steele Canyon staff members engage in a minimum of one professional development training each month (during Modified-Day Wednesday mornings). Typical of such trainings over the past five school years have been the following topics (only a partial listing):

- School-wide and Subject Area Data Analysis (several trainings)
- 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

Other examples of topics for professional development 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."

Steele Canyon High

School Accountability Report Card, 2010-2011

Grossmont Union High

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

Adopted Texts and Instructional Materials

Subject	Title	Author	Publisher	Subject Area	Year
Art	Art in Focus, 5th ed. (2006)	Mittler, Gene	Glencoe	Art History, Art Appreciation, Intro to Art	2009/2010
Art	Art Talk	Ragans R.	Glencoe	Art	2004/2005
Art	Art Through the Ages	Gardner/Delacroix	HBJ	Art - History	2004/2005
Art	Black and White Photography - A Basic Manual	Horenstein	Little Brown & Co.	Photography	2004/2005
Art	Focus on Photography (2007)	Joyner, Herman	Davis	Photography	2008/2009
Art	Gardner's Art Through the Ages	Delacroix T.	Harcourt Brace Holt Reinhart	Art - History AP	2004/2005
Art	Photographic Eye The	O'Brien & Sibley	Davis Publications Inc.	Photography	2004/2005
Art	Photography, 6th Ed.	London & Upton	Addison Wesley Longman	Photography	2006/2007
Art	Sculpture	Williams A.	Davis Publishing Inc.	Art	2004/2005
English	American Experience The Prentice Hall Lit. Series)		Prentice Hall	Literature 11	2004/2005
English	Complete Works of Shakespeare	Shakespeare William	Scott Foresman	Literature Ungraded	2004/2005

English	Courtroom Survival Guide	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Edge (Levels A, B, & C)	Moore, Short, Smith, Tatum	Hampton Brown	English, ELD	2008/2009
English	Elements of Literature: Course 3 4 5 & 6		Holt Reinhart	English 9-12	2004/2005
English	Essays That Worked	Curry & Kasbar	Mustang Pub.	English AP	2004/2005
English	Exploring Literature		AGS	Special Ed	2004/2005
English	High Point		Hampton Brown	9-12 ELL / AA	2004/2005
English	Introduction To Poetry An	Kennedy	Scott-Foresman	English AP	2004/2005
English	Language Awareness	Escholz	St. Martin's	English AP	2004/2005
English	Literature and Language Arts	Beers & Odell	Holt Rinehart & Winston	Grades 9-12 / Special Ed	2005/2006
English	Prentice Hall Literature: Language and Literacy, Grade 10, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: Language and Literacy, Grade 9, 2010	Prentice Hall	Pearson Education	English	2009/2010

English	Prentice Hall Literature: The American Experience, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: The British Tradition, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Reader's Choice		Glencoe McGraw Hill	English 9-12	2004/2005
English	The New Police Report Manual	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Vocabulary for the College A B C D E F	Diederich P.	Holt Rinehart Winston	Composition Ungraded	2004/2005
Mathematics	Algebra 1, CA Ed. (2008)	Holt	Holt	Algebra	2009/2010
Mathematics	Algebra 2, CA Ed. (2008)	Holt	Holt	Algebra II	2009/2010
Mathematics	Algebra 2 Concepts and Skills	Larson, Boswell, Kanold, Stiff	McDougal Littel	Intermediate Algebra	2007/2008
Mathematics	Algebra 2: Integration Applications Connections		Glencoe 1998	Algebra 2	2004/2005
Mathematics	Algebra and Trigonometry	Dolciani	Houghton Mifflin	Algebra I/H-1	2004/2005
Mathematics	Algebra Essentials	Foster Rat	Merril Publishing	Basic Algebra	2004/2005

Mathematics	Algebra: Structure and Method Book 1	Brown Dolciani Sorgenfry & Cole	McDougal Littell 2000	Algebra I	2004/2005
Mathematics	Calculus	Larson Hostetler & Edwards	Mc Dougal	AP Calc AB	2004/2005
Mathematics	Calculus An Applied Approach	Larson, Edwards	Houghton Mifflin	Calculus	2007/2008
Mathematics	Calculus: Graphical, Numerical, Algebraic	Finney, Demana, Waits, Kennedy	Pearson / Prentice Hall	AP Calculus	2007/2008
Mathematics	Consumer Mathematics, 2003.	Harmeyer, Kathleen	AGS Publishing	Math	2008/2009
Mathematics	Functions Statistics and Trigonometry	Senk Vikto	Scott Foresman	Algebra IIIC	2004/2005
Mathematics	Geometry, CA Ed. (2008)	Holt	Holt	Geometry	2009/2010
Mathematics	Geometry : Concepts and Skills	Larson, Boswell, Stiff	McDougal Littell	Basic Geometry	2004/2005
Mathematics	Mathematics with Business Applications 2004		Glencoe	Consumer Math	2004/2005
Mathematics	Pre-Calculus With Limits: A Graphing Approach (2008)	Larson, Hostetler Edward	McDougal Littell	Honors Pre- Calculus	2007/2008
Mathematics	The Practice of Statistics, 3rd ed. (2008)	Yates, Moore, and Starnes	Freeman	AP Statistics	2008/2009

Performing Arts	Experiencing Dance: From Student to Dance Artist	Scheff, Sprague, McGreevy	Human Kinetics	Dance	2007/2008
Performing Arts	Musical Theatre: An Appreciation	McLamore, Alyson	Prentice Hall	Musical Theater	2008/2009
Performing Arts	Stage and the School The	Schaner & Ommanney	Glencoe	Drama	2004/2005
Performing Arts	Standard of Excellence Advanced Jazz Ensemble Method (1st Alto Saxophone)	Dean Sorenson and Bruce Pearson	Neil A. Kjos Music Co.	Music, Jazz	2006/2007
Performing Arts	Theatre Art in Action	McGraw-Hill	Glencoe / McGraw-Hill	Theatre	2006/2007
Science	Biology		AGS	Science	2005/2006
Science	Biology, 7th Ed.	Cambell & Reese	Benjamin Cummins	AP Biology	2008/2009
Science	Biology: Concepts and Connections, 6th ed. (2009)	Campbell, Reece, Taylor, Simon, Dickey	Pearson Education	Honors Biology	2007/2008
Science	Chemistry: An Introduction to General Organic and Biological Chemistry, 10th ed. (2009)	Timberlake	Pearson / Benjamin Cummings	Medical Chemistry	2008/2009
Science	Conceptual Physics		Prentice Hall	Conceptual Physics	2004/2005

Science	Environment: The Science Behind the Stories	Withgott, Brennan	Prentice Hall	AP Environmental Science	2007/2008
Science	Essentials of Anatomy and Physiology	Martini & Bartholomew	Prentice Hall	Physiology	2004/2005
Science	Essentials of General Chemistry	Ebbing, Gammon, Ragsdale	Houghton Mifflin	Chemistry	2006/2007
Science	Forensic Science, 8th ed.	Saferstein, Richard	Prentice Hall	Forensic Science	2007/2008
Science	Fundamental of Physics	(2nd ed.) Halliday Resnick & Walker	Wiley & Sons	Physics	2004/2005
Science	Fundamentals of Anatomy and Physiology	Martini	Prentice Hall	Physiology	2004/2005
Science	Glencoe Biology, CA Ed., 2007	Biggs, Hagins, Holliday, Kapicka, and Lundgren	Glencoe / McGraw-Hill	Biology	2007/2008
Science	Holt Biology CA Ed., 2008	Heithus and DeSalle	Holt, Rinehart, Winston	Biology	2007/2008
Science	Holt Earth Science CA Ed., 2007	Mead, DeGaetano, Pasachoff, and Allison	Holt, Rinehart, Winston	Earth Science	2007/2008
Science	Holt Physical Science	Ramsey	Holt Rinehart Winston	Earth Physical Science	2004/2005
Science	Human Biology	Mader, Sylvia	McGraw Hill- Glencoe	Medical Biology	2007/2008

Science	Introductory Chemistry, 6th ed. (2008)	Zumdahl & Decoste	Houghton Mifflin	Honors Chemistry	2008/2009
Science	Living in the Environment	Miller, Jr., G. Tyler	Thomson Brooks Cole	AP Environmental Science	2007/2008
Science	Physical Science: Concepts in Action, With Earth and Space Science, 2006	Frank, Wyssession, and Yancopoulos	Prentice Hall	Physical Science, Earth Science, Space Science	2007/2008
Science	Physics	Wilson & Buffa	Prentice Hall	Physics	2004/2005
Science	Physics for Scientists and Engineers, 7th ed.	Serway and Jewett	Thomson Brooks Cole	AP Physics	2008/2009
Science	Physics: Principles and Problems	Smoot	Glencoe	Physics	2004/2005
Science	World of Chemistry, 2007	Zumdahl, Zumdahl, DeCoste	McDougal Littel	Chemistry	2007/2008
Social Science	America: Pathways to the Present Modern American History	Clayton Isreals Reed Reed Winkler	Prentice Hall 2000 CA ed.	US History	2004/2005
Social Science	American Anthem - Modern American History	Ayers	Holt Rinehart & Winston	US History	2006/2007
Social Science	American Government: The Essentials, 11th ed., 2008	Wilson/Dilulio	Houghton Mifflin	AP Government	2008/2009

Social Science	American Govt. Institutions and Policies	Wilson J.	D.C. Heath/McDougal Littell	American Govt.	2004/2005
Social Science	American Pageant The: A History of the Republic	Bailey	D.C. Heath: Vol. 1 32.00 - Vol. 11 32.00	US History	2004/2005
Social Science	American Voices	Berkin et al	Scott Foresman	US History	2004/2005
Social Science	Economics	Pacemaker	Globe Fearon	Econ 1A	2004/2005
Social Science	Economics		AGS	Econ 1A	2004/2005
Social Science	Economics: Principles and Practices	Clayton G.	Glencoe	Economics	2004/2005
Social Science	Geography Alive! Regions and People; 2nd Ed. (2010)	Hart, Diane	TCI	Social Science	2009/2010
Social Science	His Excellency: George Washington, 1st ed. (2005)	Ellis, Joseph J.	Vintage	AP US History	2009/2010
Social Science	Macgruder's American Government	McClenaghan W.	Prentice Hall/2000 CA ed.	American Government	2004/2005
Social Science	Magruder's American Government, 2008.	McClenaghan, William A.	Prentice Hall	U.S. Government	2008/2009
Social Science	Modern World History: Patterns of Interaction	Beck	McDougal Littell	World History 1A-H	2004/2005

Social Science	Psychology	Myers et al	Worth	AP Psychology	2004/2005
Social Science	Psychology 7th Edition	Meyers	Worth	Psychology - AP	2004/2005
Social Science	Psychology and You, 2nd ed.	McMahon, McMahon, Romano	West/NTC	Psychology IC/2C	2007/2008
Social Science	Psychology, 9th ed., 2010.	Myers, David G.	Worth	Honors Psychology	2008/2009
Social Science	The American Pageant: A History of the Republic, 13th ed., 2006.	Bailey	Houghton Mifflin	U.S. History	2008/2009
Social Science	The Americans: Reconstruction to the 21st Century, 2009.	Danzer, Klor de Alva et al.	McDougal Littell	U.S. History	2008/2009
Social Science	Traditions and Encounters		Glencoe	AP World Hist	2004/2005
Social Science	United States Government: Democracy in Action; 2008 Edition	Remy, Richard C.	Glencoe	American Government	2009/2010
Social Science	World Geography	Boehm R.	Glencoe/2000 ed.	Geography	2004/2005
Social Science	World Geography	Lewinski	AGS	Geography 1A / Sheltered	2004/2005
Social Science	World Geography	Arreola, D et. al.	McDougal Littell	Geography	2006/2007
Social Science	World Geography and Cultures		Globe Fearon 2002	Hum 1 Geo 1R	2004/2005

Social Science	World Geography: Building a Global Perspective	Baerwald J. & Fraser C.	Prentice Hall/2000 ed.	Geog 1A/ 1C/ 1H & Global Studies	2004/2005
Social Science	World History: Connections to Today-The Modern Era	Esler A.	Prentice Hall/1999 CA ed.	Wrld Hist 1A/ 1C/ 1H	2004/2005
Social Science	World History: Understanding the History of our World	King	AGS	World Hist 1A/ Sheltered	2004/2005
World Languages	Abriendo Paso Gramatica	Diaz & Collins	ITP	Spanish	2004/2005
World Languages	Abriendo Paso Lectura	Diaz & Collins	ITP	Spanish 5S-6S	2004/2005
World Languages	AP Spanish Preparing for the Language Examination	Díaz, José	Pearson Education	AP Spanish Language	2007/2008
World Languages	Bon Voyage: Level 1-4		Glencoe	French	2004/2005
World Languages	Buen Viaje 1-4		Glencoe/ MCGraw Hill	Spanish	2005/2006
World Languages	DESCUBRE, nivel 1 - Lengua y cultura del mundo hispánico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007

World Languages	DESCUBRE, nivel 2 - Lengua y cultura del mundo hispánico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007
World Languages	Discovering French - Blue, Blanc, Rouge	Valette/Valette	D.C. Heath	French 1, 2, 3	2004/2005
World Languages	El Español para Nosotros, Level I & II		McGraw Hill / Glencoe	Spanish	2006/2007
World Languages	En Espanol		McDougal Littel	Spanish Level 1-4	2004/2005
World Languages	Encuentros Maravillosos		Scott Foresman	AP Spanish Lit/ Language	2006/2007
World Languages	Komm mit Levels I, II & III	Winkler	Holt-Rinehart	German	2004/2005
World Languages	Nuevas Vistas		Holt, Rinehart, Winston	Spanish	2006/2007
World Languages	Sendas Literarias	Walqui-van Lier & Barraza	Heinle & Heinle	Spanish	2004/2005