

## Shadow Hills Elementary School

Grades K-5  
CDS Code 37-67967-6106256

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<https://sites.google.com/a/alpineschools.net/shadow-hills-elementary-school>



## Alpine Union School District

2001 Tavern Road Alpine, CA 91901 ▪ [www.alpineschools.net](http://www.alpineschools.net)

Richard Newman, Ed.D., Superintendent ▪ [rnewman@alpineschools.net](mailto:rnewman@alpineschools.net) ▪ (619) 445-3236



## Principal's Message

Shadow Hills Elementary School is located approximately 25 miles east of San Diego and has an enrollment of 380, serving grades 1-5 and kindergarten special-day class 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. Shadow Hills is a Dual Language School that 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 grades 1-5. 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.

## School Safety

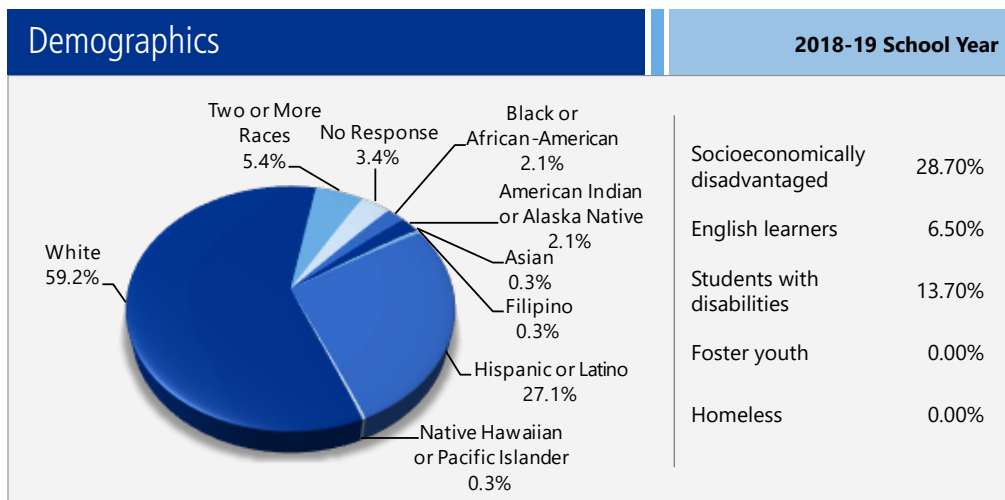
Shadow Hills Elementary School maintains a safety plan that outlines procedures for various emergencies. Each month, the staff conducts a fire, duck-and-cover, or lockdown drill. Each fall, the district transportation department conducts a school evacuation drill.

The school safety plan was reviewed and discussed with school faculty in September 2019.



## Enrollment by Student Group

The total enrollment at the school was 387 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## 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.

## 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.



## Board of Trustees

Al Guerra, President  
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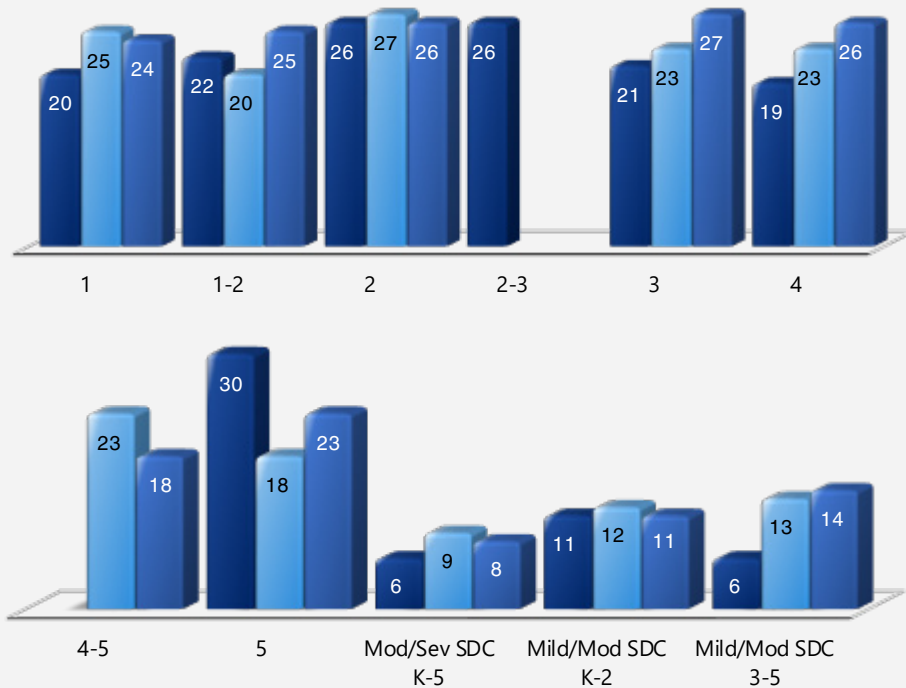
## Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

#### Three-Year Data

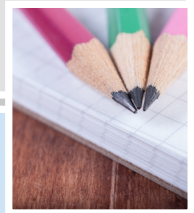
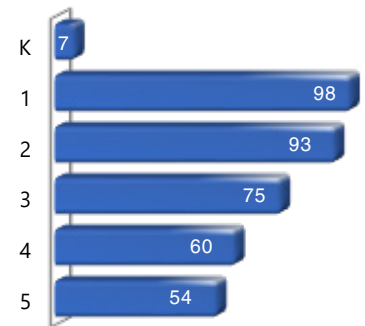
■ 16-17 ■ 17-18 ■ 18-19



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade



## 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

	16-17	17-18	18-19
Suspension rates	0.6%	0.3%	1.2%
Expulsion rates	0.0%	0.0%	0.0%

#### Alpine Union ESD

	16-17	17-18	18-19
Suspension rates	1.6%	1.2%	2.0%
Expulsion rates	0.0%	0.1%	0.0%

#### California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

### Number of Classrooms by Size

#### Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1	2	1			3			3	
1-2		1			1			1	
2		2			3			3	
2-3		1							
3	1	1			2.5			3	
4	3				2			2	
4-5					1			1	
5		1		2				2	
Mod/Sev SDC K-5	1			1				1	
Mild/Mod SDC K-2	1			1				1	
Mild/Mod SDC 3-5	1			1				1	



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Shadow Hills ES		Alpine Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics 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 (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Shadow Hills ES		Alpine Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	70%	64%	59%	56%	50%	51%
Mathematics	57%	42%	40%	41%	38%	40%

## 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Shadow Hills ES
		Grade 5
Four of six standards		19.2%
Five of six standards		19.2%
Six of six standards		28.8%

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.





## CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	183	181	98.91%	1.09%	63.54%
Male	99	98	98.99%	0.01%	57.14%
Female	84	83	98.81%	1.19%	71.08%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	47	46	97.87%	2.13%	56.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	112	111	99.11%	0.89%	69.37%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	60	58	96.67%	3.33%	53.45%
English learners	15	14	93.33%	6.67%	71.43%
Students with disabilities	30	29	96.67%	3.33%	17.24%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

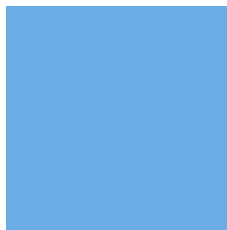




## CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	183	181	98.91%	1.09%	41.99%
Male	99	98	98.99%	0.01%	42.86%
Female	84	83	98.81%	1.19%	40.96%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	47	46	97.87%	2.13%	43.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	112	111	99.11%	0.89%	45.05%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	60	58	96.67%	3.33%	36.21%
English learners	15	14	93.33%	6.67%	42.86%
Students with disabilities	30	29	96.67%	3.33%	3.45%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.





## 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		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Wonders</i> , McGraw-Hill	2017
Mathematics	<i>My Math</i> , McGraw-Hill	2015
Mathematics	<i>CPM</i>	Piloting
Science	<i>Delta Education</i> , FOSS	2007
Science	<i>Focus on Science California</i> , Glencoe/McGraw-Hill	2007
Science	<i>Amplify</i>	Piloting
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2008
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006

## 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		2019-20 School Year
Shadow Hills ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		✧
Foreign language		✧
Health		✧

## 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 first-come, first-served 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.

✧ Not applicable.

## Quality of Textbooks

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

Quality of Textbooks	
2019-20 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
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/11/2019

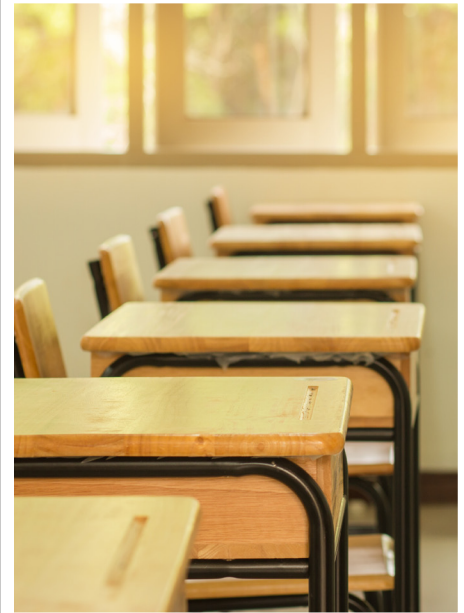




## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		9/26/2019
<b>Date of the most recent completion of the inspection form</b>		9/26/2019



## School Facilities

Shadow Hills has ample space for classrooms and auxiliary activities including a computer lab, keyboarding lab, art room, two science labs, a 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 PTA room are housed in portables; all other facilities are in permanent structures. The buildings have been painted and some have had their roofs repaired. With the help of district maintenance staff, a full-time custodian and part-time night custodian maintain the campus. The custodians vacuum rooms multiple times per week. The district crew addresses safety issues that arise promptly.

One teacher has duty to supervise the crosswalk in the parking lot before school. Two student supervisors are on duty 30 minutes before school and supervise 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 or designee and five teachers are on duty to supervise the students while boarding buses or being picked up.



## 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 American Indian Education. California State Lottery funds have been allocated to support such programs as transition, curriculum and staff development, student transportation, student testing and computer support.

## 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.







## 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](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Alpine Union ESD	Shadow Hills ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	74	18	19	17
Without a full credential	3	0	0	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

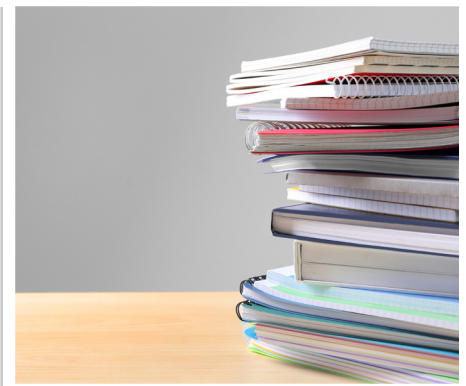
This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that 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		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

## Professional Development

The district 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. This past year, three mandatory staff-development days have been made available through the district budget. In addition, teachers are released every other Wednesday for collaborative planning. In order to maintain continuing staff-development opportunities, 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 at the site level and district level is dedicated to professional development. Teachers at Shadow Hills School attend conferences and workshops on new technology needs as they arise. They also attend districtwide meetings for curriculum development.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		2	3	3



## 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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.50
Psychologist	0.25
Social worker	0.25
Nurse	0.25
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.33



## Financial Data

The financial data displayed in this SARC is from the 2017-18 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://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](http://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.

Salary Data		2017-18 Fiscal Year
	Alpine Union ESD	Similar Sized District
<b>Beginning teacher salary</b>	\$42,321	\$49,378
<b>Midrange teacher salary</b>	\$65,079	\$77,190
<b>Highest teacher salary</b>	\$93,787	\$96,607
<b>Average elementary school principal salary</b>	\$106,263	\$122,074
<b>Average middle school principal salary</b>	\$115,438	\$126,560
<b>Superintendent salary</b>	\$180,000	\$189,346
<b>Teacher salaries: percentage of budget</b>	35%	36%
<b>Administrative salaries: percentage of budget</b>	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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Shadow Hills ES</b>	\$4,538	\$69,202
<b>Alpine Union ESD</b>	\$5,499	\$73,252
<b>California</b>	\$7,507	\$77,619
<b>School and district: percentage difference</b>	-17.5%	-5.5%
<b>School and California: percentage difference</b>	-39.5%	-10.8%

## 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	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$6,522
<b>Expenditures per pupil from restricted sources</b>	\$1,984
<b>Expenditures per pupil from unrestricted sources</b>	\$4,538
<b>Annual average teacher salary</b>	\$69,202



## 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.

## School Accountability Report Card

PUBLISHED BY:

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.