Shadow Hills Elementary School

Grades K-5
CDS Code 37-67967-6106256

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SARC
2020-21

School
Accountability
Report Card
Published in 2021-22

Alpine Union School District

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Principal's Message

Shadow Hills Elementary School is located approximately 25 miles east of San Diego and has an enrollment of 360, 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 Utah Dual Language 50-50 model. The program provides students with a rigorous learning experience in Spanish and English that is culturally and linguistically responsive. As a result, our Spanish immersion students will become bilingual, bi-literate and culturally competent learners who demonstrate high academic achievement in all areas. In addition, the students demonstrate global competencies to engage effectively with the broader 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 into the fabric of our daily teaching practices.

School Vision Statement

Shadow Hills 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 respect for others. In addition, we encourage higher-order thinking skills with an interdisciplinary approach by promoting bilingualism, biliteracy, problem-based learning and connecting 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. In addition, each fall, the district transportation department conducts a school evacuation drill.
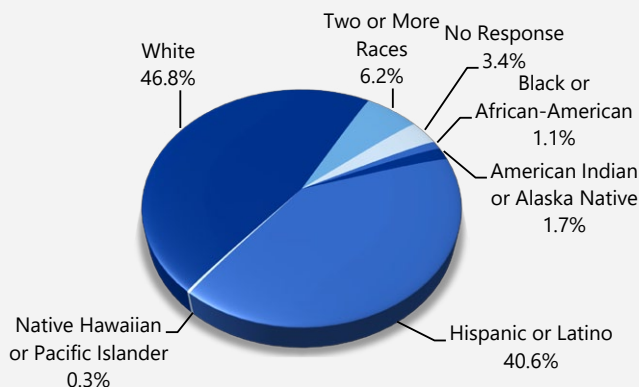
The school safety plan was reviewed and discussed with the school faculty in October 2021.

Enrollment by Student Group

The total enrollment at the school was 355 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics   **2020-21 School Year**

White 46.8%
Two or More Races 6.2%
No Response 3.4%
Black or African-American 1.1%
American Indian or Alaska Native 1.7%
Hispanic or Latino 40.6%
Native Hawaiian or Pacific Islander 0.3%

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.

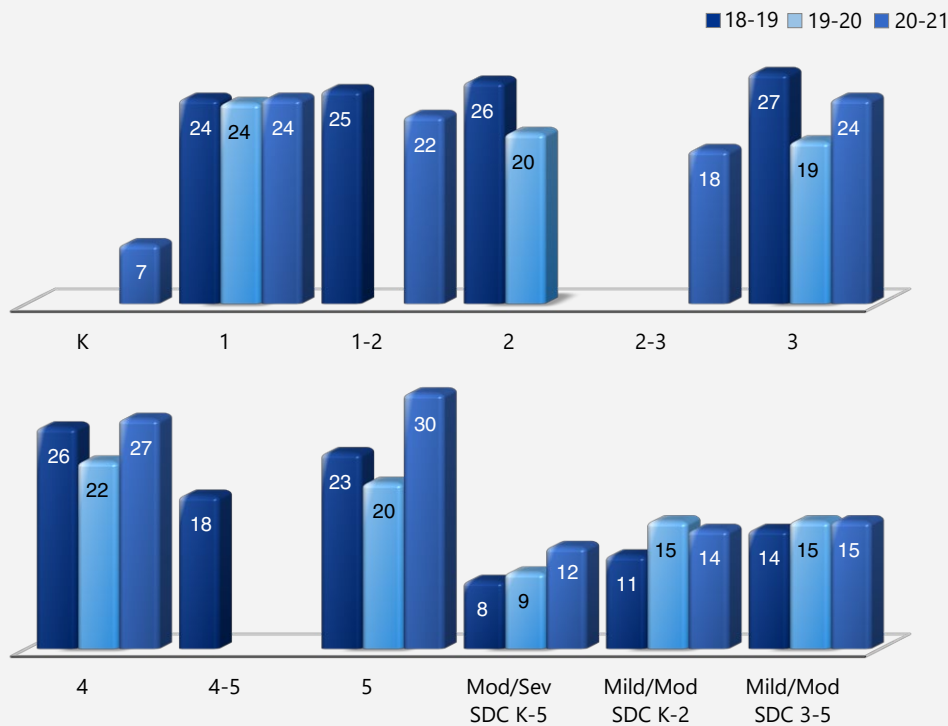Educating our children is an investment in the future.

Board of Trustees

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

Legend: 18-19, 19-20, 20-21

Grade	18-19	19-20	20-21
K			7
1	24	24	24
1-2	25		
2	22	26	20
2-3	18		
3	27	19	24
4	26	22	27
4-5	18		
5	23	20	30
Mod/Sev SDC K-5	8	9	12
Mild/Mod SDC K-2	11	15	14
Mild/Mod SDC 3-5	14	15	15

Number of Classrooms by Size — Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K							1		
1		3			4			3	
1-2		1							
2		3		2	1			3	
2-3							1		
3		3		3				2	
4		2		1	2			2	
4-5	1								
5		2		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		

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	47.00%
Male	53.00%
Non-Binary	0.00%
English learners	6.20%
Foster youth	0.30%
Homeless	5.40%
Migrant	0.00%
Socioeconomically Disadvantaged	24.50%
Students with Disabilities	14.60%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	3
1	97
2	71
3	65
4	72
5	47
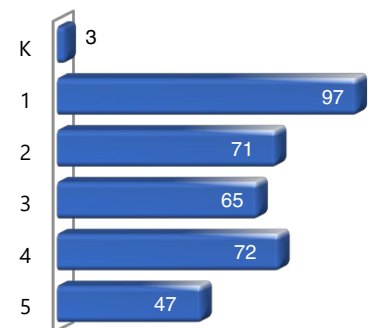
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Shadow Hills ES		Alpine Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	1.2%	0.0%	2.0%	0.1%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Shadow Hills ES	Alpine Union SD	California
	19-20	19-20	19-20
Suspension rates	0.0%	0.4%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

Professional Development Days	
	Number of school days dedicated to staff development and continuous improvement
2019-20	3
2020-21	3
2021-22	3

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	
2020-21 School Year	
Grade 5	
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Shadow Hills ES		Alpine Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	⁂	■	⁂	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Shadow Hills ES		Alpine Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

⁂ This school and district did not test students using the CAASPP for Science.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
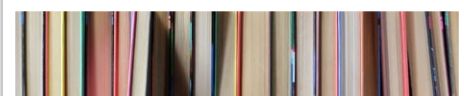
CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	✿	✿	✿	✿	✿
Female	✿	✿	✿	✿	✿
Male	✿	✿	✿	✿	✿
American Indian or Alaska Native	✿	✿	✿	✿	✿
Asian	✿	✿	✿	✿	✿
Black or African American	✿	✿	✿	✿	✿
Filipino	✿	✿	✿	✿	✿
Hispanic or Latino	✿	✿	✿	✿	✿
Native Hawaiian or Pacific Islander	✿	✿	✿	✿	✿
Two or more races	✿	✿	✿	✿	✿
White	✿	✿	✿	✿	✿
English Learners	✿	✿	✿	✿	✿
Foster Youth	✿	✿	✿	✿	✿
Homeless	✿	✿	✿	✿	✿
Military	✿	✿	✿	✿	✿
Socioeconomically disadvantaged	✿	✿	✿	✿	✿
Students receiving Migrant Education services	✿	✿	✿	✿	✿
Students with Disabilities	✿	✿	✿	✿	✿

✿ This school did not test students using the CAASPP for Science.
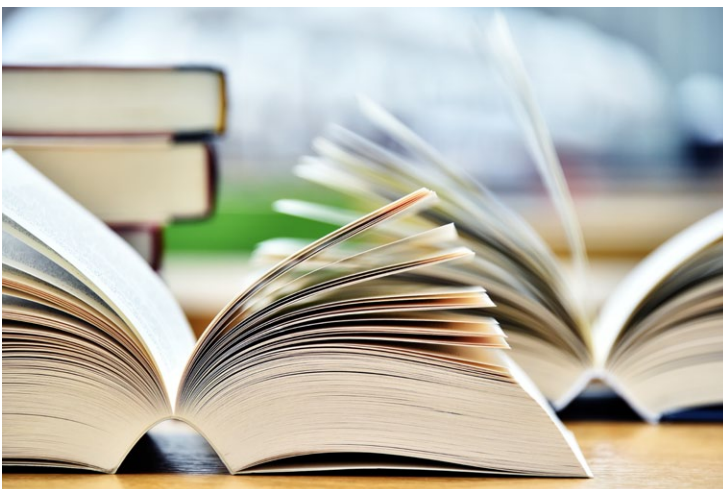
Local Assessment Test Results by Student Group: English Language Arts (grades 3-5)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	336	223	66%	34%	44%
Female	161	105	65%	35%	49%
Male	175	118	67%	33%	41%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	147	86	59%	41%	44%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	19	15	79%	21%	53%
White	158	114	72%	28%	42%
English Learners	20	10	50%	50%	20%
Foster Youth	❖	❖	❖	❖	❖
Homeless	17	10	59%	41%	50%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	82	50	61%	39%	36%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	52	23	44%	56%	9%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx).

Local Assessment Test Results by Student Group: Mathematics (grades 3-5)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	336	221	66%	34%	39%
Female	161	103	64%	36%	34%
Male	175	118	67%	33%	43%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	147	87	59%	41%	37%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	19	15	79%	21%	53%
White	158	111	70%	30%	40%
English Learners	20	10	50%	50%	30%
Foster Youth	❖	❖	❖	❖	❖
Homeless	17	10	59%	41%	40%
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	82	48	59%	41%	23%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	52	24	46%	54%	8%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx).

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 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 — 2021-22 School Year

Subject	Textbook	Adopted
English language arts	*Wonders*, McGraw-Hill	2017
Mathematics	*My Math*, McGraw-Hill	2015
Mathematics	*CPM*	2020
Science	*Inspire*, McGraw-Hill	2020
History/social science	*History Alive!*, Teachers' Curriculum Institute	2020
History/social science	*Scott Foresman History-Social Science for California*, Pearson	2006

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group — 2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	364	46	12.60%
Female	179	170	18	10.60%
Male	200	194	28	14.40%
American Indian or Alaska Native	9	7	1	14.30%
Asian	0	0	0	0.00%
Black or African American	4	4	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	152	148	26	17.60%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	22	22	0	0.00%
White	179	170	16	9.40%
English Learners	24	23	8	34.80%
Foster Youth	2	2	1	50.00%
Homeless	19	19	4	21.10%
Socioeconomically Disadvantaged	96	95	24	25.30%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	59	58	9	15.50%

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 — 2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	0%
Health	✧

✧ Not applicable.

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 — 2021-22 School Year

Data collection date	9/8/2021

Quality of Textbooks

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

Quality of Textbooks — 2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2021-22 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	9/29/2021

School Facilities

Shadow Hills has ample space for classrooms and auxiliary activities, including an art room and a science lab. In addition, we have a staff lounge, a workroom, and a teachers' storage room. The school was built in 1960, with portables added later. The storage rooms, art rooms, and PTA rooms are located in portables; all other facilities are permanent. The buildings have been painted, and some have had their roofs repaired. The auditorium was newly carpeted as well as several classrooms. Medical Grade HEPA air filters have been installed for every room on campus. With the help of district maintenance staff, two full-time custodians maintain the campus. The custodians' vacuum rooms multiple times per week. The district crew promptly addresses safety issues that arise. During COVID-19, additional cleaning in all of the classrooms takes place each Wednesday. All classrooms are electromagnetically cleaned twice a week. In addition, we have two staff members at the main gate to ensure the students arrive at school safely. One campus supervisor is on duty 30 minutes before school and supervises students as they walk to class. Four student supervisors are on duty for all recess and lunch periods. At dismissal, the principal or designee and teachers are on duty to supervise the students while boarding buses or being picked up.

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.

"The strategic plan for the Alpine Union School District promotes the goal of guiding children to become responsible, productive citizens who are lifelong learners."

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 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 academic achievement, and parents are encouraged to attend these events. Several parents are involved in the art docent program, which provides art instruction for all students each spring. Finally, parent members of the School Site Council participate in creating the Single Plan for Student Achievement. We were happy to be able to welcome our dedicated volunteers back to our campus as of October 4, 2021.

For more information on becoming involved with the school, contact Principal Meghan Meris at (619) 445-2977.

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.0	68.4%	49.9	68.9%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	15.8%	4.0	5.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	2.2	3.1%	12,115.8	4.4%
Unknown	3.0	15.8%	16.2	22.4%	18,854.3	6.9%
Total Teaching Positions	19.0	100.0%	72.4	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2020-21 School Year
Authorization/Assignment	Shadow Hills ES
Permits and Waivers	2.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field	2020-21 School Year
Indicator	**Shadow Hills ES**
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	2020-21 School Year
Indicator	**Shadow Hills ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
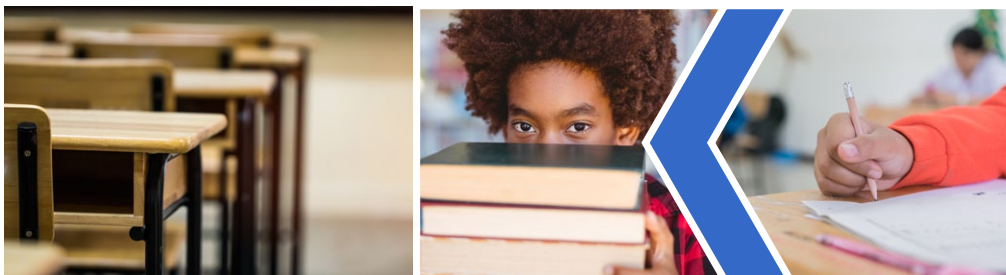
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	360:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.60
Nurse	0.25
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	1.00

Financial Data

The financial data displayed in this SARC is from the 2019-20 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.

Salary Data	2019-20 Fiscal Year	
	Alpine Union SD	**Similar Sized District**
Beginning teacher salary	$43,379	$51,450
Midrange teacher salary	$68,234	$80,263
Highest teacher salary	$98,333	$101,012
Average elementary school principal salary	$116,119	$128,082
Average middle school principal salary	$127,085	$132,453
Superintendent salary	$193,800	$197,968
Teacher salaries: percentage of budget	33%	34%
Administrative salaries: percentage of budget	7%	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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Shadow Hills ES	$5,616	$66,907
Alpine Union SD	$6,322	$69,746
California	$8,444	$82,431
School and district: percentage difference	-11.2%	-4.1%
School and California: percentage difference	-33.5%	-18.8%

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	
2019-20 Fiscal Year	
Total expenditures per pupil	$7,756
Expenditures per pupil from restricted sources	$2,140
Expenditures per pupil from unrestricted sources	$5,616
Annual average teacher salary	$66,907

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.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percent Met or Exceeded
LEAwide	974	NT	NT	NT	NT
Female	487	NT	NT	NT	NT
Male	487	NT	NT	NT	NT
American Indian or Alaska Native	38	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	265	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	101	NT	NT	NT	NT
White	544	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	56	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	257	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	160	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percent Met or Exceeded
LEAwide	974	NT	NT	NT	NT
Female	487	NT	NT	NT	NT
Male	487	NT	NT	NT	NT
American Indian or Alaska Native	38	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	265	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	101	NT	NT	NT	NT
White	544	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	56	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	257	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	160	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,542	798	52%	48%	46%
Female	761	393	52%	48%	52%
Male	781	405	52%	48%	41%
American Indian or Alaska Native	60	26	43%	57%	7%
Asian	--	--	--	--	--
Black or African American	23	11	48%	52%	80%
Filipino	--	--	--	--	--
Hispanic or Latino	458	229	50%	50%	36%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	111	66	59%	41%	50%
White	876	461	53%	47%	52%
English Learners	73	38	52%	48%	15%
Foster Youth	--	--	--	--	--
Homeless	65	29	45%	55%	62%
Military	--	--	--	--	--
Socioeconomically disadvantaged	452	216	48%	52%	36%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	186	105	56%	44%	15%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage At or Above Grade Level**
LEAwide	1,542	1,026	67%	33%	37%
Female	761	502	66%	34%	32%
Male	781	524	67%	33%	41%
American Indian or Alaska Native	60	35	58%	42%	6%
Asian	--	--	--	--	--
Black or African American	23	15	65%	35%	50%
Filipino	--	--	--	--	--
Hispanic or Latino	458	300	66%	34%	22%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	111	80	72%	28%	46%
White	876	589	67%	33%	44%
English Learners	73	54	74%	26%	12%
Foster Youth	--	--	--	--	--
Homeless	65	38	58%	42%	45%
Military	--	--	--	--	--
Socioeconomically disadvantaged	452	295	65%	35%	30%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	186	126	68%	32%	9%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.