

Snowline Joint Unified School District Eagle Summit Community Day

Grades 6 through 12
Dave Smith, Principal



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2008-09 School Accountability Report Card *Published January 2010*

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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 report 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 Phelan and serves students in grades six through twelve following a traditional calendar. At the beginning of the 2008-09 school year, 53 students were enrolled, including 37% in special education, 10% qualifying for English Language Learner support, and 51% qualifying for free or reduced price lunch. Eagle Summit Community Day achieved a 2009 Academic Performance Index (API) score of 490 and met all 2009 Adequate Yearly Progress criteria.

Eagle Summit's program is a short-term solution; students are typically enrolled for one year or less. Expelled 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, and/or Probation Department. Recommendations for community day placement or referral back to the comprehensive education environment are evaluated through a formal committee process at the end of each student's 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 2008-09 school year, two classrooms provided instruction for grades 6-8 and two classrooms served grades 9-12 (one general education classroom and one special education classroom for each group of grades).

Percentage of Students by Ethnicity
2008-09 Enrollment: 53

Caucasian	58.49 %
Hispanic or Latino	30.19 %
African-Amer.	9.43 %
Amer. Indian or Alaskan Native	1.89 %

Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Snowline Joint Unified School District or Eagle Summit Community Day. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Eagle Summit Community Day			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	8	10	10	48	50	52	43	46	50
Math	9	9	4	40	42	48	40	43	46
Science	10	15	13	51	54	56	38	46	50
Social Science	0	4	4	38	43	46	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Eagle Summit Community Day						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*				7	*	8
Math	*				0	*	6
Science	*				17	*	0
Social Science	*				12	*	0

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Eagle Summit Community Day					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	10	10	*	6	7	
Math	6	0	*	7	7	
Science	14		*	18	0	
Social Science	6	0	*	8	0	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Eagle Summit Community Day			SJUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	*	*		55.7	51.2		52.9	52.0	
Math	*	*		48.6	50.9		51.3	53.3	

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 2008-09						
	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.

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; 64% 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.

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 grade seven and grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	*	*	*
Ninth	50.0	7.1	-

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 Suspension, Attendance, Course Completion, and Credit Completion. 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 (2008-09 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	56.4	Growth Plan
Attendance	84.1	Sufficient
Course Completion	1.6	Sufficient
Credit Completion	7.8/7.5	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 helps 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 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% 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 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	ESCD	SJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	No	No
Math	Yes	No
API Score <i>0 or Increase API by 0 point</i>	Yes	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 2008-09, Eagle Summit Community Day did not participate in the Title I program and is therefore not required to comply with program mandates.

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	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

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, school newsletters, flyers, letters, 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

Committees

School Site Council
Parent Advisory Group

School Activities

Back to School Night
Open House
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:

- Completion of five buildings (one multipurpose room, one restroom, two classrooms, and a teachers' lounge)
- Installation of surveillance security system

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 and is responsible for:

- Office Area Cleaning
- General Cleaning of Classrooms
- Restrooms

Restrooms are checked four times 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
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	0
Portable Classrooms	5
Restrooms (sets)	1
Administration Office	1
Cafeteria/Multipurpose Room	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 2008-09 school year, Eagle Summit Community Day did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

For the 2008-09 school year, the district has budgeted \$427,000 for the deferred maintenance program. This represents 0.7 % of the Snowline Joint Unified School District general fund budget.

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 Friday, August 14, 2009. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, August 14, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior			✓
C. Cleanliness	✓		
D. Electrical			✓
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Rm 2: stained ceiling tiles.
(D)	Staff Room: fixtures out, bulbs out. Rm 1: fixture out, bulbs out.

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

To maintain a safe and orderly learning environment, students are under continuous supervision while on campus. Teachers, the counselor, and the teacher-in-charge 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 teacher-in-charge escort students as a class to the cafeteria; staff remain in the 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.

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, updated, and discussed with school staff in August 2009.

Classroom Environment

Discipline & Climate for Learning

Eagle Summit Community Day's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

	Suspensions & Expulsions		
	ESCD		
	06-07	07-08	08-09
Suspensions (#)	2	298	161
Suspensions (%)	4.08 %	541.82 %	309.62 %
Expulsions (#)	0	1	1
Expulsions (%)	0.00 %	1.82 %	1.92 %
	SJUSD High Schools		
Suspensions (#)	957	928	658
Suspensions (%)	30.74 %	29.30 %	21.72 %
Expulsions (#)	98	94	78
Expulsions (%)	3.15 %	2.97 %	2.58 %

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.

Dropouts

Eagle Summit Community Day's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, and after-school math and language arts intervention programs. 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, 2007-08 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 2005-06 school year, 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		
	05-06	06-07	07-08
Dropout Rate	0.0%	12.9%	16.1%
Graduation Rate	0.0%	50.0%	50.0%
	SJUSD		
	05-06	06-07	07-08
Dropout Rate	0.2%	1.5%	1.1%
Graduation Rate	91.3%	95.0%	95.5%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Eagle Summit Community Day. Alternative methods of acquiring a diploma are available through the community college and adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Eagle Summit Community Day. The following table illustrates the percentage of students graduating from Eagle Summit Community Day who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Eagle Summit Community Day	SJUSD	California
50.0 %	83.8 %	80.2 %
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

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 continue to support the expanding implementation of Focus on Standards (FOS) into grade level and course collaboration efforts. Decisions concerning selection of staff development activities are performed by FOS coaches (designated school administrators and teacher representatives) using

tools such as state assessment results, teacher surveys, NCLB requirements, and state curriculum frameworks and standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

During the 2008-09 school year, Eagle Summit Community Day participated in one district-sponsored staff development day which focused on credit recovery programs and the at-risk population of students. Ongoing site level implementation of FOS activities at Eagle Summit Community Day take place at staff meetings and after school. Teachers meet in grade level and department teams to analyze assessment results, redirect instruction accordingly and plan intervention. Teachers from Desert View Independent School and Chaparral High School join teachers at Eagle Summit Community Day for most staff training sessions and monthly staff meetings.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2008-09 school year, district offerings included:

- Response to Intervention
- DIBELS Assessment Administration Training
- Pacing, Assessments, and Instructional Pieces
- Reading Intervention Training for Upper Grades
- Differentiated Instruction Training for Gifted & Talented Students
- Writing Instruction
- Research Based Best Practices Based on Dr. Riggs' Work
- FOS - Collaboration
- Special Education

Eagle Summit Community Day offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
0	0	1

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 22, 2009, 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 #10-932 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 core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Snowline Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
Foreign Languages		
2005	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2005	McDougal Littell, <i>En Espanol 1 & 2</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2006	Holt, Rinehart and Winston, <i>World Geography Today</i>	0 %
2006	Pearson Prentice Hall, <i>America: Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2006	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Language Arts		
2002	Holt McDougal, <i>The Language of Literature</i>	0 %
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2006	Houghton Mifflin, <i>Lectura-Triunfos (Two-way Immersion)</i>	0 %
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
2005	Learning Headquarters, <i>Learning Headquarters Writing Program</i>	0 %
2007	McDougal Littell, <i>The Language of Literature</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %

1999	Sopris West Educational Services, <i>Language!</i>	0 %
Math		
2004	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2001	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2009	Holt, <i>Holt CA Geometry</i>	0 %
2004	Holt McDougal, <i>McDougal Littell Algebra 1</i>	0 %
2005	Holt McDougal, <i>McDougal Littell Algebra 2</i>	0 %
2005	Saxon, <i>Saxon Math</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Biology CA</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i>	0 %
2007	Merrill Publishing, <i>Chemistry: A Modern Course</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

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. Eagle Summit Community Day offers only those classes required to earn a high school diploma. Students may take college level courses at a local community college while simultaneously enrolled at Eagle Summit Community Day.

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/>.

Workforce Preparation

Students receive career planning guidance from the counselor regarding post-secondary goals. Concurrent enrollment in local community colleges for specific career-related classes is encouraged. Eagle Summit's general career educational courses comply with state-adopted content standards 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 classroom observation.

Professional Staff

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) 2008-09		
	No. of Staff	FTE
Counselor	1	.3
Health Technician	1	*
Nurse	1	*
Speech & Language Specialist	1	*

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Eagle Summit Community Day had 3 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 by NCLB-compliant and non-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 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Eagle Summit Community Day	100.0 %	0.0 %
District Totals		
All Schools	97.6 %	2.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	ESCD			SJUSD
	06-07	07-08	08-09	08-09
Total Teachers	4	4	5	385
Teachers with full credentials	2	3	3	353
Teachers without full credentials	2	1	2	32
Teachers in alternate routes to certification	1	1	2	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	0	0	4
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	2	0	0	2
Teacher misassignments for English learners	2	0	0	2
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	1	0	0	0

Teacher Credentials & Assignments (cont'd)		
	ESCD	SJUSD
	09-10	09-10
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 2008-09		
	ESCD	SJUSD
Doctorate	0.0 %	0.5 %
Master's degree plus 30 or more semester hours	0.0 %	31.7 %
Master's degree	40.0 %	29.4 %
Bachelor's degree plus 30 or more semester hours	0.0 %	26.0 %
Bachelor's degree	60.0 %	12.5 %
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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	SJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$41,284	\$40,917
Mid-Range Teacher Salary	\$73,553	\$64,688
Highest Teacher Salary	\$88,313	\$82,849
Superintendent Salary	\$164,197	\$176,845
Average Principal Salaries:		
High School	\$117,283	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.5%	40.3%
Administrative Salaries	5.7%	5.9%

Expenditures Per Student

For the 2007-08 school year, Snowline Joint Unified School District spent an average of \$7,407 of total general funds to educate each student (based on 2007-08 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 www.cde.ca.gov/ds/fd/ec/ and 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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- California Peer Assistance & Review Program for Teachers (CPARP)
- Class Size Reduction Facilities Funding
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Recruitment/Incentives
- Title I
- Title II

- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
			State Avg., Dist.		
	ESCD	SJUSD	% Diff. School & Dist.	Same Size & Type	% Diff. School & State
ADA*	50	8382	N/A	N/A	N/A
Total**	\$14,380	\$6,106	235.50	N/A	N/A
Restr.†	\$13,989	\$1,250	1119.16	N/A	N/A
Unrestr.††	\$391	\$4,856	8.05	\$5,512	7.09
Avg. Teacher Salary	\$69,968	\$66,272	105.58	\$64,246	108.91

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located 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, a branch of San Bernardino County Library.

Address: 9292 Sheep Creek Road, Phelan

Phone Number: (760) 868-0583

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 10

Disclosure

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 September 2009. Those to prepare the school facilities section were acquired in October 2009.