

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	El Capitan High	<b>District Name</b>	Grossmont Union High
<b>Principal</b>	Pat Price	<b>Superintendent</b>	Dr. Terry Ryan
<b>Street</b>	10410 Ashwood St.	<b>Street</b>	1100 Murray Dr.
<b>City, State, Zip</b>	Lakeside, CA 92040-2406	<b>City, State, Zip</b>	La Mesa, CA 91944-1043
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## School Description and Mission Statement

The staff and administration at El Capitan High School are committed to providing a positive and safe learning environment for all students. Since its opening in 1959, El Capitan has taken great pride in its accomplishments of rigorous academic achievements and extracurricular programs. El Capitan values not only high academic and behavioral standards, but encourages diverse perspective within a framework of respect. The staff will continue to build on past successes to create an educational environment where students can reach their full potential as individuals. It is the goal of the administration, with the support of an outstanding staff, to continue to work on improving relevant curricula, create programs which stress high levels of integrated skills and a mastery of technology, and expand a positive working relationship with our parents, community members, and local client schools.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Debbie Smith</b>	<b>Contact Person Phone Number</b>	<b>(619) 938-9100</b>
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Debbie Smith is our Community Liaison Coordinator. Mrs. Smith is responsible for bringing an average of four hundred parents a year onto our campus as volunteers. Parents who want to be involved in activities can contact Mrs. Smith at her phone number or return the Parent Volunteer form in the registration packets.

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	604
Grade 1	0	Grade 10	563
Grade 2	0	Grade 11	437
Grade 3	0	Grade 12	422
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	<b>Total Enrollment</b>	2026

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	21	1.0	Hispanic or Latino	238	11.7
American Indian or Alaska Native	62	3.1	Pacific Islander	2	0.1
Asian	10	0.5	White (Not Hispanic)	1,675	82.7
Filipino	18	0.9	Multiple or No Response	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	03/01/2004	<b>Date Last Discussed with Staff</b>	03/01/2004
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The El Capitan Safe School Plan addresses the unique safety concerns of our school. It includes the ethnic and cultural diversity of our students and staff, the life experiences of students and staff, the physical school plant and surrounding environment, health concerns, and social and economic conditions. Our learning environment is safe, attractive, and free from disruption for our students and the community groups who use the campus. On a typical day six campus supervisors monitor the school before school (6:30 AM), during the school day, and after school (3:00 PM).

### School Programs and Practices that Promote a Positive Learning Environment

We endorse the right of all students and adults to be treated equitably. We provide a safe, productive educational environment, and work hard to keep it that way. Our staff teaches self-discipline, self-control, and wise decision-making. Good communication helps to promote our positive school climate. The PTSA and principal's newsletters, "Parent's Rights Notification"

bulletin, the student newspaper, and our student registration packet help to keep our students, parents, and staff informed.

Our guidance services include academic, career and personal/social development counseling which includes: four-year planning, scholarship information, classroom presentations, peer mediation, college application/financial aid workshops, academic tutorial assistance, parent meetings and crisis intervention. Each summer we invite eleventh grade students and their parents to meet with a counselor. During these conferences, we discuss progress toward graduation and career/college plans. Incoming freshmen receive numerous orientation experiences through elective showcase, classroom presentations, individual scheduling and parent meetings.

Other support services include a librarian, licensed vocational nurse (LVN), speech and language therapist, school psychologist, special education services, outside community counseling resources, a Career Day, College and Financial Aid Night.

Throughout the District, students from low-income families participate in the National School Lunch Program. Students are eligible for transportation when they (1) live more than three miles from their school of residence, (2) are enrolled in special education, or (3) participate in school-sponsored trips.

We have a number of programs to promote a positive learning environment:

- Family Resource Center with community social agencies
- Safe Educational Environment (SEE)
- Safe School Committee
- Anger management curriculum (STEP)
- Tobacco intervention (ATS)
- In School Alternative (ISA)
- Saturday School
- Detention
- Positive referral process
- Peer mediation.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	340	365	365	3539	3803	4607
<b>Rate of Suspensions</b>	16.78	17.30	17.10	14.75	15.56	18.84
<b>Number of Expulsions</b>	17	14	20	218	178	215
<b>Rate of Expulsions</b>	.84	.66	.94	.91	.73	.88

## School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Maintenance and upgrading of our facilities are high priorities. Our facility and seven other District schools are more than thirty years old and in critical need of renovation and repairs. The roof, fixtures, plumbing, heating and air conditioning, and exterior/interior plaster and paint all need work. The voters of the Grossmont Union High School District approved a school renovation bond in March of 2004. The money from the bond will be used to address the problems in our school facilities.

### III. Academic Data

#### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

#### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	32	37	35	33	39	39	32	35	36
Mathematics	21	20	15	23	20	16	31	35	34
Science	21	24	23	31	31	21	30	27	25
History-Social Science	34	30	27	34	32	30	28	28	29

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	23	9			25		37
Mathematics	0	9			15		15

Science		7			20		24
History-Social Science		0			23		28

### CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	27	44	2	17	37	1	40	
Mathematics	15	14	10	11	15	2	17	
Science	23	24	0	14	24	2	26	
History-Social Science	26	29	5	9	30	5	31	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	43	42	---	48	49	---	43	43
Mathematics	---	55	50	---	52	51	---	50	51

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	31	16			28		44
Mathematics	15	31			40		52

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	34	50	12	27	44	8	46	
Mathematics	49	51	15	35	52	11	55	

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Subject	Site			District		
	2002	2003	2004	2002	2003	2004
Algebra I	55.41	59.21	56.41	55.95	57.33	55.61
Geometry	73.63	76.38	74.24	74.93	75.25	72.79
Algebra II	64.36	61.66	63.66	68.76	69.16	68.39
American Government	68.62	67.27	68.58	66.55	66.33	68.51

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

**No data are available for this section**

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools

most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	95	97	95	Percent Tested	97	95	97
API Base Score	692	666	670	API Growth Score	678	671	659
Growth Target	5	7	7	Actual Growth	-14	5	-11
Statewide Rank	7	6	6				
Similar Schools Rank	4	5	3				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	580	597	597	API Growth Score	594	599	612
Growth Target	4	6	6	Actual Growth	14	2	15
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	708	679	684	API Growth Score	693	684	668
Growth Target	4	6	6	Actual Growth	-15	5	-16

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>API Base Score</b>	574	587	558	<b>API Growth Score</b>	576	565	562
<b>Growth Target</b>	4	6	6	<b>Actual Growth</b>	2	-22	4

### State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

### Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
<b>Year Identified for Program Improvement</b>		---
<b>Year in Program Improvement</b>		---
<b>Year Exited Program Improvement</b>		---
<b>Number of Schools Currently in Program Improvement</b>	---	2
<b>Percent of Schools Identified for Program Improvement</b>	---	11.1

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
<b>All Students</b>	---	No	No	---	No	No
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004

<b>All Students</b>	---	No	Yes	---	No	Yes
<b>African American</b>	---	n/a	n/a	---	No	Yes
<b>American Indian or Alaska Native</b>	---	n/a	n/a	---	n/a	Yes
<b>Asian</b>	---	n/a	n/a	---	n/a	n/a
<b>Filipino</b>	---	n/a	n/a	---	No	Yes
<b>Hispanic or Latino</b>	---	n/a	n/a	---	No	Yes
<b>Pacific Islander</b>	---	n/a	n/a	---	n/a	n/a
<b>White (not Hispanic)</b>	---	No	Yes	---	No	Yes
<b>Socioeconomically Disadvantaged</b>	---	No	No	---	No	Yes
<b>English Learners</b>	---	n/a	n/a	---	Yes	Yes
<b>Students with Disabilities</b>	---	n/a	No	---	No	No

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Enrollment (9-12)</b>	2176	2134	2110	23636	23975	24434	1735576	1772417	1830664
<b>Number of Dropouts</b>	22	82	44	354	685	506	47899	48210	58493
<b>Dropout Rate (1-year)</b>	1.0	3.8	2.1	1.5	2.9	2.1	2.8	2.7	3.2
<b>Graduation Rate</b>	85.9	90.3	88.7	87.4	89.8	90.1	86.7	87.0	86.7

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

## Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	33.6	1	5	5	18.8	78	17	23	20.9	61	27	20
Mathematics	30.1	6	3	8	21.5	48	10	25	24.8	36	8	28
Science	25.5	1	1		22.1	18	6	22	27.6	9	6	22
Social Science	36.5		1	3	27.3	22	10	38	28.3	20	7	42

## Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	31.3	---
All Schools in District	---	37.5
High-Poverty Schools in District	---	0.0
Low-Poverty Schools	---	37.0

in District		
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### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	93	88	99
<b>Teachers with Full Credential</b>	85	83	98
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	1	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	8	6	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	3	2	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	
<b>Total Teacher Misassignments</b>	---	---	

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0.0	1.3
<b>Master's Degree plus 30 or more semester hours</b>	41.4	31.5
<b>Master's Degree</b>	10.1	13.6
<b>Bachelor's Degree plus 30 or more semester hours</b>	18.2	25.0
<b>Bachelor's Degree</b>	30.3	28.3
<b>Less than Bachelor's Degree</b>	0.0	0.3

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-

semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	---	---	

### Teacher Evaluations

Permanent Teachers are evaluated every two years. Probationary and temporary teachers are evaluated up to two times each year. The evaluations are standards based. Evaluations are sent to Human Resources for review and filing in the official personnel file.

### Substitute Teachers

Whenever a teacher is absent, the District provides a qualified substitute teacher to ensure continuity of instruction. The GUHSD has increased the amount they pay substitute teachers from \$95 to \$105. This move puts our district in a more competitive arrangement with surrounding school districts.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Counselor</b>	
<b>Librarian</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

## VII. Curriculum and Instruction

### School Instruction and Leadership

The El Capitan staff has restructured their curriculum approaches to best suit the needs of the students. In 2000, El Capitan's staff voted to include additional instructional time and to employ the services of DataWorks Inc. for an all-school curriculum audit. The results of that audit were used to align all core curricula areas with the state and national content standards and increase

the rigor of all college prep, honors and AP curricula. The DataWorks audit and additional staff training also provided the staff with tools to use data to make curriculum decisions. The school is dedicated to alignment with the California Standards and improving the reading ability of our students.

Our current principal, Mr. Pat Price, has been with the Grossmont District for the last thirty-five years. For twenty-seven of the years he taught biology or chemistry at Mount Miguel, Valhalla, El Capitan, and West Hills High Schools. He was a science chair for seventeen years and a mentor teacher for seven years. He completed his administrative credential and was an assistant principal at West Hills and El Capitan High Schools for six and one-half years and has been the principal at El Capitan High School for the last year and a half.

The school leadership team is formed from the principal, assistant principals, manager of school facilities, head counselor, ASB advisor, athletic director, and the principal's administrative assistant. This group is aided with input from the faculty senate, the PTSA, and the school site council.

Students under-prepared for the rigors of high school are provided tutoring by the El Capitan teachers. A reading program was developed and funded to serve the needs of students reading two years or more below grade level. Students can also enroll in Honors, Advanced Placement, and AVID classes.

We offer a wide variety of vocational training classes to assist students in preparing for the real world. In addition, El Capitan has a distinguished agriculture program, and other high quality programs such as Humanities, art, music, and athletics.

#### **Curriculum and Graduation Requirements**

In each subject area, teachers strive to provide a curriculum that meets current demands as described in California curriculum frameworks, college guidelines, and the accreditation standards of the Western Association of Schools and Colleges. Teachers generally have considerable flexibility in planning their courses. However, major changes in courses and instructional programs typically must be reviewed and approved by District councils of teachers within the relevant discipline before being adopted by the Governing Board.

All students graduating from our school must complete the following:

4 years of English

3 years of Math

2 years of Science

1 year each of World History and U.S. History

1 semester each of Geography, American Government, Economics, and Life Management Skills

2 years of Physical Education

1 year of Visual/Performing Arts or Foreign Language

Technology Foundation Requirement

Minimum Competency Requirements

Beginning with the graduating class of 2006, all graduates of the Grossmont Union High School will need to pass the California High School Exit Exam.

In addition, the Governing Board supports the District staff encouraging participation in and facilitating the expansion of Service Learning and Internship Opportunities for students. Service Learning and/or Internship will not be a requirement for graduation at this time.

504 Legislation

Accelerated Learning  
Advanced Placement Workshops (Art, Math, English, Foreign Language, Humanities, Art History, Biology, U.S. History)  
Attention Deficit Disorder  
Attention Deficit Hypertension Disorder  
AVID  
BTSA  
California School Leadership Academy  
Clinical Teaching  
College Board Workshops  
Connecting for Success  
Counselor Workshops-College Admissions, Financial Aid  
CPR/First Aid/Water Safety  
Cross-Cultural Communication  
Cross Curricular Linking  
CUE Conference  
Cultural Awareness  
Curriculum Standards - English & Social Science  
District wide Subject Matter In-service Day  
ELD/ESL Standards  
Emotional Intelligence & Academic Achievement  
Greater San Diego Math Conference  
Inclusion  
Industrial Technology Education Conference  
Job Shadowing  
Learning Brain Expo  
Learning Styles Workshop  
Literacy Academy  
P.E. Task Force  
Preparing Students for a Technological, Information-based Society  
Quantum Learning  
Race and Human Relations  
Resource (Mentor) Teacher Workshops  
School Restructuring and Second to None Workshops  
School-to-Career  
Science Connection 2000  
Senior Showcase  
Sheltered English, English as a Second Language (ESL)  
Strengthening Teaching Skills in Science  
Struggling Readers Workshop  
Student Assistance Intervention Team  
Study Skills-Setting the Stage for Student Success  
Summer Institute-Subject Matter Instructional Techniques  
Vaquero Vision Retreat  
Ventures  
Vocal Music Conference  
World History and Economics In-services  
Writing Difficulties Workshop

In an attempt to provide a meaningful experience for all students, El Capitan has recently acquired considerable new technology. As of September 2000, we have three sets of COWs (computers on wheels), and four presentation set-ups available for individual classroom use (teacher check-out basis). In addition, our students have the following instructional resources available to assist them: a computer linked to the internet at every learning station, computer labs, books, reference materials, audiovisuals, three-dimensional models, ROP training, a staffed

Career Center, and Library Computer Resource Program. Each year, we enhance and update our collection of over 22,000 volumes.

To motivate students and strengthen instruction, the District's Library/Media and Technology Resource Centers provide our teachers with more than 4,800 films, videotapes, computer programs, CD ROM titles, and laser discs. These centers also provide supplies and technologies for teachers to create their own materials. The District consistently maintains and upgrades equipment and materials, and purchases high-tech equipment as funds become available.

Additionally the District provides Guidance Technology in the form of College View with scholarship and Career Components plus Career Explorer.

### **Professional Development**

Following the curriculum analysis by DataWorks and the data was reviewed it was decided that we would devote most of our staff development resources to reading, standards alignment, and academic rigor. El Capitan High School is fortunate to have the School Improvement Program funds, which allowed for a wide range of staff development. All of our certificated and classified staff has had staff development opportunities each year. All departments have been able to take department retreats for planning goals and objectives. Many teachers have attended conferences such as the California Literacy conference, the CUE computer conference, the AVID summer seminar, and many AP training seminars. The school district provides BTSA and PAR trainers to help teachers with everyday teaching skills.

### **Quality and Currency of Textbooks and Other Instructional Materials**

Assuring high textbook standards is a priority. Before a new text is adopted, a teacher committee coordinated by Educational Services, reviews and evaluates it according to Board-approved guidelines. Teachers analyze each book's coverage of State and District curriculum standard requirements, as well as the needs of students. Textbooks in Math, English, Science, Social Science and Foreign Language are aligned to California state standards. All students have access to these textbooks and instructional materials in core subject areas.

Our students use instructional resources in a variety of formats to help them learn: computers, books, audiovisuals, three-dimensional models, and other technology. Students regularly work with computer equipment and software and have easy access to technology centers and reference materials.

Each year we enhance and update our school library collection of more than 35,000 volumes and 125 monthly magazines. Our library is also equipped with IBM and Macintosh computers that allow students access to Magazine Express (full-text magazine articles), Newsbank (nearly full-text articles from 200 newspapers from around the United States), CD ROM programs (full-text Grolier's Encyclopedia), and Internet (primary research).

### **Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials**

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	All students have access
Mathematics	All students have access
Science	All students have access
History/Social Science	All students have access
Foreign Language	All students have access
Health	NA
Science Laboratory Equipment (grades 9-12)	All students enrolled in a lab science course have access

### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,809	64,800
10	64,809	64,800
11	64,809	64,800
12	64,809	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

## Total Number of Minimum Days

We had a total of eleven minimum days. Six of the days were for final exams and five of the days were for staff development.

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	1	42
Computer Science			
English	2	2	76
Foreign Language	1	2	49
Mathematics	1	2	33
Science	1	1	19
Social Science	3	4	90

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
10388	6412	61.7

### Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
385	125	32.5

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the

highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Grade 12 Enrollment</b>	426	428	422	4782	4979	4849	365,907	385,181	395,194
<b>Percent of Grade 12 Enrollment Taking Test</b>	37.1	35.0	33.6	35.2	37.3	35.1	37.3	36.7	35.2
<b>Average Verbal Score</b>	497	504	517	504	510	508	490	494	496
<b>Average Math Score</b>	503	515	538	525	522	524	516	518	519

### College Admission Test Preparation Course Program

Two SAT Test preparation classes are available during the year. One is in the early fall and the other is in the early spring. The courses are taught by two credentialed instructors and are conducted after the regular school day.

### Degree to Which Students are Prepared to Enter Workforce

The following are examples of the programs and services we offer to supplement basic instruction. Some services are provided off campus:

- Adaptive Physical Education\*
- Advanced Placement/Honors
- After School Tutoring
- Agriculture Program
- Alternative School (e.g., Phoenix Independent Study, Contract, GED Prep Programs)
- Apprenticeship Programs with Business Partners
- AVID (Advancement Via Individual Determination)
- Career Development Center
- Community Resource Officer
- Cuyamaca College Now (CCN)
- English as a Second Language/ Instruction Programs
- Freshmen Focus Program
- Future Farmers of America (FFA)
- Gifted and Talented Education
- Harmonium Project
- Home Schooling Options
- Homestead Program\*
- Inclusion Programs
- 9<sup>th</sup> Grade Roundup for Freshman Transition
- Mainstreaming\*
- Teacher based Tutorial Program
- Peer Mentoring Program
- Physically Disabled\*
- Pregnant Minor Program
- Psychological Services\*
- Regional Occupational Program (ROP)
- Resource Specialist Program\*
- School Attendance Review Board (SARB)
- School Improvement Program (SIP)
- Services for Severely Emotionally Disturbed\*
- Severely Handicapped\*

Special Day Classes\*  
 Speech Therapy\*  
 Student Study Team Program  
 Teen Mentoring  
 Work Experience Program  
 Work Training Center\*  
 School-to-Career counseling  
 \* Special Education Programs and Services

Regional Occupational Program (ROP) provides specific job skill training. Two periods of auto engine emissions, two periods of cabinet making, two periods of accounting, two periods of landscape management, two periods of floral design, one period of agricultural business, and two periods of culinary arts. Each class accommodates 25-30 students and each student is evaluated on the job and employment readiness skills that were attained at the end of the year. ROP student also complete the regular high school graduation requirements. Our school counselors and life management instructors do career planning sessions each year.

### Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,626	\$37,434
Mid-Range Teacher Salary	\$56,970	\$61,368
Highest Teacher Salary	\$74,826	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$110,304	\$108,194

<b>Superintendent Salary</b>	\$148,336	\$154,991
<b>Percent of Budget for Teacher Salaries</b>	39.7	38.4
<b>Percent of Budget for Administrative Salaries</b>	5.5	5.3

**Expenditures** (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

<b>District</b>	<b>District</b>	<b>State Average For Districts In Same Category</b>	<b>State Average All Districts</b>
<b>Total Dollars</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>
\$163,740,917	\$6,844	\$6,977	\$6,822

**Types of Services Funded**

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