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MESSAGE



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SCHOOL

Shadow Hills Elementary School

2014-15
School Accountability Report Card
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CDS Code: 37-67967-6106256

Principal's Message

Shadow Hills Elementary School is located approximately 25 miles east of San Diego and has an enrollment of 318, serving grades 1-5 and kindergarten special-day students. The school serves both general education students and a full range of special-education students. There is a very active Parent Teacher Association (PTA) and numerous parents who volunteer in classrooms.

The strategic plan for the Alpine Union School District promotes the goal of guiding children to become responsible, productive citizens who are lifelong learners. We have currently implemented a program on collaboration, communication and technology. Students in grades 1-3 will rotate through five units on science, keyboarding, computer skills and iPod Touch applications. These activities will include collaborating on creating digital presentations. The grade 4-5 students will create and produce programs that will be viewed by all students.

Shadow Hills offers a Spanish-immersion program that promotes high academic achievement while supporting second-language development and cross-cultural understanding for all students enrolled. We have implemented the program in first grade through third and will add a grade each year. Academic subjects are taught to the students in English and Spanish using the 50/50 model. The program provides students with a rigorous learning experience in Spanish and English that is both culturally and linguistically responsive. Our Spanish-immersion students will become bilingual, biliterate and culturally competent learners who demonstrate high academic achievement in all areas. The students demonstrate global competencies to engage effectively with the wider world and cultures.

School Mission Statement

We at Shadow Hills Elementary School believe in empowering all students with the skills for living and learning in the 21st century. We will integrate 21st-century skills, including critical thinking, problem solving, communication, collaboration, creativity and innovation, in the fabric of our daily teaching practices.

School Vision Statement

Shadow Hill Elementary School strives for excellence; values individuality; fosters a passion for learning; promotes the balanced development of mind, body and character; encourages service; and instills a respect for others. We promote higher-order thinking skills with an interdisciplinary approach by promoting bilingualism, biliteracy, problem-based learning, and connect to the real world that includes the use of technology.

Parental Involvement

Shadow Hills has a history of a very active Parent Teacher Association (PTA), and we encourage all parents to be involved in the numerous programs and activities the PTA sponsors. Additionally, many parents volunteer in the primary classrooms and provide vital support for the teachers. The school conducts regular spirit assemblies for positive reinforcement, and parents are encouraged to attend these events. Each spring, a number of parents are involved in the art docent program which provides art instruction for all students. Finally, parent members of the School Site Council participate in creating the Single Plan for Student Achievement.

For more information on how to become involved with the school, contact Principal Yvette Maier at (619) 445-2977.

Professional Development

The administrative team coordinates the district staff-development program. Staff-development activities include training in educational technology, various teaching strategies and subject-related in-services on Common Core State Standards. Days during the regular school year are not used for professional development. During this past year, one mandatory staff-development day has been made available through the district budget. In order to maintain continuing staff-development opportunities throughout the past three years, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer and during breaks from school. Additionally, a significant portion of staff meeting time is dedicated to professional development.

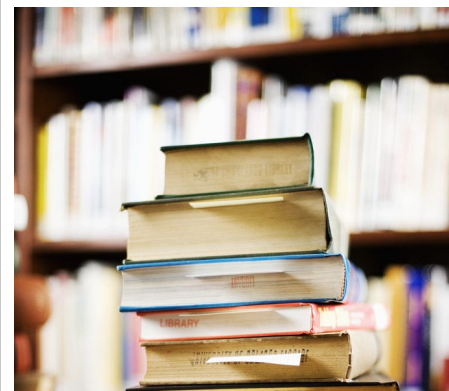
Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Shadow Hills ES	2 days	2 days	2 days

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Board of Trustees

Glenn Dickie, *President*

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District Beliefs

Our Alpine Union School District believes:

Education is the foundation of a democratic society.

Each person has value.

Everyone in the community shares responsibility for the educational success of all children.

We have high expectations that challenge each individual to reach his or her potential.

Effective communication fosters good human relations.

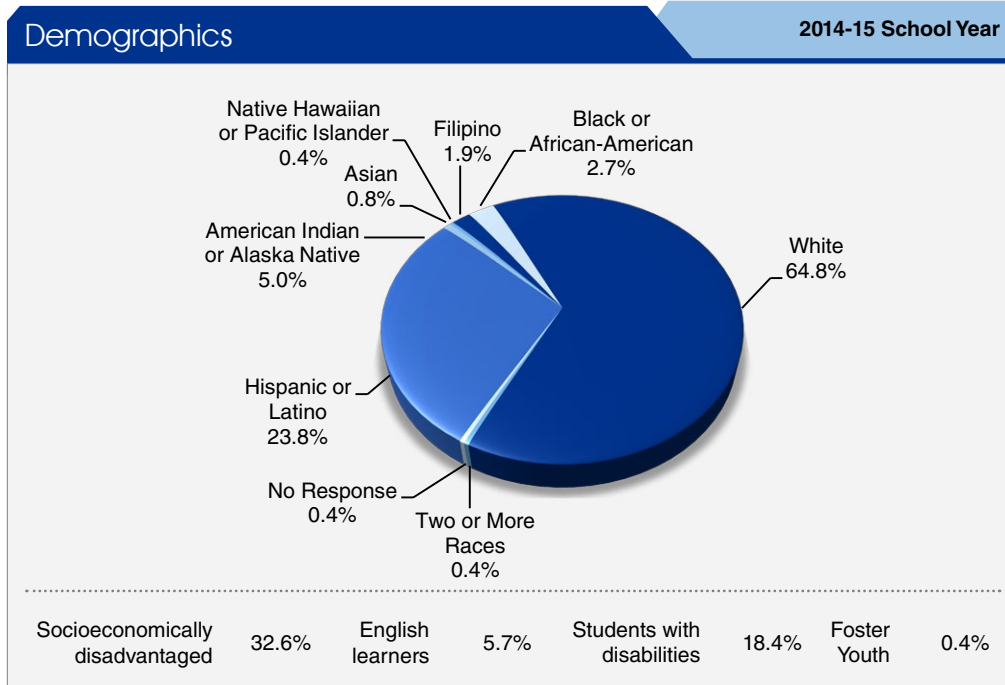
All individuals deserve to be and feel safe. Safety optimizes the learning environment.

We value and live by the highest ethical standards of respect, integrity, honesty and fairness.

Educating our children is an investment in the future.

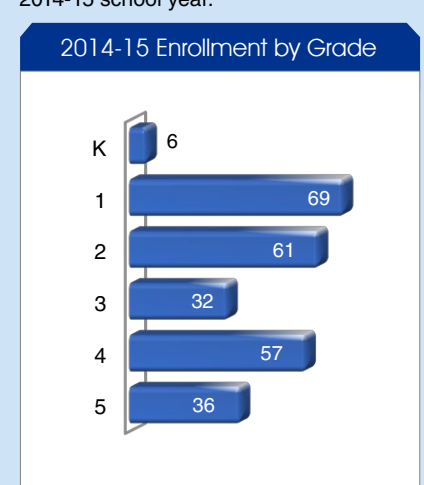
Enrollment by Student Group

The total enrollment at the school was 261 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



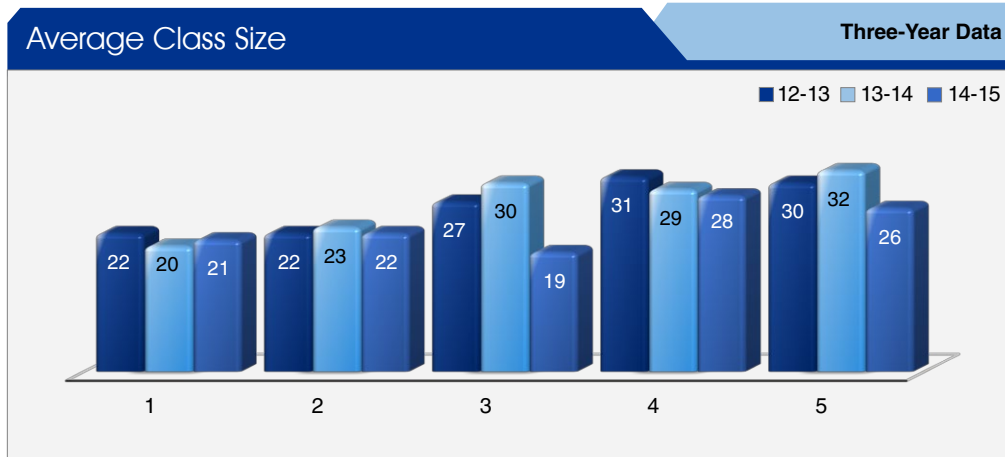
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Grade	Number of Students								
	2012-13			2013-14			2014-15		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1		1.5		1	2.5		1	2	
2		2			1			2.5	
3		1.5			1.5		1	.5	
4		1.5			1.5			1.5	
5		1.5		1	.5	1		1.5	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Shadow Hills ES			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Alpine Union SD			
	12-13	13-14	14-15
Suspension rates	0.0%	0.7%	0.5%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Shadow Hills ES	Alpine Union SD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	○	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Shadow Hills ES	Alpine Union SD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2012-2013	2013-2014	
Year in Program Improvement	Year 2	Year 1	
Number of Title I schools currently in Program Improvement		3	
Percentage of Title I schools currently in Program Improvement		100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 5

Four of six standards	30.6%
Five of six standards	19.4%
Six of six standards	0.0%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Subject	Students Scoring at Proficient or Advanced Levels								
	Shadow Hills ES			Alpine Union SD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	91%	94%	96%	75%	68%	62%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	2014-15 School Year
	Science
All students in the district	62%
All students at the school	96%
Male	94%
Female	100%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	95%
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	❖

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards		
	Shadow Hills ES	Alpine Union SD	California
English language arts/literacy	51%	39%	44%
Mathematics	50%	36%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	35	32	91.4%	22%	41%	28%	9%
Male		17	48.6%	18%	41%	41%	0%
Female		15	42.9%	27%	40%	13%	20%
Black or African-American		2	5.7%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.9%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	2.9%	❖	❖	❖	❖
Hispanic or Latino		9	25.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		18	51.4%	22%	28%	39%	11%
Two or more races		1	2.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	28.6%	❖	❖	❖	❖
English learners		3	8.6%	❖	❖	❖	❖
Students with disabilities		6	17.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	35	32	91.4%	13%	19%	47%	22%
Male		17	48.6%	12%	6%	53%	29%
Female		15	42.9%	13%	33%	40%	13%
Black or African-American		2	5.7%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.9%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	2.9%	❖	❖	❖	❖
Hispanic or Latino		9	25.7%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		18	51.4%	6%	17%	61%	17%
Two or more races		1	2.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		10	28.6%	❖	❖	❖	❖
English learners		3	8.6%	❖	❖	❖	❖
Students with disabilities		6	17.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	57	57	100.0%	30%	11%	37%	23%
Male		30	52.6%	23%	13%	37%	27%
Female		27	47.4%	37%	7%	37%	19%
Black or African-American		1	1.8%	❖	❖	❖	❖
American Indian or Alaska Native		4	7.0%	❖	❖	❖	❖
Asian		1	1.8%	❖	❖	❖	❖
Filipino		1	1.8%	❖	❖	❖	❖
Hispanic or Latino		11	19.3%	36%	9%	36%	18%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		39	68.4%	31%	13%	36%	21%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		16	28.1%	38%	0%	44%	19%
English learners		2	3.5%	❖	❖	❖	❖
Students with disabilities		14	24.6%	71%	14%	7%	7%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	57	57	100.0%	25%	28%	39%	9%
Male		30	52.6%	17%	23%	53%	7%
Female		27	47.4%	33%	33%	22%	11%
Black or African-American		1	1.8%	❖	❖	❖	❖
American Indian or Alaska Native		4	7.0%	❖	❖	❖	❖
Asian		1	1.8%	❖	❖	❖	❖
Filipino		1	1.8%	❖	❖	❖	❖
Hispanic or Latino		11	19.3%	45%	18%	27%	9%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		39	68.4%	18%	33%	41%	8%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		16	28.1%	31%	25%	44%	0%
English learners		2	3.5%	❖	❖	❖	❖
Students with disabilities		14	24.6%	64%	21%	14%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	37	37	100.0%	32%	19%	30%	19%
Male		21	56.8%	33%	14%	33%	19%
Female		16	43.2%	31%	25%	25%	19%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.7%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		10	27.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	2.7%	❖	❖	❖	❖
White		24	64.9%	21%	17%	42%	21%
Two or more races		1	2.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	32.4%	58%	8%	25%	8%
English learners		2	5.4%	❖	❖	❖	❖
Students with disabilities		8	21.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	37	37	100.0%	32%	30%	22%	16%
Male		21	56.8%	38%	19%	24%	19%
Female		16	43.2%	25%	44%	19%	13%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	2.7%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		10	27.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	2.7%	❖	❖	❖	❖
White		24	64.9%	25%	33%	25%	17%
Two or more races		1	2.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		12	32.4%	50%	42%	8%	0%
English learners		2	5.4%	❖	❖	❖	❖
Students with disabilities		8	21.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Textbooks and Instructional Materials

Textbooks are adopted according to the state-mandated textbook-adoption cycle. Instructional materials are selected from the list of state-approved textbooks that align to state standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English learners.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
Reading language arts	<i>Reading California</i> , Houghton Mifflin	2003
Reading language arts	<i>The Language of Literature</i> , McDougal Littell	2002
English language arts	<i>Into English</i> , Hampton-Brown	2003
English language arts	<i>Visions</i> , Heinle	2004
Mathematics	McGraw Hill	2015
Mathematics	<i>Mathematics: Concepts and Skills</i> , McDougal Littell	2001
Science	Delta Education, FOSS	2007
Science	<i>Focus on Science California</i> , Glencoe/McGraw-Hill	2007
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2008

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Shadow Hills ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			12/10/2015
Date of the most recent completion of the inspection form			12/10/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Clean/organize storage areas in Spring 2016.	
Electrical	Replaced breaker on panel in January 2016.	
External	Asphalt surfacing needs maintenance. Will be completed in July 2016.	

School Facilities

Shadow Hills has ample space for classrooms and auxiliary activities including a computer lab, keyboarding lab, art room, science lab, social studies lab and speech-therapy room. In addition, we have a room dedicated to staff meetings, a workroom and a teachers' storage room. The school was built in 1960 with portables added later. The storage rooms, art room and social studies lab are housed in portables; all other facilities are in permanent structures. In addition, the library and auditorium were recently refurbished with new acoustical ceilings and improved lighting. Some air-conditioning units were replaced last year, and solar panels were added. The buildings are in adequate condition but in need of external aesthetic repairs. There have been some roof leakage issues, but these have been repaired. The campus is maintained by a full-time custodian with the help of district maintenance staff. The custodians vacuum rooms multiple times per week. Safety issues that arise are addressed promptly by the district crew.

One teacher has duty to supervise the crosswalk in the parking lot before school. A student supervisor is on duty 30 minutes before school and supervises students while they wait in the lunch area for the first bell to ring. At that time, students leave the lunch area and proceed to their classrooms. Three student supervisors are on duty for all recess and lunch periods. At dismissal, the principal and three teachers are on duty to supervise the students while boarding the buses or being picked up.



School Safety

Shadow Hills Elementary School maintains a safety plan that outlines procedures for various emergencies. Each month, the staff conducts a fire, duck-and-cover or lockdown drill. Each fall, the district transportation department conducts a school-evacuation drill.

The school safety plan was reviewed and discussed with school faculty in October 2015.

Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title I, Special Education and Indian Education. California State Lottery funds have been allocated to support such programs as sixth-grade camp, transition, curriculum and staff development, student transportation, student testing, and computer support.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Alpine Union SD	Shadow Hills ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	80	13	15	15
Without full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Shadow Hills ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require 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 competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Shadow Hills ES	100.00%	0.00%
All schools in district	99.29%	0.71%
High-poverty schools in district	◇	◇
Low-poverty schools in district	99.29%	0.71%

◇ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
Social/behavioral or career development counselors	FTE 0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.20
Psychologist	0.20
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
Other	FTE
Reading Intervention Specialist	0.30



Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year
	Alpine Union SD	Similar Sized District
Beginning teacher salary	\$36,606	\$42,723
Midrange teacher salary	\$56,290	\$65,936
Highest teacher salary	\$81,121	\$84,545
Average elementary school principal salary	\$93,559	\$106,864
Average middle school principal salary	\$103,446	\$110,494
Superintendent salary	\$148,644	\$159,133
Teacher salaries: percentage of budget	41%	40%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Shadow Hills ES	\$3,923	\$63,906
Alpine Union SD	\$4,960	\$67,405
California	\$5,348	\$69,086
School and district: percentage difference	-20.9%	-5.2%
School and California: percentage difference	-26.6%	-7.5%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,110
Expenditures per pupil from restricted sources	\$2,187
Expenditures per pupil from unrestricted sources	\$3,923
Annual average teacher salary	\$63,906



Expenditures Per Pupil

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.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.