

Executive Summary School Accountability Report Card, 2010–11

For El Capitan High

Address:	10410 Ashwood St., Lakeside, CA, 92040-2406	Phone:	(619) 938-9111
Principal:	Laura Whitaker, 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 Capitan is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections, cross-cultural curriculum, as well as class and club involvement which includes, but is not limited to, the Positive Movement Club, the Spanish Club, California Scholarship Federation, the Insight program, and Peer Mentoring. During the 2011-12 school year, 1,731 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. Teachers meet weekly as Professional Learning Communities to improve student achievement. School-wide goals are set annually based upon achievement data.

Student Enrollment

Group	Enrollment
Number of students	1,762
Black or African American	1.0%
American Indian or Alaska Native	2.6%
Asian	0.2%
Filipino	0.3%
Hispanic or Latino	22.3%
Native Hawaiian or Pacific Islander	0.5%

White	67.7%
Two or More Races	4.1%
Socioeconomically Disadvantaged	19.9%
English Learners	7.2%
Students with Disabilities	13.3%

Teachers

Indicator	Teachers
Teachers with full credential	75
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	48%
Mathematics	27%
Science	43%
History-Social Science	45%

*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)	738
Statewide Rank (from 2010 Base API Report)	5

Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 18
2011–12 Program Improvement Status (PI Year)	

*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)	90.58

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	135
Graduates Who Completed All Courses Required for University of California or California State University Admission	30.1%

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 Capitan High	District Name	Grossmont Union High
Street	10410 Ashwood St.	Phone Number	(619) 644-8000
City, State, Zip	Lakeside, CA, 92040-2406	Web Site	www.guhsd.net/
Phone Number	(619) 938-9111	Superintendent	Ralf Swenson
Principal	Laura Whitaker, Principal	E-mail Address	rswenson@guhsd.net
E-mail Address	lwhitaker@guhsd.net	CDS Code	37681303731809

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

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 more than 50 years of accomplishments in rigorous academic and outstanding extracurricular programs. El Capitan not only values high academic and behavioral standards, but also 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 2010–11)

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 upon. 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 volunteers may contact Marissa Strait, Principal's Secretary, 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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	3
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	448
Grade 3	0	Grade 10	467
Grade 4	0	Grade 11	407
Grade 5	0	Grade 12	437
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1,762

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	2.6%
Asian	0.2%
Filipino	0.3%
Hispanic or Latino	22.3%
Native Hawaiian or Pacific Islander	0.5%
White	67.7%
Two or More Races	4.1%
Socioeconomically Disadvantaged	19.9%
English Learners	7.2%
Students with Disabilities	13.3%

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	19.7	61	10	26	N/D	9	35	21	26.5	15	17	21
Mathematics	22.3	44	12	19	N/D	10	29	15	23.5	9	8	8
Science	30.1	7	4	24	N/D	5	7	18	27.7	9	2	21
Social Science	29.8	15	6	36	N/D	3	7	36	30.0	9	3	24

* 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)

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 client districts 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 both 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 visitor's 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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	10.1	12.8	10.9	17.2	16.1	12.9
Expulsions	0.4	0.4	0.4	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 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, including an updated agriculture complex, a new physical education building, and a new performing arts center.

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 necessary repairs are made 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 12, 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		Wall covering damaged, Flooring damage, Several ceiling tiles hanging, missing, stained or damaged, Wall damage, Rm. 920- acoustic wall tile missing- attic exposed, - graffiti on the walls / stalls of RR, Weight rm. West- large hole in the

					north wall, Wrestling rm.- mirrors cracked / molding, 383 football- carpet frayed at the west door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		100 girls RR- 1 toilet seat missing, 900 boys RR- 2 toilets loose, Nurse- RR floor needs cleaning, Boys PE- showers leaking, Boys coaches office-restroom needs cleaning, Stadium RR- womens-flush valve leaking, Mens- 2 urinal handles missing, toilet partition rusted out, RR needs cleaning,
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	82	77	75	933
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	8	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

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	5	
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 14, 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.

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 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 Use Prevention (TUPE), Safe School Fund, Supplemental Instruction, Project Shield Grant, CAHSEE, Agriculture Incentive Grant, and Safe and Supportive Schools Grant.

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	47%	48%	48%	47%	48%	49%	49%	52%	54%
Mathematics	28%	29%	27%	29%	31%	33%	46%	48%	50%
Science	39%	39%	43%	45%	45%	48%	50%	54%	57%
History-Social Science	49%	53%	45%	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	48%	27%	43%	45%
Male	44%	27%	44%	50%
Female	53%	27%	42%	39%

Black or African American	26%	19%	0%	0%
American Indian or Alaska Native	56%	31%	59%	50%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	33%	19%	33%	30%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	52%	29%	45%	48%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	35%	18%	29%	38%
English Learners	13%	10%	20%	21%
Students with Disabilities	15%	7%	4%	17%
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	51%	48%	58%	52%	50%	59%	52%	54%	59%

Mathematics	62%	55%	58%	60%	56%	59%	53%	54%	56%
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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	42%	31%	27%	42%	42%	15%
Male	44%	32%	24%	41%	41%	19%
Female	40%	31%	30%	44%	44%	11%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	24%	41%	35%	41%	47%	12%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	57%	22%	20%	53%	35%	11%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	39%	34%	27%	39%	45%	16%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	49%	35%	17%	58%	35%	7%
English Learners	66%	22%	12%	55%	35%	10%
Students with Disabilities	90%	10%	0%	91%	9%	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	20.70%	26.70%	23.00%

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	5	6	5
Similar Schools	1	2	1

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	25	-5	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	38	-17	-20
Native Hawaiian or Pacific Islander			
White	24	-2	12
Two or More Races	N/D		
Socioeconomically Disadvantaged	51	11	-15
English Learners			-10
Students with Disabilities	39	-11	-32

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	1,228	738	13,009	743	4,683,676	778
Black or African American	16	596	937	670	317,856	696

American Indian or Alaska Native	45	774	186	724	33,774	733
Asian	3		187	777	398,869	898
Filipino	10		289	833	123,245	859
Hispanic or Latino	251	648	3,916	698	2,406,749	729
Native Hawaiian or Pacific Islander	3		77	793	26,953	764
White	891	762	7,387	773	1,258,831	845
Two or More Races	1		8		76,766	836
Socioeconomically Disadvantaged	382	672	5,341	662	2,731,843	726
English Learners	114	585	2,776	611	1,521,844	707
Students with Disabilities	159	471	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	Yes	Yes
Met Graduation Rate	Yes	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
First Year of Program Improvement		2004-2005
Year in Program Improvement		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)	1.2	4.8	2.8	2.6	3.6	3.4	4.9	5.7	4.6
Graduation Rate	94.26	81.03	90.58	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	76.3	76.7	N/D
Black or African American	100.0	72.0	N/D
American Indian or Alaska Native	60.0	68.9	N/D
Asian	100.0	80.9	N/D
Filipino	100.0	92.0	N/D
Hispanic or Latino	59.2	69.5	N/D
Native Hawaiian or Pacific Islander	75.0	80.9	N/D
White	82.1	83.2	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	61.1	66.3	N/D

English Learners	42.9	51.3	N/D
Students with Disabilities	52.1	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)

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 and Guidance Counselors offer additional support through various programs, including: COIN 3, Post Secondary Planning, 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 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	383
Percent of pupils completing a CTE program and earning a high school diploma	78.5%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27.0%

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	85.5%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	30.1%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	

English	4	
Fine and Performing Arts	1	
Foreign Language	2	
Mathematics	2	
Science	1	
Social Science	7	
All courses	17	8.8%

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

El Capitan 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
Art	9-12	Art	Art in Focus 5th ed.	2009
Art	9-12	3D Design	Experience Clay Sculpture	2005
English	12		1984	
English		College Prep, Honors	A Midsummer Night's Dream	
English	12		A Prayer for Owe Meany	
English			A Raisin in the Sun	
English		College Prep, Honors	A Separate Peace	
English			A Tale of Two Cities	
English			A Thousand Splendid Suns	
English	12	College Prep, Honors	All Quiet on the Western Front	
English	9		Animal Farm	
English	11		Annie John	
English			Antigone	
English			Antigone	
English		College Prep, Honors	Brave New World	

English	9		California Blue	
English			Cannery Row	
English	9		Canyons	
English			Ceremony	
English			Cyrano de Bergerac	
English			Death of a Salesman	
English	12		Dr. Jekyll and Mr. Hyde	
English	9	English 9-12	Elements of Literature	2005
English	9		Emma	
English	12		Ender's Game	
English	12		Fallen Angels	
English			Fahrenheit 451	
English	12		Going After Cacciato	
English			Grapes of Wrath	
English	9		Great Expectations	
English	12		Gulliver's Travels	
English	12		Hamlet	
English			High Fidelity	
English	9		House on Mango Street	
English			I know why the Cage Bird Sings	

English		College Prep, Honors	In the Time of Butterflies	
English			Jane Eyre	
English			Johnny Got his Gun	
English			Killer Angels	
English	12		Lord of the Flies	
English	12		Macbeth	
English	9		Much Ado About Nothing	
English	10	College Prep, Honors	Night	
English			Oedipus Rex	
English			Of Mice and Men	
English			Old Man and the Sea	
English	12		One Flew Over the Cuckoo's Nest	
English			One Hundred Years of Solitude	
English			Othello	
English	9		Our Town	
English	12		Pride and Prejudice	
English	12		Pygmalion	
English			Red Badge of Courage	
English	9		Romeo and Juliet	

English	12		Rosencrantz and Guildenstern are Dead	
English	12		Siddhartha	
English		College Prep, Honors	Sound of Waves	
English	11	AP Lit	Structure, Sound, and Sense 11th ed.	2008
English	11		The Adventures of Huckleberry Finn	
English	9		The Adventures of Tom Sawyer	
English	9		The Alchemist	
English	12		The Awakening	
English	9		The Bean Trees	
English	12		The Bell Jar	
English			The Catcher in the Rye	
English	12		The Catebury Tales	
English			The Crucible	
English	9		The Examination	
English	9		The Giver	

English	9		The Glass Menagerie	
English			The Great Gatsby	
English			The Handmaid's Tale	
English	12		The Hound of Baskervilles	
English	12		The Importance of Being Earnest	
English	9		The Joy Luck Club	
English	9		The Miracle Worker	
English	9		The Odyssey	
English	9		The Pearl	
English		Honors	The Poisonwood Bible	
English		College Prep, Honors	The Power of One	
English			The Scarlet Letter	
English			The Sun Also Rises	
English		College Prep, Honors	The Taming of the Shrew	
English	12		The Tempest	
English	12		The Things They Carried	

English	9		The True Confessions of Charlotte Doyle	
English			Their Eyes were Watching God	
English			Things Fall Apart	
English			To Kill a Mockingbird	
English			Tortilla Flats	
English	12		Tuesdays with Morrie	
English			Turn of the Screw	
English	12		Twelfth Night	
English			Twelve Angry Men	
English	9		We All Fall Down	
English			Wuthering Heights	
Math	10-12	Algebra IIC	Algebra 2 CA ed.- Holt	2010
Math	9-11	Algebra 1C	Algebra CA ed.- Holt	2010
Math	9-11	Algebra 1C	Algebra Connections CA ed.	2009
Math	10-11	Algebra IIC	Algebra II with Connections CA ed.	2009
Math	12	AP Calculus	Calculus 1st ed.	1999

Math	10-12	Geometry 1C	Geometry CA ed.- Holt	2010
Math	9-10	Geometry 1H	Geometry Connections CA ed.	2006
Math	11-12	Pre- Calculus	Math Analysis 1st ed.	1999
Math	12	Consumer Math	Mathematics with Business Applications	2005
Math	11-12	Statistics	Practice of Statistics 3rd ed.	
Science	9-10	R191	Biology	2007
Science	10-11	R281	Chemistry, Visualizing Matter	2000
Science	11-12	R62	Criminalists	2002
Science	11-12	R335	Living in the Environment	2011
Science	10-11	R291	Modern Chemistry	2005
Science	11-12	R110	Physical Science with Earth	2009
Science	11-12	R351	Physics, Giancoli 5th ed.	2000

Science	11-12	R341	Physics, Principles and Problems	2000
Social Science	12	S180/185	American Government	2005
Social Science	12	S220/215	Economics	2005
Social Science	9	S880/890	Geography Alive	2006
Social Science	11-12	S145/146	Psychology	2008
Social Science	11	S086/087	The American Pageant AP ed.	2010
Social Science	11	S073/074	The Americans Reconstruction to the 21st Century	2006
Social Science	10	S255/256	Western Civilizations 7th ed.	2009
Social Science	10	S243/244	World History Patterns of Interaction	2006
World Languages	9-12	AP Spanish	Abriendo Pasos Gramatica	2000
World Languages	9-12	AP Spanish	Abriendo Puertas: Tomo I and II	2009

World Languages	9-12	AP Spanish	AP Spanish Preparing for the Language Exam	2007
World Languages	9-12	Spanish 1-4	Descrube 1	2008
World Languages	9-12	Spanish 5-6	Descrube 2	2008