

Executive Summary School Accountability Report Card, 2010–11

For El Cajon Valley High

Address:	1035 East Madison Ave., El Cajon, CA, 92021-6226	Phone:	(619) 401-4711
Principal:	Erin Richison, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

El Cajon Valley High School is a comprehensive high school located in the city of El Cajon and is part of the Grossmont Union High School District. 2010-2011, 2292 students were enrolled in grades nine through twelve. ECVHS employs over 120 teachers, including six counselors, and a classified staff of over 50 to support our students. Our campus reflects the diverse cultural and socioeconomic makeup of the community. Many families settle in the community because of the affordable housing and diversity in the community. Many of our students are recent immigrants, with the majority coming from Spanish speaking and Middle Eastern countries.

ECVHS is a school wide Title I program- 75.6% of our students (October 2010 CBEDS update) qualify for free or reduced lunch. 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 academic assessments.

School Leadership: Leadership at El Cajon Valley is a responsibility shared between district administration, the Principal, Assistant Principals, instructional staff, students, and parents. The districts' emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs as aligned with state and district standards. ECVHS Principal, Dr. Erin Richison graduated from the University of San Diego and received her teaching credential from Point Loma Nazarene University. She earned a master's degree and educational administrative credential from San Diego State University. In 2011, she completed her doctorate in education from the University of California, Los Angeles. Dr. Richison taught in San Diego County prior to working for GUHSD. In 2005, she was hired as an assistant principal at Valhalla High School. Three years later, she moved to the District's

Educational Services Department as the Director of English Learner Programs before being named Principal in 2011.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- Administrative Team
- Navigation Team
- Department Chairs
- Program Coordinators
- Professional Learning Community Team Leads
- School Site Council
- Parent Teacher Student Association (PTSA)
- English Learners Advisory Committee (ELAC)
- Associated Student Body (ASB), Student Senate and Class Officers

Curriculum is focused on California Content Standards using research-based teaching strategies. Classes are arranged on a traditional calendar with a 4X4 block quarter schedule. In this setting, students are able to meet graduation, college preparatory, and Advanced Placement requirements. Advanced Placement courses are offered in the areas of Art, English, Foreign Language, Math and Social Sciences. El Cajon Valley High School is a national demonstration site for Advancement Via Individual Determination, AVID (college preparation). Extra- and Co-curricular activities are available. An extensive after-school program includes classes for academic support as well as for personal enrichment.

Student Enrollment

Group	Enrollment
Number of students	2,278
Black or African American	9.5%
American Indian or Alaska Native	0.6%
Asian	1.0%
Filipino	1.4%
Hispanic or Latino	39.4%
Native Hawaiian or Pacific Islander	0.8%

White	45.5%
Two or More Races	1.4%
Socioeconomically Disadvantaged	71.2%
English Learners	43.8%
Students with Disabilities	10.2%

Teachers

Indicator	Teachers
Teachers with full credential	110
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	8
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	25%
Mathematics	20%
Science	30%
History-Social Science	33%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	644
Statewide Rank (from 2010 Base API Report)	2
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 10 of 22
2011–12 Program Improvement Status (PI Year)	Year 3

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
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%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,770
District	
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	75.46

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	131
Graduates Who Completed All Courses Required for University of California or California State University Admission	24.5%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

School		District	
School Name	El Cajon Valley High	District Name	Grossmont Union High
Street	1035 East Madison Ave.	Phone Number	(619) 644-8000
City, State, Zip	El Cajon, CA, 92021-6226	Web Site	www.guhsd.net/
Phone Number	(619) 401-4711	Superintendent	Ralf Swenson
Principal	Erin Richison, Principal	E-mail Address	rswenson@guhsd.net
E-mail Address	erichison@guhsd.net	CDS Code	37681303731692

School Description and Mission Statement (School Year 2010–11)

Welcome back to the 2011-2012 school year!

As we enter into this year school year I am very excited to introduce myself as the new El Cajon Valley High School Principal.

Prior to coming to the district, I was an English teacher who also taught reading, English Learners, and Advanced Placement courses. As a teacher I sought to balance high expectations for all students in the classroom with opportunities for their involvement in enrichment, community, and personal development activities. Since 2005, I have established myself in the Grossmont Union High School District as a dedicated Assistant Principal and Director of English Learner Programs. During my tenure, student achievement has been my highest priority with a focus on rigorous curricular programs, implementation of researched-based practices, and ensuring equity and access for all students.

I am determined to build a strong rapport with students, families, and the community to ensure a strong learning environment at El Cajon Valley High School. I am eager to embrace the school year in which we continue to focus on student achievement, our instructional program, and provide equity and opportunity for our students.

I look forward to our partnership to make in ECVHS a distinguished school!

Sincerely,

Erin Richison, Ed.D.
Principal

Opportunities for Parental Involvement (School Year 2010–11)

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 ROP Restaurant 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.

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 Parent Involvement Policy 10-11

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).

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

Parent Outreach and Education Goals:

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

Continue the parent-to-parent model of parent outreach and education with our Parent Mentors.

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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	5
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	483
Grade 3	0	Grade 10	544
Grade 4	0	Grade 11	582
Grade 5	0	Grade 12	662
Grade 6	0	Ungraded Secondary	0
Grade 7	2	Total Enrollment	2,278

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	9.5%
American Indian or Alaska Native	0.6%
Asian	1.0%
Filipino	1.4%
Hispanic or Latino	39.4%
Native Hawaiian or Pacific Islander	0.8%
White	45.5%
Two or More Races	1.4%
Socioeconomically Disadvantaged	71.2%
English Learners	43.8%
Students with Disabilities	10.2%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.2	42	24	23	N/D	15	41	15	22.9	29	24	10
Mathematics	33.5	25	10	20	N/D	8	24	11	23.2	11	19	0
Science	40.0	7	6	18	N/D	2	15	4	28.3	5	9	7
Social Science	35.4	11	16	23	N/D	8	33	2	25.3	8	18	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	28.7	21.8	21.3	17.2	16.1	12.9
Expulsions	1.1	1.0	0.9	1.0	0.9	0.7

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

El Cajon Valley was originally constructed in 1954 and is comprised of 109 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, a new science building, and welding and special education suites for severely handicapp students.

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 2011–12)

Completed on: July 7, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Several ceiling tiles hanging, damaged, stained or missing, Extensive graffiti found in RR, Hole in plywood ceiling- attic access allowed, Flooring damage at several locations, Carpet wrinkled - TRIP HAZARD, Wall damaged in several locations
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Rm. 300- data box damaged- west wall, Several lights out, missing, damaged, 2 switches broke, Several diffusers missing, cracked, hanging or

					damaged, Ramp ground not visible
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		100 girls RR- 1 toilet loose, 200 boys RR- 1 hand dryer not working, Student RR- girls-toilet seat loose- impedes door,
Safety: Fire Safety, Hazardous Materials			X		
Structural: Structural Damage, Roofs			X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		
Overall Rating			X		

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	106	108	110	933
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	10	9	8	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.81%	0.19%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: 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.

VI. Support Staff

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 three 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. San Diego Youth Services provides referrals, resources, expertise, mentoring, teen and parent mediation, and other mental health services.

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	379
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 8, 2011

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%

Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

*A complete list of Instructional Materials/Textbooks is located at the conclusion of this report.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,770			
District				\$69,918
Percent Difference – School Site and District				
State			\$5,455	\$70,570
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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

Categorical Programs at El Cajon Valley High School
Federal Programs
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.”
State Programs
ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM Develop fluency in English and academic proficiency of English learners (Used to fund EL 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 PROGRAM 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 students in the 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 funds to increase the number of counselors available for students in grades 7- 12.
SCHOOL SAFETY & VIOLENCE PREVENTION This purpose of this fund is for district 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 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,954
Mid-Range Teacher Salary	\$69,857	\$69,905
Highest Teacher Salary	\$87,718	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$125,266	\$128,348
Superintendent Salary	\$248,571	\$205,119
Percent of Budget for Teacher Salaries	36.00%	37.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	24%	26%	25%	47%	48%	49%	49%	52%	54%
Mathematics	17%	18%	20%	29%	31%	33%	46%	48%	50%
Science	28%	28%	30%	45%	45%	48%	50%	54%	57%
History-Social Science	22%	28%	33%	43%	46%	48%	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	33%	48%	48%
All Students at the School	25%	20%	30%	33%
Male	22%	20%	28%	33%
Female	29%	20%	32%	32%
Black or African American	26%	17%	33%	31%
American Indian or Alaska Native	38%	23%	0%	0%

Asian	29%	14%	0%	0%
Filipino	41%	7%	0%	48%
Hispanic or Latino	28%	20%	31%	32%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	22%	20%	25%	32%
Two or More Races				
Socioeconomically Disadvantaged	22%	19%	27%	29%
English Learners	8%	15%	13%	15%
Students with Disabilities	20%	22%	7%	11%
Students Receiving Migrant Education Services				

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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	30%	27%	32%	52%	50%	59%	52%	54%	59%
Mathematics	44%	35%	34%	60%	56%	59%	53%	54%	56%

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	28%	31%	41%	40%	19%
All Students at the School	68%	20%	12%	66%	27%	7%
Male	73%	17%	10%	63%	30%	7%
Female	63%	23%	14%	69%	23%	8%
Black or African American	67%	25%	8%	76%	22%	2%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	68%	20%	13%	65%	29%	7%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	72%	18%	10%	68%	23%	9%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	72%	18%	11%	69%	24%	6%
English Learners	85%	11%	5%	74%	23%	2%
Students with Disabilities	95%	5%	0%	87%	13%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	18.90%	20.80%	29.20%

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.

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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	2	3	2
Similar Schools	5	6	3

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	22	4	-14
Black or African American	42	-16	4
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	23	0
Native Hawaiian or Pacific Islander			
White	28	-28	-39
Two or More Races	N/D		
Socioeconomically Disadvantaged	36	-2	-22
English Learners	44	-4	-33
Students with Disabilities	28	2	-2

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,337	644	13,009	743	4,683,676	778
Black or African American	128	629	937	670	317,856	696
American Indian or Alaska Native	12	843	186	724	33,774	733

Asian	12	690	187	777	398,869	898
Filipino	26	767	289	833	123,245	859
Hispanic or Latino	555	655	3,916	698	2,406,749	729
Native Hawaiian or Pacific Islander	8		77	793	26,953	764
White	596	622	7,387	773	1,258,831	845
Two or More Races	0		8		76,766	836
Socioeconomically Disadvantaged	1,094	625	5,341	662	2,731,843	726
English Learners	777	580	2,776	611	1,521,844	707
Students with Disabilities	142	489	1,617	506	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No

Met API Criteria	No	Yes
Met Graduation Rate	No	Yes

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		21.1%

Note: Cells shaded in black do not require data.

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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	3.8	4.1	5.6	2.6	3.6	3.4	4.9	5.7	4.6
Graduation Rate	79.59	75.45	75.46	85.75	81.95	85.39	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	62.4	76.7	N/D
Black or African American	76.4	72.0	N/D
American Indian or Alaska Native	50.0	68.9	N/D
Asian	71.4	80.9	N/D
Filipino	87.5	92.0	N/D
Hispanic or Latino	69.7	69.5	N/D
Native Hawaiian or Pacific Islander	100.0	80.9	N/D
White	78.8	83.2	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	60.23	66.3	N/D

English Learners	43.9	51.3	N/D
Students with Disabilities	52.5	52.6	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

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.

Career decision making and development are crucial to our students and for the future of our workforce. The reality is most high school students' career planning is unintentional and uninformed. The Grossmont Union High School District is creating connections between what students learn at school and what they need to know and do in the workplace. This concept is called Career Technical Education and the goal is to prepare students both for college and work. El Cajon Valley High School is launching four new or improved career pathways for the 2011-2012 school year.

In the Arts, Media & Entertainment Pathway students take Photography, Media, and Video Production. Students will develop skills in a project based course of study and will learn about the many careers where these skills can be applied.

Arts, Media & Entertainment Pathway

10 th grade (1 term)	11 th grade (1 term)	12 th grade (1 term)
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Photo (ROP) (Meets GUHSD Fine Arts req. and UC "f" req.)	Media (ROP) (Meets GUHSD Fine Arts req. and UC "f" req.)	Video Production (College credit available)
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The Biotechnology & Health Career Pathway is for incoming freshmen. These students will have the opportunity to gain first-hand experience in healthcare or biotechnology along with being exposed to the many career opportunities.

Biotechnology & Health Career Pathway

10 th grade	11 th grade (1 term)	12 th grade (1 term)
Medical Biology	Medical Chemistry	BioTech and a Possible Internship

The International Business Pathway involves both business classes and world languages such as Spanish, German or Mandarin Chinese. Students will understand that the development of a second language has become a critical skill for living and working in our current global environment. Students also will learn Keyboarding, Microsoft Office, Job Interviewing, Public Speaking, Money Management and Finance, Customer Service, Marketing/Retail and Entrepreneurial Skills

International Business Pathway

10 th grade (1 term)	11 th grade (1 term)	11 th grade (1 term)	12 th grade (full year)
Business & Computers (ROP) (College credit available)	International Marketing	Accounting 1C-2C (Meets GUHSD math req.)	Virtual Enterprise (ROP) (Meets UC "g" requirement) (Meets GUHSD economics req.) (College credit available)
			English for Business
World Language	World Language	World Language	World Language

Levels of Completion:

- o Level 1 – Successfully completes all business classes
- o Level 2 – Successfully completes all business classes and 2 years (terms) of a world language
- o Level 3 – Successfully completes all business classes and 4 years (terms) of a world language

The Welding Pathway prepares students for a career in the manufacturing and production industry. Students are able to earn industry certifications which qualifies them for high paying, high demand jobs.

Welding Pathway

9 th grade	10 th grade	11 th grade	12 th grade
	Introduction to Welding & Fabrication	Combination Welding I	Combination Welding II

Students who are interested in joining a pathway need to talk to their counselor. These are exciting opportunities for students to pursue a valuable education that translates into a productive future.

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 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	596
Percent of pupils completing a CTE program and earning a high school diploma	74.8%
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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	65.4%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	24.5%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	6	
Fine and Performing Arts	1	
Foreign Language	1	
Mathematics	1	
Science	0	
Social Science	5	
All courses	14	8.4%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 2010-2011 school year included:

Assistant Principal Apprentice Program
Assistant Principal PLC Meetings
Principal PLC Meetings
Technology for Effective Teaching & Learning
Conscious Classroom Management
Differentiated Instruction for the Teenage Brain
Effective Teambuilding
Boot Camp
Literacy for all Core Content Areas
Literacy for Special Ed
Literacy for EL
Making Common Assessments Meaningful
Outrageous Teaching!
Poverty Training
Special Ed in the Regular Ed Classroom
Working and Communicating Effectively with Colleagues
Math Literacy PLC for Algebra & Geometry
Science Collaboration
Science Inquiry
Working with Parents & Families
Equity for All Students
EL: Working With Non-Hispanic Cultures
Discipline: Awareness of Cultural Distinctions
Differentiating Strategies Based on ELD Proficiency Levels
Understanding CST & Local Assessments

EI Cajon Valley High

School Accountability Report Card, 2010-2011

Grossmont Union High

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Courses	Instructional Materials or Textbooks	Adoption Year
English	ESL	ESL Beginning 1/2	Edge Fundamentals	2008-09
English	ESL	ESL Beginning 3/4 Intermediate 1	Edge Level A	2008-09
English	ESL	ESL Intermediate 2/3	Edge Level B	2008-09
English	ESL	ESL Advanced 1/2	Edge Level C	2008-09
English	AP	AP English 3,4	Literature: An Introduction to Fiction, Poetry, Drama and Writing 5th ed. (2009)	2009-10
English	10	English 3C, 4C and 3H, 4H	Pearson Literature: Reading and Language Grade 10	2009-10
English	11	English 5A, 6A and 5C, 6C	Pearson Literature: Reading and Language Grade 11	2009-10
English	12	English 7C, 8C and Mythology 1C	Pearson Literature: Reading and Language Grade 12	2004-05
English	9	English 1C, 2C and 1H, 2H	Pearson Literature: Reading and Language Grade 9	2009-10

English		AP English 1,2	The Language of Composition	2006-07
English	SPE	English 7A, 8A	Writers Inc.	2004-05
Mathematics	11	Pre Calculus 1H	Advanced Mathematical Concepts	2004-05
Mathematics	9	Algebra 1C	Algebra 1 CA ed. (2008) Holt, Rinehart, Winston	2009-10
Mathematics	10	Algebra 2C, 2H	Algebra 2 CA ed. (2008) Holt, Rinehart, Winston	2009-10
Mathematics		Math 1 Sheltered	Basic Mathematical Skills, AGS	2004-05
Mathematics	12	AP Calculus	Calculus 2012	2011-12
Mathematics	9-10	Geometry 1C, 1H	Geometry CA ed., Holt, Rinehart, Winston	2009-10
Mathematics	SPE	Basic Geometry	Geometry Concepts and Skills, McDougal Littell	2004-05
Mathematics	12	Consumer Math	Mathematics with Business Applications	2004-05
Science	SPE	Biology 1/2A	Biology, AGS	2005-06
Science	9-10	Biology 1/2C and 1/2H	Biology, Glencoe	2004-05
Science	10-12	Chemistry 1/2 and 1/2H	Chemistry, Prentice Hall	2004-05
Science	SPE	Earth Science 1/2A	Earth Science, AGS	2007-08
Science		Earth Science 1/2C	Geology- The Environment and the Universe	2004-05
Science	11-12	Physics 1/2C	Holt Physics CA ed.	2007-08

Science		Coordinated Science 1C	Integrated Coordinated Science for the 21st Century	
Social Science	11	US History 1/2C	American Anthem	2006-07
Social Science	12	AP American Gov	American Govt. Institutions and Policies	2004-05
Social Science	12	Economics	Economic Principles and Practice, Glencoe	2009-10
Social Science	12	AP Economics	Economics: Problems and Policies	2004-05
Social Science	10	AP European History	History of a Modern World	2004-05
Social Science	12	AP American History	The Enduring Vision: A History of the American People, 6th ed. (2008)	2007-08
Social Science	SPE	US History 1/2A	United States History, AGS	2004-05
Social Science	12	American Gov 1C	US Gov't: Democracy in Action	2004-05
Social Science	SPE	Geography 1A	World Geography, AGS	2004-05
Social Science	9	Geography 1C. 1H	World Geography: Building a Global Perspective	2004-05
Social Science	SPE	World History 1/2A	World History, AGS	2004-05
Social Science	10	World History 1/2C	World History: Modern Times CA ed.	2005-06
World Languages	9-20	AP Spanish	Abriendo Paso Lectura	2004-05

World Languages	9-12	German 1/2C and 3/4C	Deutsch Aktuell 1	2005-06
World Languages	9-13	German 5/6 C and H, AP German Lang.	Deutsch Gestern Un Heute	2004-05
World Languages	9-14	Mandarin Chinese 1/2C	Discovering Chinese Vol. 2	2009-10
World Languages	9-15	Spanish 1-4C	En Espanol 1	2004-05
World Languages	9-16	Spanish 5/6 C and H	En Espanol 2	2004-05
World Languages	9-19	Spanish Speakers 5/6H	Nuevo Vistas Dos	2006-07
World Languages	9-17	Spanish Speakers 1/2C	Nuevo Vistas Introduction	2006-07
World Languages	9-18	Spanish Speakers 3/4C	Nuevo Vistas Uno	2006-07