

Snowline Joint Unified School District Eagle Summit Community Day

Grades 7 through 12
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2007-08 School Accountability Report Card Published January 2009

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2008-09
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The statistical information disclosed in this report is obtained from the California Department of Education and the Snowline Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2008. Those to prepare the school facilities section were acquired in 09/2008.

Principal's Message

I would like to welcome you to Eagle Summit's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Students at Eagle Summit have the opportunity to complete their education in unique ways. Students are expected to meet the same graduation requirements as those students enrolled in the district's comprehensive high school (Serrano High). Students and parents will find Eagle Summit's staff to be caring and committed to providing the instruction and guidance students need in the community day program. We know that through our collaborative efforts and hard work, Eagle Summit's students will grow emotionally and academically through a rewarding and positive learning experience.

Mission Statement

Learning for ALL...Whatever It Takes.

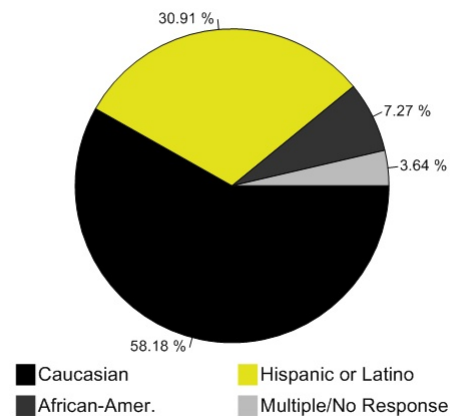
School Profile

Eagle Summit Community Day is located in the central region of the district's boundaries and serves students in grades seven through twelve following a traditional calendar. At the beginning of the 2007-08 school year, 55 students were enrolled, including 43% in special education, 4% qualifying for English Language Learner support, and 50% qualifying for free or reduced price lunch. Eagle Summit Community Day achieved a 2008 Academic Performance Index (API) score of 476.

Eagle Summit's program is a short-term solution; students are typically enrolled for one year or less. Students are placed in the community day program based upon recommendation from the District Attendance Review Team, Individual Educational Plan Team, School Attendance Review Board, Probation Department, and through expulsions. Recommendations for community day placement or referral back to the comprehensive education environment are evaluated through a formal committee process at the end of the designated expulsion period.

Administrators and teaching staff are skilled in providing guidance and instruction for students having difficulty during their middle and high school terms. Instruction is provided in four self-contained classrooms with an average of 15 students per class. During the 2007-08 school year, two classrooms provided instruction for grades 7-8 and two classrooms served grades 9-12. Students remain with their peers during class time, lunch, and physical education; interaction between grade levels and classes does not occur.

Percentage of Students by Ethnicity
2007-08 Enrollment: 55



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Eagle Summit Community Day participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Apenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Eagle Summit Community Day is required by the state to administer a physical fitness test to all students in seventh and ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, less than ten seventh and ninth grade students were tested; results are not disclosed in order to maintain student privacy. Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Eagle Summit Community Day			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	3	8	10	48	48	50	42	43	46
Math	4	9	9	41	40	42	40	40	43
Science	3	10	15	45	51	54	35	38	46
Social Science	5	0	4	41	38	43	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Eagle Summit Community Day						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*				10		7
Math	*				11		8
Science	*				*		22
Social Science	*				0		7

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Eagle Summit Community Day					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	7	17	*	6	0	
Math	8	*	*	3	4	
Science	14	*	*	11	0	
Social Science	5	*	*			

**California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Eagle Summit Community Day			SJUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

**California High School Exit Exam
Percentage of Students Scoring in Each Performance Level
2007-08**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

**Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements*
2006-07****

Eagle Summit Community Day	SJUSD	California
33.3 %	88.9 %	80.5 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 50% of Eagle Summit Community Day's tenth grade students who took the test passed the math portion of the exam and 50% passed the language arts portion.

Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

Owing to its small population and unique demographics, Eagle Summit Community Day participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

Alternative School Accountability Model
 Schools that cannot participate in the API owing to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Eagle Summit Community Day has adopted ASAM, which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Eagle Summit Community Day's performance indicators used to evaluate progress are . Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of Eagle Summit Community Day's students in each category and corresponding performance rating (2007-08 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. "Growth Plan" indicates that the school is making obvious efforts to improve performance. For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Suspension	52.6	Growth Plan
Attendance	86.4	Sufficient
Course Completion	1.7	Sufficient
Credit Completion	6.9	Sufficient

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones help determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 620 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	ESCD	SJUSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score <i>0 or Increase API by 0 point</i>	No	Yes
Graduation Rate	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Eagle Summit Community Day qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	ESCD	SJUSD
PI Status	In PI	Not in PI
Implementation Year	2008-2009	N/A
Year in PI	Year 1	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, monthly newsletters, letters, flyers, and daily point sheets/weekly summaries. Contact the school office at (760) 868-3442 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Observe Classroom Instruction
 Chaperone Field Trips

Committees

School Site Council
 Parent Advisory Group

School Activities

Back to School Night
 Open House
 District-sponsored Parent Education Workshops

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Eagle Summit Community Day's original facilities were built in 2007; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Construction of five buildings (one multipurpose room, one restroom, two classrooms, teachers' lounge)

Every morning before school begins, the plant manager inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Eagle Summit Community Day. The day custodian is responsible for:

- General Cleaning of Classrooms
- Office Areas
- Restrooms

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2007
Quantity	
Permanent Classrooms	0
Portable Classrooms	5
Restrooms (student use)	1 set
Cafeteria/Multipurpose Rooms	1
Administration Office	1
Staff Lounge/Work Room	1

Deferred Maintenance

Eagle Summit Community Day participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Eagle Summit Community Day did not receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Eagle Summit Community Day on an annual basis in accordance with Education Code §17592.72(c)(1). Eagle Summit Community Day uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, September 06, 2007. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, September 06, 2007			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

To maintain a safe and orderly learning environment, students are under continuous supervision while on campus. Teachers, the

counselor, and the principal share morning and afternoon supervision duties, escorting students between the bus loading areas and their classrooms. Before students enter the classroom, they are searched by school staff for prohibited items. During lunch period, four instructional aides and either one teacher or the principal escort students as a class to the cafeteria; staff remain in cafeteria to monitor behavior and then escort students back to their classrooms when the lunch period has ended. Students are always escorted to restrooms and closely supervised by school staff. All visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure. Eagle Summit Community Day is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Eagle Summit Community Day in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in October 2007 and updated in October 2007. Staff responsibilities and safety plan updates were discussed with staff in October 2007.

Classroom Environment

Instructional Time

All instructional time offered at Eagle Summit Community Day either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Eagle Summit Community Day offered 180 days of instruction. No minimum or shortened days were offered. The state requires students in grades 7-8 to receive 54,000 minutes of instruction and students in grades 9-12 to receive 64,800 minutes of instruction; Eagle Summit Community Day offered a total of 64,800 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Teachers are highly trained and skilled in applying effective classroom management strategies in the community day school environment. School rules, consequences for poor conduct, and academic expectations are clearly explained upon enrollment and at the beginning of the school year, reviewed in classroom orientations with class teachers, during assemblies with the principal, and outlined in the student handbook. Parents and students are required to sign an acknowledgement form which confirms receipt of and compliance with school rules. Students are reminded of their behavioral responsibilities on an individual basis as needed.

Academic progress and classroom behavior are monitored and tracked using a point-based system. Teachers use visual tools to communicate, reinforce, and stimulate positive behavior. At the end of each week, a report illustrating the points accumulated for positive efforts is sent home with each student.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. Students who continue to make poor choices in conduct are referred to the principal or counselor. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Discipline measures are consistently applied in a fair and firm manner.

School staff celebrate and recognize student efforts and accomplishments through the Golden Eagle award. Students demonstrating good citizenship and academic improvement are identified by their teacher to receive the Golden Eagle award. Recipients are invited to take advantage of special lunch and recess privileges.

Enrolled students who have not been expelled from a school are eligible to participate in the Alternative Education sports program. Activities emphasize teamwork, good sportsmanship, and physical fitness.

Suspensions & Expulsions			
	ESCD		
	05-06	06-07	07-08
Suspensions (#)	113	2	298
Suspensions (%)	185.25 %	4.08 %	541.82 %
Expulsions (#)	3	0	1
Expulsions (%)	4.92 %	0.00 %	1.82 %
SJUSD High Schools			
Suspensions (#)	489	957	928
Suspensions (%)	15.65 %	30.74 %	29.30 %
Expulsions (#)	90	98	94
Expulsions (%)	2.88 %	3.15 %	2.97 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Graduation & Dropout Rates

Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, after-school math and language arts intervention programs, and counseling. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2006-07 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	ESCD		
	04-05	05-06	06-07
Dropout Rate	0.0%	0.0%	12.9%
Graduation Rate	90.5%	91.3%	95.0%
	SJUSD		
	04-05	05-06	06-07
Dropout Rate	0.0%	0.2%	1.5%
Graduation Rate	90.5%	91.3%	95.0%
	California		
	04-05	05-06	06-07
Dropout Rate	3.1%	3.5%	4.4%
Graduation Rate	85.0%	83.0%	79.5%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Eagle Summit Community Day revolve around the California State Content Standards and Frameworks. Professional development activities support the ongoing implementation of Focus on Standards (FOS) into grade level and course collaboration efforts. Decisions concerning selection of training activities are performed by FOS coaches (designated site administrators and teacher representatives) using tools such as state assessment results, teacher surveys, NCLB requirements, and state content standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Eagle Summit embeds staff development activities into its weekly FOS meetings. On the first Wednesday of each month, all high school teaching staff within the district collaborate in subject area teams. Discussions are led by the FOS facilitator and centered on improving instructional strategies and student achievement through analyzing assessment data and intervention programs. For the remainder of the month, Eagle Summit meets with its own staff and FOS coaches to reflect upon districtwide topics and discuss site-based concerns related to improving the academic performance. Individual staff members attend professional conferences and workshops specializing in training sessions specially designed for the community day program.

Eagle Summit Community Day offers support to new and veteran teachers through peer coaching and mentoring. Classified staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Eagle Summit Community Day are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 23, 2008, the Snowline Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been

provided to students. The Board of Education adopted Resolution #09-869 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for their visual/performing arts curricula. During the 2008-09 school year, Snowline Joint Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks			
Adoption Year	Publisher & Series	Grades	
Foreign Languages			
2005	McDougal Littell, <i>En Espanol 1 & 2</i>	9-12	
2005	McDougal Littell, <i>Discover French Nouveaux</i>	9-12	
2005	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	9-12	
Language Arts			
1997	Rosen Publishing, <i>Accelerated Reader</i>	9-12	
1999	Sopris West, <i>Language!</i>	9-12	
2002	McDougal Littell, <i>The Language of Literature</i>	9-12	
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	9-12	
Math			
2004	Glencoe, <i>Geometry Concepts and Applications</i>	9-12	
2004	McDougal Littell, <i>Algebra II</i>	9-12	
2005	McDougal Littell, <i>Algebra I - Concepts and Skills</i>	9-12	
Science			
2007	Holt Rinehart & Winston, <i>Biology CA</i>	9-12	
2007	Pearson/Prentice Hall, <i>Earth Science</i>	9-12	
2007	Merrill Publishing, <i>Chemistry: A Modern Course</i>	9-12	
Social Science			
2006	Holt, Rinehart & Winston, <i>World Geography Today</i>	9-12	
2006	Prentice Hall, <i>World History: The Modern World</i>	9-12	
2006	Pearson/Prentice Hall, <i>America: Pathways to the Present</i>	9-12	
2006	Pearson/Prentice Hall, <i>Magruder's American Government</i>	9-12	
2006	Pearson/Prentice Hall, <i>Economics: Principles in Action</i>	9-12	

School Leadership

Leadership at Eagle Summit Community Day is shared among school administration, counselors, teaching staff, and parents. Principal Dave Smith is responsible for the day-to-day operations of the school and overall instructional program.

Eagle Summit and Desert View team up and combine staff members from both schools to share information concerning operations and curricular programs. Once a month, the principal conducts meetings with Eagle Summit staff only to discuss the school's calendar of activities, districtwide events, student information and issues, and attendance concerns.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students identified as English Learners (EL) through the CELDT exam and home language survey are typically not referred to the community day program. Students who are having difficulty with English language skills receive differentiated instruction from their classroom teacher. Progress is monitored regularly and instructional practices modified accordingly to meet the student's current learning levels.

Eagle Summit Community Day provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, end-of-unit exams, credit completion efforts, and course grades, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Hotmath
- After-school Math Intervention
- CAHSEE Math
- After-school English/Language Arts Intervention

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on daily classwork, end-of-unit tests, and course grades to measure ongoing academic progress and adjust instructional needs.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table

illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California 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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2006-07*	
	%
Students enrolled in courses required for UC/CSU admission	0
Graduates who completed all courses required for UC/CSU admission	0

*Most current data available

Workforce Preparation

Students receive career planning guidance from the counselor regarding post-secondary goals and career planning. Concurrent enrollment in local community colleges for specific career-related classes is encouraged. Eagle Summit's general career education courses comply with state-adopted content standards and are integrated into the student's academic plan as core curriculum and elective courses. Individual student assessment of work readiness skills takes place through end-of-course exams, course-required projects, and on-the-job/classroom observation. Community partnerships and course instructors provide feedback on student progress following an established schedule based on program type.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Professional Staff

Substitute Teachers

Eagle Summit Community Day does not experience any difficulties finding substitute teachers to fill vacancies. A pool of more than 180 substitutes is available through a district pool that is comprised primarily of teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree and have passed the CBEST (California Basic Educational Skills Test)
- A CBEST waiver and acquired 90 semester units of college level coursework

Teacher Evaluations

Evaluation procedures and criteria for Eagle Summit Community Day's teachers are defined in board policy. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Counseling & Support Staff

Eagle Summit Community Day provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Eagle Summit Community Day's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	1	0.5
School Nurse	1	0.1
Health Technician*	0	0.0
Speech & Language Pathologist*	0	0.0

*As needed

*As needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Eagle Summit Community Day had four teachers who met all

credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Eagle Summit Community Day	100.0 %	0.0 %
District Totals		
All Schools	98.3 %	1.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	ESCD			SJUSD
	05-06	06-07	07-08	07-08
Total Teachers	4	4	4	400
Teachers with full credentials	2	2	3	362
Teachers without full credentials	2	2	1	38
Teachers in alternate routes to certification	1	1	1	31
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	1	0	6
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	2	0	0
Teacher misassignments for English learners	0	2	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	1	0	0

Teacher Credentials & Assignments (cont'd)		
	ESCD	SJUSD
	08-09	08-09
Total teacher misassignments	0	2
Teacher misassignments for English learners	0	2
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2007-08		
	ESCD	SJUSD
Doctorate	0.0 %	0.8 %
Master's degree plus 30 or more semester hours	25.0 %	24.3 %
Master's degree	25.0 %	27.0 %
Bachelor's degree plus 30 or more semester hours	25.0 %	32.0 %
Bachelor's degree	25.0 %	16.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	State Average of Districts in Same Category	
	SJUSD	
Beginning Teacher Salary	\$40,082	\$39,692
Mid-Range Teacher Salary	\$71,411	\$62,830
Highest Teacher Salary	\$85,741	\$80,472
Superintendent Salary	\$165,678	\$166,547
Average Principal Salaries:		
High School	\$113,867	\$114,549
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.4%	40.2%
Administrative Salaries	5.5%	5.8%

Expenditures Per Student

For the 2006-07 school year, Snowline Joint Unified School District spent an average of \$6,966 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Snowline Joint Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- After School Learning & Safety

- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Exam (CAHSEE)
- Carl Perkins
- Career Technical Education Equipment and Supplies
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Partnership Academies Program
- Peer Assistance & Review
- Professional Development Block Grant
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Supplemental School Counseling Program
- Title I, II, III, IV, V
- Tobacco Use and Prevention Education
- Transportation

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
					State Avg., Dist.
	ESCD	SJUSD	% Diff. School & Dist.	Same Size & Type	% Diff. School & State
ADA*	50	8372	N/A	N/A	N/A
Total**	\$13,249	\$7,393	179.20	N/A	N/A
Restr.†	\$12,712	\$2,140	594.06	N/A	N/A
Unrestr.††	\$537	\$5,253	10.23	\$5,300	10.14
Avg. Teacher Salary	\$68,339	\$64,097	106.62	\$62,157	109.95

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Eagle Summit Community Day and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Eagle Summit Community Day's SARC and access the internet at any of the county's public libraries. The closest public library to Eagle Summit Community Day is Serrano Branch Library, located at 9292 Sheep Creek Road, Phelan (Serrano High School Campus).

Hours: M-Th 3-8; Sat. 10-5
Phone Number: (760) 868-0583
Number of Computers Available: 8
Printers Available: Yes