

# 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 Capitan High School	<b>District Name</b>	Grossmont Union High School District
<b>Street</b>	10410 Ashwood St	<b>Phone Number</b>	(619) 644-8000
<b>City, State, Zip</b>	Lakeside, CA 92040	<b>Web Site</b>	<a href="http://www.guhsd.net">www.guhsd.net</a>
<b>Phone Number</b>	(619) 938-9100	<b>Superintendent</b>	Ralf Swenson
<b>Principal</b>	Sue Emerson	<b>E-mail Address</b>	<a href="mailto:rswenson@guhsd.net">rswenson@guhsd.net</a>
<b>E-mail Address</b>	<a href="mailto:semerson@guhsd.net">semerson@guhsd.net</a>	<b>CDS Code</b>	37681303731809

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

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 more than 50 years of accomplishments in rigorous academic and outstanding 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 (School Year 2009–10)**

El Capitan greatly benefits from its supportive parents who volunteer. El Capitan has a part time Community Liaison to coordinate and assist with our parent volunteers. The school has a strong base of over 300 parent volunteers who assist when called on. Parents are also welcome to join PTSA, ELAC, WASC Focus Groups and the School Site Council, as well as athletic and music booster organizations. The school also benefits from several community partnerships, including Lakeside Stadium Association, Lakeside Planning Commission, and Barona Band of Mission Indians.

### **Contact Information**

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Marissa Strait, Administrative Assistant, at (619) 938-9112. Individual teacher and staff contact information may be found on our school website at <http://elcapitan.guhsd.net/>

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

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

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten		Grade 8	3
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	507
Grade 3		Grade 10	450
Grade 4		Grade 11	451
Grade 5		Grade 12	475
Grade 6		Ungraded Secondary	0
Grade 7	1	<b>Total Enrollment</b>	1,887

### **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.

<b>Group</b>	<b>Percent of Total Enrollment</b>	<b>Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.5	White	71.4
American Indian or Alaska Native	3.5	Two or More Races	0.1
Asian	0.4	Socioeconomically Disadvantaged	26.4
Filipino	0.7	English Learners	5.2
Hispanic or Latino	19.7	Students with Disabilities	12.4
Native Hawaiian/Pacific Islander	0.6		

## 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	22	54	13	28	20	64	11	28	28	9	35	21
Mathematics	22	49	17	20	22	44	13	19	28	10	29	15
Science	27	12	5	21	30	7	5	24	31	5	7	18
Social Science	28	20	6	45	30	16	8	39	34	3	7	36

## III. School Climate

### Climate for Learning

Students at El Capitan are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of El Capitan discipline program is to provide a safe and violent free learning environment for all students and staff. 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. The complete student handbook is available on the El Capitan High School website. El Capitan is implementing the district wide Character Counts program. All coaches are required to complete this program.

Students are encouraged to participate in additional academic and extracurricular activities, which are an integral part of the El Capitan 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: Newspaper (Press Club), Yearbook, Peer Counseling, 3D 3-D Art Club, Academic League, Animal Rights Club, Anime Club, Art Club Space 1261, Auto Club, AVID, Band, Book Club, Calculus Club, Cheer, Choral Club, Class Officers, CSF, Dance Team, Digital/Video Production Club, Drama Club, Faith Club, Finer Things Club, FFA, Fit Club, Floral Design, Friday Night Live Club, Food Club, Friends of Rachel, Freshman Orientation – V Team, Glee Club, GSA, Humanities Club, Invisible Children, Military Club, Photo Club, Physics Club, Positive Movement Club, Really Loud Gold Crowd, Rock Club, Roots and Shoots Club, Science and Ecology Club, Spanish Club, Specialty Core, Sports Medicine, and Woodchuck Club.

The school's interscholastic athletic programs promote individual as well as team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Cross Country (b/g), Golf (b/g), Field Hockey (b/g), Football, Tennis (b/g), Volleyball (b/g), Water polo (b/g), Basketball (b/g), Soccer (b/g), Softball, Wrestling, Baseball, Gymnastics, Swim and Dive (b/g), LaCrosse, and Track (b/g). El Capitan recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements by their classroom teachers and at athletic and club banquets, Senior awards night, and our graduation ceremony.

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

Safety of students and staff is a primary concern of El Capitan. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in January of 2010 by the School Safety Committee. The plan was revised to coordinate with other district schools as well as our feeder district using the East Region Readiness and Emergency Management for Schools Model. Administrators received extensive training. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown/secure campus drills are held twice a year. Students are supervised before and after school by classified staff, and classified and certificated staff supervise students during lunch. There is a designated area for student

drop off and pick up. Visitors must sign in and receive a visitors pass at the administration office.. Parent drop off areas are designated at the bottom of the access road in front of the tennis courts. Visitor parking is designated in the staff parking lot and labeled visitor parking.

## 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>	10.9	10.1	12.8	14.4	17.2	16.1
<b>Expulsions</b>	0.4	0.4	0.4	0.9	1.0	0.9

## IV. School Facilities

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

El Capitan was originally constructed in 1959 and is comprised of 82 classrooms, 1 gym, 1 cafeteria, 1 library, 1 staff lounge, 4 computer labs, and 4 playgrounds. Recent remodeling included utility upgrades. School facilities have been benefited greatly from Prop. H work. Five buildings have been modernized to date. With the recent passing of Prop. U, this will continue modernization for our campus. A new science building opened in 2010. Plans are underway for subsequent modernization efforts.

**Cleaning Process:** The Manager of 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			Rm. 1373 Auto- teacher reports AC not working.
<b>Interior:</b> Interior Surfaces	n/a		x		Admin.- stained ceiling tiles in Mr. Napoleon's office. Attendance – south wall in conference damaged, stained ceiling tiles in dredge. Book rm.- flooring damaged at the south door, stucco wall damage – east wall of the breezeway. Rm. 403- stained ceiling and wall ties. Girls PE- plaster damage above the terrazzo, ceiling tiles damaged. Rm. 290- east wall damaged, ceiling tiles missing/hanging- safety issue. Girls coaches office- vinyl flooring damaged. Boys PE- ceiling tiles missing, damaged, stained. Boys coaches office- wall damage in the restroom. Cust. @ PE- one half of the ceiling missing. Rm. 291 weight rm.- ceiling tiles damaged/missing. Rm. 1373 Auto- hole in the tool rm. north wall. Rm. 920- stained ceiling tiles, ceiling and wall tiles missing. Rm. 921- ceiling tiles missing at plumbing penetrations. Rm. 922- stained ceiling tiles. Rm. 923- stained ceiling tiles. Staff lounge- stained ceiling tiles, wall damage in men's restroom. Rm. 381- ceiling tile missing in small storage. Rm. 380 band- ceiling tiles stained in the office, vinyl flooring damaged. R- 25- several ceiling tiles sagging. Portable restroom- Boys- t-bar ceiling missing. Staff restroom- Women's – vinyl tile damaged. R-11- vinyl floor damaged.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			Boys PE- room with ice machine needs cleaning. Rm. 1373 Auto-drinking fountains need cleaning. Rm 920- wasp nest at the louvered windows, 6 wasps visible.

<b>Electrical:</b> Electrical	n/a		x	SRO- 1 receptacle cover broken. Book rm.- light diffuser missing in the breezeway. Girls PE- lights out, j-box cover missing at the ceiling. Girl's coaches office- light cage hanging. Team rm.- 1 of 2 lights out. Rm. 291 weight rm.- 2 lights out, several diffusers hanging/missing – safety issue. Gym- diffuser missing in the lobby. Rm. 1373 Auto-clock box cover missing. Rm. 1371 wood- hanging receptacle closest to the door – damaged, diffusers hanging, diffuser missing in the locker rm. Rm. 1370 theatre- 1 diffuser missing. Rm. 920- 1 diffuser missing. Elec. @ 704- furniture stored in the elec. rm. Rm. 926- vinyl flooring damaged, wall tile missing. Rm. 381- diffuser missing in small storage. Rm. 380 band- electrical light cover missing in instrument storage – exposed conductors. Football office- 2 diffusers missing, 1 cracked. Rm. 383- 1 light out, 1 diffuser missing. Portable restroom- ramp not grounded. Staff restroom- women's – 1 light out. R-10- ramp not grounded. Stadium- boys restroom – diffuser missing, exterior conduit cover missing. AG classroom- 2 diffusers missing. AG shop- numerous lights out. AG offices- several diffusers missing. R-2 PLUS- 1 diffuser missing, 1 light out. R-13 PLUS office- ramp not grounded.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a		x	Boys PE- 1 urinal – no flush. No handles on the utility sink faucet. Boys coaches office- toilet partition rusted. Boys restroom 900- toilet loose at the floor. 2 drinking fountains – no handles. Boy's restroom 500- toilet leaking at the valve and loose at the floor. 1 drinking fountain – overpressure. Portable restroom- Boys – toilet partition damaged. Boys – 1 faucet missing. Stadium- boys – 2 urinal handles missing, 1 toilet partition rusted. 2 drinking fountains – overpressure.
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	x		Rm. 403- fire extinguisher (FE) out of date- 2009. Men's restroom @ 1373- peeling paint at the downspout. Staff lounge- peeling paint in women's restroom. Rm. 835- FE out of date- 2009. Rm. 837- no FE. Rm. 927- FE missing. Rm. 511- no FE. Rm. 608 data- main fire alarm panel – 1 trouble. Grounds- men's restroom – peeling paint at the door and window.
<b>Structural:</b> Structural Damage, Roofs	n/a	x		Career Center- water damage and dry rot at exterior beams. Women's restroom @ 1373- dry rot at the door frame. Rm. 1003- downspouts leaking. Rm. 1011- downspouts leaking – FE has no tag. Girl's restroom 900- dry rot at the door frame. Library- water intrusion at east exterior beams.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x		Rm. 1373 Auto- concrete trip hazard at the door. Rm. 380 band- concrete trip hazard at the west door. Stadium- old tennis courts – asphalt cracked and deteriorated.
<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>	80	82		
<b>Without Full Credential</b>	1	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
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers (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
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

## VI. Support Staff

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

It is the goal of El Capitan High to assist students in their social and personal development as well as academics. 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. In addition to traditional academic counseling, El Capitan High School has an on-site Family Resource Center.

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	4	472
Library Media Teacher (librarian)	1	n/a
Nurse	1	n/a
Administrators	4	n/a
Pupil Services	10	n/a
Classified	29	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		0.0%	See Appendix 1
Mathematics		0.0%	
Science		0.0%	
History-Social Science		0.0%	
Foreign Language		0.0%	
Health		0.0%	
Visual and Performing Arts		0.0%	
Science Laboratory Equipment (grades 9-12)		0.0%	

## VIII. 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 Capitan receives state and federal funding for the following categorical funds and other support programs: School Improvement Program, Lottery, Carl Perkins, GATE, MAA, AVID, 861, Library Materials Grant, EIA LEP, EIA Compensatory Education, Art and Music Block Grant, Dropout Prevention, tobacco (TUPE), Safe School Fund, Supplemental Instruction, Project Shield Grant, CAHSEE, and Agriculture Incentive Grant.

## 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	42	47	48	44	47	48	46	50	52
Mathematics	22	28	29	23	29	31	43	46	48
Science	33	36	35	38	41	44	41	44	48
History-Social Science	38	49	53	37	43	46	36	41	44

## 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			
	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	47.3	29.3	35.3	53.0
Male	42.3	29.9	37.6	57.4
Female	53.3	28.4	32.0	48.1
Black or African American				
American Indian or Alaska Native	41.8			
Asian				
Filipino				
Hispanic or Latino	33.5	20.7	21.7	43.0
Native Hawaiian or Pacific Islander				
White	51.3	29.8	38.9	55.5
Two or More Races				
Socioeconomically Disadvantaged	33.6	23.1	25.4	39.7
English Learners	17.8	14.4	5.2	18.1
Students with Disabilities	9.2	8.3	18.0	24.0
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	56.2	51.0	48.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	58.7	62.8	55.0	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		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	29	48	17	28	55
All Students at the School	21	31	48	16	29	55
Male	26	33	41	16	28	56
Female	14	29	57	17	29	54
Black or African American						
American Indian or Alaska Native	25	33	42	17	66	17
Asian						
Filipino						
Hispanic or Latino	32	30	38	22	34	44
Native Hawaiian/Pacific Islander						
White	17	31	52	14	25	61
Two or More Races						
Socioeconomically Disadvantaged	27	66	39	22	28	50
English Learners	61	31	8	53	38	9
Students with Disabilities	56	26	18	44	40	16
Students Receiving Migrant Education Services						

### 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
9	6.5	24.7	62.6

## 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	5	5	6
Similar Schools	1	1	2

### 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	9	25	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	38	-20
Native Hawaiian/Pacific Islander			
White	11	24	0
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	14	51	11
English Learners			
Students with Disabilities	6	39	-13

## 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	734	735	729
Black or African American		670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	667	687	672
Native Hawaiian/Pacific Islander			706
White	753	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	689	664	669
English Learners	594	620	626
Students with Disabilities	515	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
Overall	No	No
Participation Rate - English-Language Arts	99.0	88.0
Participation Rate - Mathematics	99.0	91.0
Percent Proficient - English-Language Arts	48.9	48.9
Percent Proficient - Mathematics	56.3	54.5
API	Yes	No
Graduation Rate	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
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	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 Capitan believes that effective instruction consists of the continuous building of new concepts upon existing ones, which requires regular attendance and participation. In an effort to increase graduation rate as well as to prevent and reduce the number of dropouts, the following programs are made available to students: before and after school tutorial conducted by highly qualified teachers within their specific subject areas, Foundations for Algebra classes for students struggling with the Basic Algebra requirement (concurrent enrollment with Algebra) and a similar foundations for Geometry classes, Foundations for English at the Freshmen level, California High School Exit Examination Preparation courses, attendance intervention team, Insight program for at-risk students, and the continued expansion of the Family Resource Center.

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>	2.2	1.2	4.8	3.3	2.6	3.6	5.5	4.9	5.7
<b>Graduation Rate</b>	89.2	94.3	81.0	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)

El Capitan's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at El Capitan have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Academic Advisors / Guidance Counselors offer additional support through various programs, including: COIN 3, Post Secondary Plan, Got Plans career/college night, ASVAB, Career Center, career speakers, college representatives, incoming freshman four year Individual Graduation Plan, and 10th grade review & college plan. El Capitan offers three CTE pathways: Agriculture, Construction, and Arts, Media and Entertainment. Articulation agreements are offered in partnership with our local community colleges.

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

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

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	775
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	15.9%
<b>Percent of CTE courses sequenced or</b>	27.0%

articulated between the school and institutions of postsecondary education	
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### 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	
Graduates Who Completed All Courses Required for UC/CSU Admission	50.7%

### 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/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	4	n/a
Fine and Performing Arts	2	n/a
Foreign Language	4	n/a
Mathematics	2	n/a
Science	2	n/a
Social Science	3	n/a
All courses		

## 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

