

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	El Cajon Valley High School	<b>District Name</b>	Grossmont Union High School District
<b>Street</b>	1035 East Madison Ave	<b>Phone Number</b>	(619) 644-8000
<b>City, State, Zip</b>	El Cajon, CA 92021	<b>Web Site</b>	www.guhsd.net
<b>Phone Number</b>	(619) 401-4700	<b>Superintendent</b>	Ralf Swenson
<b>Principal</b>	Paul Dautremont	<b>E-mail Address</b>	rswenson@guhsd.net
<b>E-mail Address</b>	pdautrem@guhsd.net	<b>CDS Code</b>	37681303731692

## **School Description and Mission Statement (School Year 2009–10)**

I want to welcome you to the 2010-2011 school year at El Cajon Valley High School. As always the entire staff and I are looking forward to working with you and your students in achieving their high school goals.

Whether you are a returning student or new to ECV, I want to encourage all of the students to get involved during their time here. Whether through sports, clubs or student government, getting involved is a sure way to increase student success in school and make high school a much more enjoyable experience. I also want to encourage parents to get involved. **We have several opportunities for parents who wish to contribute to the success of their students and to the ECV community. These include serving with the PTSA, the School Site Council, the English Learner Advisory Committee, the Family Resource Center, or just by attending school events. There is something for everyone.** I want to let you know that we are looking forward to working with you as partners in the education of your children. Should you have any questions or feel the need to speak to someone about your child's progress I encourage you to contact their teachers, our Guidance Department, the Assistant Principals' office or myself to assist you.

These are challenging times in public education, but also very exciting times in the history of El Cajon Valley High School. I want to assure you that we will continue to provide ECV students with a rigorous and relevant high school experience. This also includes several systems of academic support to make sure that every student has ample opportunities to learn, be successful, earn and diploma and most importantly to enable them to reach their post high school goals.

On behalf of the El Cajon Valley staff, I wish you the best of luck in the upcoming school year.

Sincerely,  
Paul Dautremont  
Principal, El Cajon Valley High School

## **Opportunities for Parental Involvement (School Year 2009–10)**

Parent and community outreach and involvement are an ongoing effort at El Cajon Valley High School. Individual teachers communicate regularly with parents through phone calls, email, and teacher websites. Various clubs and programs host parent nights for updates and student recognition.

As a school, El Cajon Valley communicates with parents through a variety of venues: teacher phone calls home, email, automated phone calls, teacher web-sites, and written communication mailed home. El Cajon Valley High School has two Open Houses (one in the fall and one in the spring), that are designed for parents to meet the teachers and learn about the classes and expectations. Student achievement is highlighted through the monthly *Hall of Braves* luncheons provided by our Culinary Arts program. Students are nominated from each department for their excellence and invited to attend a luncheon in their honor with their parents.

A parent/community organization called English Learner Advisory Committee (ELAC) is very active on our campus. ELAC is composed of the parents of English learners. It meets every third Wednesday of the month with about 75-100 parents at each meeting. Parent and community leadership opportunities also include a well-attended PTSA Committee and an active School Site Council Committee.

Parent Institute for Quality Education - El Cajon Valley High hosts an annual Parent Institute for Quality Education. This is a nine week course for parents to help them understand all aspects of the high school experience. Parents who participate are honored with a certificate in a graduation ceremony at the conclusion of the program. This year, 100 parents completed the training program.

After meeting with the following parent groups: PTSA, School Site Council, ELAC, Parent Support Group and soliciting additional parent input through the parent email group list, the following parent involvement policy was developed and updated:

El Cajon Valley High School Involvement Policy 08-09

Communication:

Provide home communication in a variety of media (phone calls, post mail, email, school website, home visits, flyers posted in complexes, churches, stores, etc.) and in key languages (English, Spanish ,Arabic). Provide incentives for students to return information.

Improve the Parent Section on the school web site to include all important dates (student and parent activities) as well as information on all of the support programs and how to access them.

Schedule a planning meeting with representatives from all parent groups to avoid scheduling conflicts when possible.

Parent Outreach and Education:

Host fun, educational event son campus just to get parents and the community on campus to focus on the positive aspects of the school (math night, astronomy night, parent variety show).

Create a parent-to-parent model of parent outreach and education.

Specific Parent Education Topics:

- ECVHS 101, school basics (Specific sessions for different language groups)
- Report Card 101, how to read and understand the report card
- Testing 101- Standardized testing
- Student Support 101- What is offered, how to access it, how to help your child succeed at school
- Transcripts 101- What does my child need to take to graduate and/or go to college?
- College Preparation- Everything from applications to financial aid

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Principal's secretary, Lori Clark, at (619) 401-4712.

### Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	4
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	560
Grade 3		Grade 10	585
Grade 4		Grade 11	585
Grade 5		Grade 12	639
Grade 6		Ungraded Secondary	0
Grade 7	1	Total Enrollment	2,374

### Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	10.5	White	42.1
American Indian or Alaska Native	0.8	Two or More Races	0.0
Asian	1.5	Socioeconomically Disadvantaged	76.8
Filipino	1.5	English Learners	35.3
Hispanic or Latino	42.4	Students with Disabilities	10.0
Native Hawaiian/Pacific Islander	0.8		

## Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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	25	52	14	21	29	42	24	25	27	15	41	15
Mathematics	25	37	17	4	33	26	11	20	28	8	24	11
Science	37	9	4	15	40	7	6	18	28	2	15	4
Social Science	37	12	15	24	36	12	17	28	27	8	33	2

## II. School Climate

### Climate for Learning

Students at El Cajon Valley are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Student Handbook which is sent home at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Club Cristiano
- Class of 2009, 2010, 2011, 2012
- Outdoor Adventure Club
- Shakespeare
- Art Club
- Filipino Student Association
- Academic League
- Leo's Club
- Firday Nigh Live
- Smoke Signal
- Pep Club
- Legend
- German Club
- Link Crew
- AVID
- The Green Team
- ECV Players
- Key Club
- CARE Club
- Christian Club

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include:

Fall Sports - August-November

Boys and Girls Cross Country, Football, Girls Tennis, Girls Volleyball, Boys Water Polo, Girls Field Hockey

Winter Sports - November-February

Boys and Girls Basketball, Boys and Girls Soccer, Wrestling, Girls Water Polo

Spring Sports - February-May

Baseball, Golf, Gymnastics, Softball, Boys and Girls Swimming, Boys Tennis, Boys and Girls Track & Field, Boys Volleyball

The Cheer Squad season runs all year long.

## School Safety Plan (School Year 2009–10)

El Cajon Valley High School prides itself on having a safe, clean, and orderly campus. Students are expected to behave as respectful individuals while at school and during extra-curricular activities. Teachers, Campus Supervisors, classified employees, and administrators hold the students accountable for their behavior.

Positive adult role models affect the climate of the school. Disciplinary consequences are firm and fair. A myriad of interventions are available to see that students experience meaningful consequences.

Additionally, in accordance with the education code, all teachers are notified of student suspensions/expulsions as well as of student who have been arrested for crimes of a violent nature.

There are several district programs for students who are considered “first offenders” in breach of drug, alcohol, or violence policies. STEP (System to Encourage Peace) is a three-day program for students involved in a first fight. These students attend this training on Chaparral’s campus, the district’s alternative school site. Here, students receive training in conflict resolution and anger management. Days absent from El Cajon Valley are counted as field trip days, so a student is not liable for attendance. Students who are caught with controlled substances or are under the influence as a first offense attend the PATH (Pointing Adolescents Towards Health), a five-day intervention, is held at Chaparral High School, and also codes absences from El Cajon Valley as field trip days. PASS, a program for students who have completed the PATH program but have been caught a second time under the influence of a controlled substance or alcohol.

The Grossmont Union High School District employs the services of Interquest Canine Detection, an organization that trains and employs dogs as sniffing agents for alcohol, tobacco, drugs, or weapons. A full-time School Resource Officer employed by the El Cajon Police Department conducts investigations, participates on the school safety committee and assists in the Valley’s emergency plan and building configurations so they can then be immediately accessed should a situation arise.

(Please refer to the School Safety Plan for complete details.)

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>	24.2	28.7	21.8	14.4	17.2	16.1
<b>Expulsions</b>	0.7	1.1	1.0	0.9	1.0	0.9

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010–11)

El Cajon Valley was originally constructed in 1954 and is comprised of 94 classrooms, 1 gym, 1 multipurpose room/student center, 1 library, 1 staff lounge, 7 computer labs, and 1 baseball, 1 softball, 1 stadium for football/soccer and track, and a practice field to accommodate our extra and co-curricular programs. Remodeling has included complete retrofitting of infrastructure (water, sewer, power and I&T), new bleachers and modernization of restrooms in the gym, new landscaping of our quad area including a shade structure in the lunch area, remodeling of classroom buildings to include heating/air conditioning and upgraded technology.

Cleaning Process: The Manager School Facilities works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

### School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Girls PE- thermostat damaged. Rm. 304- thermostat cover missing. Relo. Restroom @ 800- boys thermostat cover missing. Kitchen mech.- floor flooded, possible water heater leak.
<b>Interior:</b> Interior Surfaces	n/a		x		Career center- stained ceiling tiles. Admin.- ceiling tiles hanging in security. Weight rm.- ceiling tiles missing/hanging. Boys PE- graffiti in the restroom, ceiling tiles missing/hanging. Girls PE- damaged wall, ceiling tiles hanging. PE lobby- hole in ceramic tile at the electrical panel, coaxial cable. Family resource center- stained ceiling tiles. Rm. 112- vinyl flooring damaged at north wall, east wall. Rm. 206- damage to the corridor wall. Rm. 340- graffiti in the corridor. 200 elec./data- DATA insulation falling, hole in the plywood to attic, ELEC hole in the plywood open to the attic. 400 corridor- graffiti on the walls. Rm. 407- ceiling tiles stained/missing. Rm. 70H lounge- floor tile damaged in the lobby, ceiling tile missing in the lounge, wall unfinished at the drinking fountain. Rm. 703- stained ceiling tiles in the control rm. Rm. 706- stained ceiling tiles in the lobby. Rm. 417- sub floor at entrance door damaged. Rm. 416- ceiling tile missing, several sagging. Rm. 1105- several ceiling tiles sagging. Rm. 905 theatre- lobby storage ceiling tile missing, flooring damaged. 900 lobby- ceiling tiles missing. Rm. 904- ceiling tiles missing/stained. Rm. 903- ceiling tiles missing. Restroom @ kitchen- boys wall damage above the terrazzo. Kitchen- wall damage and cove base loose under the electrical panels. Library- stained ceiling tiles in the work rm., carpet torn/frayed. Student restroom- boys flooring damaged, floor rotten.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			Boys PE- floors need cleaning.

<b>Electrical:</b> Electrical	n/a	x		<p>Student Center- cracked diffuser. Weight rm.- 6 lights out, 1 diffuser hanging. Football office- 1 light out, switch plate cover missing. Team rm.- 3 lights out. Girls PE- 1 light out in the restroom. Rm. 805- 2 lights out. Rm. 920- 1 light out. Career center- 5 lights out. Family resource center- 1 light out, 1 cracked diffuser in coordinator office, 2 lights out in reception. Elec. admin. East- panels blocked. Nurse-data cord trip hazard. Girls restroom 300 east- 1 light out. Rm. 340- 2 lights out. 300 corridor- 1 light out, 2 diffusers hanging. Rm. 306- receptacle damaged south wall. Rm. 307- 1 light out in the work rm. Rm. 302- diffuser hanging. Rm. 303- 3 lights out. 400 corridor- 3 lights out, 2 diffusers missing. Rm. 400- diffuser hanging in the office, 1 light out in the classroom. Rm. 407- 2 J-box covers missing at the ceiling. Rm. 412- 1 diffuser hanging. Rm. 701- 1 light out, 2 diffusers hanging. Rm. 613- ramp not grounded. Rm. 614- ramp not grounded. Rm. 618- ramp not grounded, 1 light out. Relo. Restroom @ 800- Boys 2 lights out. Rm. 142 ROP- 1 diffuser missing. Rm. 417- 3 diffusers missing. Rm. 1100- 1 light out. Rm. 1101- light out over the teachers desk. Rm. 1103- 1 light diffuser hanging. Rm. 1105- light switch cover plate damaged. Rm. 1109- 1 diffuser cracked. Rm. 905 theatre- 1 light out, 1 diffuser cracked, 1 diffuser missing. Rm. 900- 1 light out, 1 diffuser hanging- safety, receptacle cover @ south door cracked. Kitchen- light out in dry storage. Rm. 315- 5 lights out, 1 diffuser missing. Library- 17 lights out, 3 diffusers missing. Tech. support- 2 lights out. Rm. 1106- 1 light out, 1 diffuser missing.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a	x		<p>Boys PE- 1 drinking fountain over pressure-slip hazard. Rm. 307- faucet in work rm. leaking. Boys restroom 700 even- toilet partition missing. Relo. Restroom @ 800- floor needs cleaning, strong urine odor in boys and girls. 900 lobby- 1 drinking fountain no water. Girls restroom 900- 1 toilet leaking at the base. Restroom @ kitchen- boys toilet leaking at the base.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	x		<p>Girls PE- peeling paint coaches restroom wall. Elec. admin. East- combustibles stored. Rm. 309- no fire extinguisher. Rm. 406- no fire extinguisher. Rm. 70H lounge- peeling paint at the shower rm. ceiling. Rm. 705- no fire extinguisher. Rm. 800 B- helium cylinder not secure to wall. Rm. 1105- no fire extinguisher. Girls restroom 900- peeling paint at the walls.</p>
<b>Structural:</b> Structural Damage, Roofs	n/a	x		

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x			Girls PE- lock cylinder loose coaches door. Rm. 205- door sticks. Rm. 306- east knob damaged- sharp. Rm. 300- office door glass cracked. 300 elec./data- door louvers rusted- typical elec./data rooms. Rm. 706- numerous windows cracked (wire safety glass). Rm. 702 welding- numerous windows cracked (safety wire glass). Rm. 1100- ramp plywood deteriorated. Rm. 1101- ramp plywood deteriorated. Rm. 1102- several trip hazards in the asphalt in the path of travel. Student restroom- girls lockset loose.
<b>Overall Rating</b>		x			n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	105	106		
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	9	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	100.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

Results-based comprehensive guidance program: ECVHS offers a results-based comprehensive guidance program driven by the National Standards for School Counseling. There are six counselors and four academic advisors that service the four grade levels.

The Counselors work closely with the Family Resource Center through the weekly interdisciplinary case-management team meetings and referral process to connect students and families to outside agencies that provide additional support services.

Family /Community Resources: The El Cajon Valley Family Resource Center operates with the mission of offering support, conducting outreach and providing information to the ECVHS community with the ultimate goal of improving student success. It is a collaborative effort between the school, families, and the community to provide services for our students and their families. The community partners provide referrals, resources, supervision, expertise, mentoring, college and career preparation, teen and parent mediation, and other mental health services.

It is the goal of El Cajon Valley High to assist students in their academic success as well as in their social and personal development. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

#### School-wide Risk Intervention and Student Support

The purpose of all school-based student support programs is to increase student achievement in the areas of academics, behavior, and attendance through the integration of school, home, and family support services. With the goal of preventing and reducing dropouts and increasing student achievement, the following school-wide programs are in place at El Cajon Valley High School:

- Research-based Professional Development
- Content Area Literacy Support
- Extra support classes in core areas – during the school day & after school
- CAHSEE and CST prep incorporated in year long Math & English at ninth grade level
- CAHSEE and CST prep incorporated in year long English at tenth grade level
- CAHSEE and CST prep incorporated in year long targeted tenth grade Math classes
- Comprehensive English Learner Program
- Special Education and Support Classes
- Expanding Career Technical Education programs
- AVID (college readiness and support program)
- Gifted and Talented Education support
- Brave Adventure (a summer program for incoming ninth graders)
- Spanish for Spanish Speakers
- Credit Retrieval Program
- After school tutorials and enrichment programs including home language tutorials
- Night Library four days a week
- Friday Night Live
- Results-based comprehensive guidance program

- Family Resource Center
- Drop-out Prevention Program
- Library Media Center
- Technology Support (Computer labs, portable labs, mini-labs in classrooms, instructional stations)
- Alternative Education Programs on campus
- Instructional aides and teacher assistants
- Career Center (under development)
- Link Crew, Peer Tutors & Mentors
- Extensive Parent Involvement and Education

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	396
Library Media Teacher (librarian)	1	n/a
Nurse	1	n/a
Administrators	5	n/a
Pupil Services	13	n/a
Classified	32	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0%	See Appendix 1
Mathematics		0%	
Science		0%	
History-Social Science		0%	
Foreign Language		0%	
Health		0%	
Visual and Performing Arts		0%	
Science Laboratory Equipment (grades 9-12)		0%	

## 9VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary

at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,512	
Percent Difference – School Site and State	n/a	n/a		

### Types of Services Funded (Fiscal Year 2009–10)

In addition to general state funding, El Cajon Valley receives state and federal funding for the following categorical funds and other support programs:

<b>Categorical Programs at El Cajon Valley High School</b>
<b>Federal Programs</b>
TITLE I SCHOOL WIDE PROGRAM Upgrade the entire educational program of the school. The purpose of Title I funding is to “ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments.”
GEAR UP This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds is also used to provide college scholarships to low-income students. (Used to fund teachers, TAs, field trips, incentives, PSAT, school supplies, support staff and other college preparation activities for parents and students.)
CARL PERKINS/TECH PREP The purpose of Perkins is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice. (Used to support Business, Media, and Telecommunications Pathways)
<b>State Programs</b>
ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM Develop fluency in English and academic proficiency of English learners (Used to fund EI Coordination, Instructional Aides, and staff development for English Learners)
AVID Designed to increase school-wide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path
ADVANCED PLACEMENT EXAMS AP programs provide incentives for public comprehensive high schools in California to provide GATE and other students access to rigorous, college-level courses.
CAHSEE Funding supports intensive instruction and services for eligible students in the class of 2007 and the class of 2008 who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group

instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils. (Used to fund CAHSEE support classes and support materials)
GATE Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools that have been identified as gifted and talented. Special efforts are made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities
SCHOOL COUNSELORS Provides \$200 million to increase the number of counselors available for students in grades 7- 12. Ongoing funding.
10th GRADE COUNSELING The purpose of this program is to ensure that every student, upon reaching age 16 or prior to the end of the tenth grade, receives a review of academic progress and counseling related to educational options.
SCHOOL SAFETY & VIOLENCE PREVENTION District To establish programs and strategies that promote school safety and emphasize violence prevention among children and youth in public schools. Funds may be used for conflict resolution personnel and training, communication devices, safety infrastructure, law enforcement collaboration, and other violence prevention purposes. (Used for School Resource Officer)
HOURLY PROGRAMS Used to fund extended day and summer school.
SAFE SCHOOLS Used to fund safety supplies and communication
MAA Funds generated through the MediCal billing and enrollment process. Used for interventions and the Family Resource Center.
TUPE - Tobacco Use/ Prevention Education Grant
QEIA – Quality Education Investment Act Grant – used to support our PLC work and response to intervention pyramid

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,810
Mid-Range Teacher Salary	\$65,864	\$69,375
Highest Teacher Salary	\$87,718	\$89,104
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)		\$120,314
Average Principal Salary (High)	\$125,279	\$126,901
Superintendent Salary	\$240,000	\$198,563
Percent of Budget for Teacher Salaries	38.7	37.3
Percent of Budget for Administrative Salaries	5.7	5.2

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California

Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	26.0	24.0	26.0	44.0	47.0	48.0	46.0	50.0	52.0
Mathematics	17.0	17.0	18.0	23.0	29.0	31.0	43.0	46.0	48.0
Science	19.0	24.0	26.0	38.0	41.0	44.0	41.0	44.0	48.0
History-Social Science	17.0	22.0	28.0	37.0	43.0	46.0	36.0	41.0	44.0

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced
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	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46.4	27.9	43.3	46.3
All Students at the School	24.9	16.5	25.7	28.5
Male	19.0	16.5	26.5	27.5
Female	31.2	18.6	25.3	29.5
Black or African American	24.0	5.7	16.3	23.0
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	27.1	12.9	24.1	25.5
Native Hawaiian or Pacific Islander				
White	20.9	21.7	28.9	32.0
Two or More Races	30.7			26.9
Socioeconomically Disadvantaged	23.3	16.2	23.4	26.5
English Learners	7.6	15.8	9.9	10.0
Students with Disabilities	3.7	4.0	5.2	3.8
Students Receiving Migrant Education Services				

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	38.9	35.4	27.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	39.6	47.6	35.0	55.7	58.4	55.0	51.3	53.3	54.0

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	23.0	29.0	48.0	17.0	28.0	55.0
<b>All Students at the School</b>	44.0	29.0	27.0	32.0	33.0	35.0
<b>Male</b>	45.0	32.0	23.0	31.0	34.0	35.0
<b>Female</b>	43.0	25.0	32.0	34.0	31.0	35.0
<b>Black or African American</b>	36.0	37.0	27.0	29.0	45.0	26.0
<b>American Indian or Alaska Native</b>						
<b>Asian</b>						
<b>Filipino</b>	17.0	16.0	67.0	0.0	36.0	64.0
<b>Hispanic or Latino</b>	35.0	34.0	31.0	27.0	35.0	38.0
<b>Native Hawaiian/Pacific Islander</b>						
<b>White</b>	55.0	22.0	23.0	39.0	29.0	32.0
<b>Two or More Races</b>						
<b>Socioeconomically Disadvantaged</b>	47.0	28.0	25.0	34.0	35.0	31.0
<b>English Learners</b>	71.0	22.0	7.0	48.0	31.0	21.0
<b>Students with Disabilities</b>	61.0	29.0	10.0	62.0	26.0	12.0
<b>Students Receiving Migrant Education Services</b>						

### California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	7.2	23.5	31.9

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic

performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	2	2	3
Similar Schools	1	5	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	28	22	4
Black or African American	59	42	-22
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	17	23
Native Hawaiian/Pacific Islander			
White	28	28	-27
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	25	36	-1
English Learners	15	44	-5
Students with Disabilities	41	28	-2

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	658	735	729
Black or African American	618	670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	655	687	672
Native Hawaiian/Pacific Islander			706
White	661	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	647	664	669
English Learners	612	620	626
Students with Disabilities	494	509	494

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	97.0	88.0
<b>Participation Rate - Mathematics</b>	97.0	91.0
<b>Percent Proficient - English-Language Arts</b>	33.6	48.9
<b>Percent Proficient - Mathematics</b>	41.0	54.5
<b>API</b>	Yes	No
<b>Graduation Rate</b>	No	No

### Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2009-10	2004-05
<b>Year in Program Improvement</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	n/a	4
<b>Percent of Schools Currently in Program Improvement</b>	n/a	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that

are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

## Dropout Rate and Graduation Rate

El Cajon Valley offers a variety of programs for students to earn credits toward graduation and to prepare for life after high school. Students can take coursework in the Career Pathways and Career Technical areas as well as honors and Advanced Placement. In addition, a variety of support programs exist during the day and after school to provide additional academic support to help students pass their courses and graduate.

Dropout Prevention: ECVHS has a full-time Dropout Prevention Specialist (DPS) who works closely with the Administration, Guidance Department and Family Resource Center to improve student attendance. Positive attendance incentives include daily attendance recognition (“Be in it to win it”) monthly perfect student attendance luncheons, and quarterly attendance recognition. To address students with chronic attendance issues, the DPS participates in Academic Intervention Meetings, SST meetings, and Case Management meetings to coordinate efforts with other staff members. In addition, the DPS establishes attendance contracts and participates in the SART/SARB process. Home visits and daily phone calls are used as well.

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	2.0	2.3	4.4	3.3	2.6	3.6	5.5	4.9	5.7
<b>Graduation Rate</b>	89.6	79.6	75.5	89.5	87.0	84.0	80.6	80.2	78.6

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>			
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian/Pacific Islander</b>			
<b>White</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			

## Career Technical Education Programs (School Year 2009–10)

At El Cajon Valley career/technical education provides opportunities for students to apply their learning and make it relevant to their personal goals for life after high school.

Vision: Career Technical Education engages all students in quality learning and teaching resulting in students mastering career and academic skills necessary to be productive and contributing members of

the 21st century.

Mission: El Cajon Valley High School will deliver high quality programs endorsed by industry to prepare students for postsecondary success.

Career Technical Education (CTE) provides opportunities for students to apply their learning and make it relevant to their personal goals for life after high school. CTE allows students to prepare themselves for both college and career. Through counseling, every student at ECV develops an Individual Graduation Plan and a Post Secondary Plan. These plans encourage students to evaluate their own goals and interests and choose a CTE pathway of study. In addition, the Grossmont Union High School District is in the process of implementing CTE at all campuses. The district is constructing and modernizing all CTE facilities to meet industry standards for the 21st century.

Currently, there are three industry sectors of focus at ECVHS: Arts, Media & Entertainment, Finance & Business, and Manufacturing. Next year a Biotechnology Pathway will begin implementation under the Health, Science and Medical Technology industry.

The Arts, Media & Entertainment industry presently comprises three pathways: Media, Photography, and Video Production. The focus this year is professional development for all teachers in this industry sector. Next year these pathways will combine to form one pathway. These classes will be vertically aligned and integrated to some degree with core academic classes. This year an International Business Pathway was developed under the Finance & Business industry. The goal is to educate students in both global business and a world language. In addition to Spanish and German, ECV added Mandarin Chinese. Finally, there is a Welding Pathway under the Manufacturing industry. This year the welding teachers will begin collaborating with math teachers to align standards and integrate curriculum.

ECVHS has a site-level advisory board for each pathway. These boards provide technical assistance, grants and scholarships, curriculum reviews, guest speakers, mentors, internships, field trip opportunities, and updates on current labor market information. In addition, each ROP class has an ROP Advisory Board of practicing industry professionals that meets annually to review curriculum, update the staff on current labor market information and make recommendations on software and equipment purchases. Individual CTE classes have established relationships with business partners to serve as guest speakers, mentors and to provide field trip opportunities.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	609
Percent of pupils completing a CTE program and earning a high school diploma	19.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	23.0%

### Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	

<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	52.7%
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### **Advanced Placement Courses (School Year 2009–10)**

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

<b>Subject</b>	<b>Number of AP Courses Offered</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	0	n/a
<b>English</b>	4	n/a
<b>Fine and Performing Arts</b>	6	n/a
<b>Foreign Language</b>	4	n/a
<b>Mathematics</b>	4	n/a
<b>Science</b>	2	n/a
<b>Social Science</b>	8	n/a
<b>All courses</b>		

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- Literacy for all Core Content Areas
- Literacy for Special Ed
- Literacy for EL
- Making Common Assessments Meaningful Using Edu-Soft
- Outrageous Teaching!
- Poverty Training
- Special Ed in the Regular Ed Classroom
- Working and Communicating Effectively with Colleagues