

EL CAJON VALLEY HIGH SCHOOL

1035 East Madison Ave, El Cajon, CA 92020 • (619) 401-4700

Paul Dautremont, Principal

School Accountability Report Card

Report 2005-06 Published in 2006-07

General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

Principal's Message

Located in El Cajon, El Cajon Valley High School serves more than two thousand students in grades nine through twelve. We employ close to 100 teachers and a classified staff of over 50 to support our students. Our campus reflects the cultural and socioeconomic makeup of the community.

The mission of El Cajon Valley High School is to improve students' literacy, numeracy and connectivity so that they will become productive members of society.

Our new vision statement reflects the redesign of our school as follows: El Cajon Valley High School is an educational environment that increases student achievement by integrating rigorous, relevant core curriculum, facilitating collaboration, offering diverse career pathways, establishing connections within the community, sustaining a student, parent/guardian and teacher support system and strengthening accountability and assessment. El Cajon Valley High School is a place with excellent teachers who engage students as creative learners and thinkers where learning is valued and meaningful, thereby creating lifelong learners and responsible citizens prepared for the 21st century.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Nancy Gerry at (619) 401-4712.

School Profile

El Cajon Valley is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on California Content Standards using research based teaching strategies. During the 2005/06, 2134 9th-12th grade students were enrolled at the school, with classes arranged on a traditional calendar with a 4X4 block quarter schedule.

ECVHS is a schoolwide Title I program, as 1328 or 65% of our students 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.

In spring 2000, El Cajon Valley High School initiated its redesign program to increase student achievement. The following elements have been incorporated into the new school configuration: full block scheduling, integrated curriculum aligned with state and district content standards, career

path options, district and state graduation requirements, student performance benchmarks, and curriculum rubrics. In the redesign, freshman students participate in smaller learning communities (academies) that provide a solid social and academic foundation plus career exploration.

School Profile

Student Enrollment by Ethnic Group 2005-06	
	Percentage
African American	11.1
American Indian	0.5
Asian	1.1
Caucasian	33.5
Filipino	1.5
Hispanic	36.8
Pacific Islander	1.0
Multiple or No Response	14.5

Parent Involvement

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 40-50 parents at each meeting. Parent and community involvement also includes a well-attended PTSA and School Site Council Committee.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
9th	658	805	563
10th	684	562	538
11th	522	430	484
12th	366	405	523

Enrollment By Program

During the 2005/06 school year 2130 students were enrolled at El Cajon Valley High, of which 12% were students with disabilities, 33% were English Learners, and 62% were socioeconomically disadvantaged.

Safe School Plan

Safety of students and staff is a primary concern of El Cajon Valley. The school is always 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 October 2006 by the School Safety Committee. All revisions were communicated to the 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 two times each year. Lockdown drills are held (once a year). Students are supervised before and after school by (certificated staff/classified staff/principal), and (certificated staff/classified staff/principal) supervise students during lunch. There is a designated area for student drop off and pick up. The school policy is to accept only those visitors which have legitimate business at the school. Guests, visitors and parents must register at the front office before going onto campus.

Discipline & Climate for Learning

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

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

- ACADEMIC LEAGUE
- AMBASSADORS
- CHRISTIAN CLUB
- DANCE TEAM
- EL CAJON VALLEY PLAYERS
- FRESHMEN CLASS OFFICES
- GERMAN CLUB.

- GOLF CLUB
- LEOS CLUB
- LIBRARY CLUB
- MAT MANAGERS
- PEER MEDIATION
- SNOWBOARDING CLUB
- SPANISH CLUB
- THOUGHT MAGAZINE

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

Fall Sports - August-November

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

Winter Sports - November-February

Basketball, Soccer, Wrestling, Girl's Water Polo

Spring Sports - February-May

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

Discipline & Climate for Learning						
Suspensions & Expulsions						
	El Cajon Valley High			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	544	312	467	4,607	4,000	4,230
Suspension Rate	23.350%	14.800%	21.920%	18.840%	18.060%	17.300%
Expulsions	23	22	12	215	160	186
Expulsion Rate	0.990%	1.040%	0.560%	0.880%	0.720%	0.760%

* District numbers are for entire district.

School Facilities

El Cajon Valley was originally constructed in 1954 and is comprised of 82 classrooms, 1 gym, 2 multipurpose room/cafeteria, 1 library, 1 staff lounge, 7 computer labs, and various athletic fields to accommodate our extra and co-curricular programs. Recent remodeling has included complete retrofitting of infrastructure (water, sewer, power and I&T), new bleachers in the gym and renovation of our quad area.

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.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

School Facilities		
School Facility Conditions		
Date of Last Inspection: Unknown		
Overall Summary of School Facility Conditions:		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
Gas Leaks	Yes	
Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	

Playground/School Grounds	Yes	
Other	Yes	

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

Teacher Assignment				
Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	126	109	92	972
Without Full Credentials	0	4	4	58

Teacher Assignment				
Teacher Credential Status				
	04-05	05-06	06-07	
	Working Outside Subject			N/A
Vacant Teacher Positions				
Misassignments of Teachers (other)	4	2	0	
Total Misassignments of Teachers	34	4	0	
Misassignments of Teachers of English Learners	30	2	0	
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.				

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers		
	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
El Cajon Valley High	88.9	11.1
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at El Cajon Valley High. Generally, the district does not experience any problems finding qualified substitute teachers.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

Counseling & Support Staff

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

Counseling & Support Staff

Curriculum Development

All curriculum development in the Grossmont Union High is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2005/06 school year:

Completion of chemistry curriculum guide

Revised First Aid curriculum

Alignment of AP/IB course titles with College Board

English Language Development courses receive English graduation requirement credit

English as a Second Language courses receive elective credit

Addition of the following courses to the Master Course Catalog:

- CAHSEE English Intervention

- Bible as Literature, 2A

- IB Theatre Arts 1st Year, 1-2HL

- IB Theatre Arts 2nd Year, 3-4 HL

- IB Film 1st Year, 1-2

- IB Film 2nd Year, 3-4

- CAHSEE Math Intervention

- AVID Junior Seminar

- IB/CAS International Baccalaureate/Community Action Service

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

In addition to general state funding, El Cajon Valley High receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application) In addition to general state funding, El Cajon Valley receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application)

State Programs

Economic Impact Aid/English Learner Program

Purpose: Develop Fluency in Eng/academic proficiency

Other State or Local funds

AVID

MAA

AP Exams

CAHSEE

Maintenance & Motivation

GATE

10th Grade Counseling

School Safety & Violence Prevention

Healthy Start

School Library Improvement Block Grant

Williams Settlement

Instructional Materials Block Grant
 Lottery Block Grant-Textbooks only
 Safe Schools Grant

Federal Programs

Title 1: Schoolwide Program

Purpose: Upgrade the entire educational program

Other Federal Funds

Gear-Up

Carl Perkins/Tech Prep

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test																
California Standards Test (CST)																
Combined % of Students Scoring at Proficient and Advanced Levels																
	Language Arts									Social Science			Social Science			
	9			10			11			10			11			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
All Students																
El Cajon Valley High	28	28		22	20		23	18		17	11		21	18		
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34	
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35	
Males																
El Cajon Valley High	26	27	23	17	14	19	23	13	16	16	12	16	22	16	20	
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36	
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37	
Females																
El Cajon Valley High	31	30	39	27	25	22	23	23	26	20	11	17	22	20	13	
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34	
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33	
Socioeconomically Disadvantaged																
El Cajon Valley High	24	26	29	16	16	20	19	14	19	14	10	15	19	13	15	
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21	
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22	
African American																
El Cajon Valley High	16	22	27	21	14	10	19	17	17	10	6	10	25	24	14	
GUHSD	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23	
California	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19	
Filipino																
El Cajon Valley High	*	*	*	*	*	*	47	*	*	*	*	*	60	*	*	
GUHSD	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38	
California	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43	
Hispanic																
El Cajon Valley High	26	25	28	15	16	17	17	9	14	15	7	12	17	14	9	
GUHSD	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21	
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22	
Caucasian																
El Cajon Valley High	29	33	35	29	23	29	26	24	25	23	15	25	22	20	24	
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41	
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48	
Students with Disabilities																
El Cajon Valley High	6	4	14	5	2	7	0	3	8	5	5	5	3	3	6	
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8	
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9	
English Learners																
El Cajon Valley High	5	3	6	1	4	2	6	1	5	4	4	5	6	2	3	
GUHSD	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5	

California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.															

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, students at El Cajon Valley did not participate in the California Achievement Test.

CAT-6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Physical Fitness

Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
El Cajon Valley High			
School Overall	0.0%	0.0%	0.7%
School (Boys)	0.0%	0.0%	1.5%
School (Girls)	0.0%	0.0%	0.0%
Grossmont Union High			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Academic Performance Index

API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05	API Growth Score	03-04	04-05	05-06
API Score	574	591	600	API Growth Score	588	600	590
Growth Target	11	10	10	Actual Growth	14	9	-10
Statewide Rank	2	2	2	Eligible for Awards	No		
Similar Schools Rank	5	5	3	Eligible for II/USP	No	Yes	Yes
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	545	560	575	API Growth Score	555	575	575
Growth Target	9	8	8	Actual Growth	10	15	0
African American							
Base API Score	555	590	563	API Growth Score	582	563	572
Growth Target	9	8	8	Actual Growth	27	-27	9
Caucasian							
Base API Score	606	612	635	API Growth Score	608	635	613
Growth Target	9	8	8	Actual Growth	2	23	-22
Hispanic							
Base API Score	547	546	581	API Growth Score	544	581	560

Growth Target	9	8	8	Actual Growth	-3	35	-21
A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.							
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.							

California Awards & Interventions

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state’s standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	Yes	No	No
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
EI Cajon Valley High	Not in PI			-	-
Grossmont Union High	-	-	-	1	3.85

Dropout & Graduation Rates

EI Cajon Valley believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. With the goal of preventing and reducing dropouts, as well as, increasing student achievement, the following programs are in place at EI Cajon Valley High School.

- Dropout Prevention Program
- Freshmen Academies
- Sophomore Study Skills
- Reading/Writing Support Classes
- Mathematics Support Classes
- Social Science (U.S. History) Support Classes
- CAHSEE Prep Classes
- Extended Day Tutorials and Credit Recovery
- Brave Adventure (a summer program for incoming ninth graders)
- Teacher Assistants and Instructional Aides

- Computer Labs
- Career Center
- Family Resource Center
- Night Library (Monday - Thursday 3-6 PM)
- GEAR UP (college readiness program)
- Literacy across the curriculum
- Ongoing Staff Development

Dropout & Graduation Rates

Graduation & Dropout Rates			
	02-03	03-04	04-05
Dropout Rate	0.30%	0.36%	0.27%
Graduation Rate	87.1%	88.3%	96.0%

CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

CAHSEE

Completion of High School Graduation Requirements		
School	District	State

Career Technical Education (CTE) Programs

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. The two areas of focus at ECVHS are Business and Media. ECVHS has a site-level advisory board for business and will participate in a district-level advisory board for media. 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 equipment purchases. Individual CTE classes have established relationships with business partners to serve as guest speakers, mentors and to provide field trip opportunities. A four-year career development plan was created and will be implemented in 2006-07 to include a career awareness or development activity at each grade level.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Participation

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	865
What percent of the schools pupils complete a CTE program and earn a high school diploma?	2.7
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	25.4

UC/CSU Course Completion

Students at El Cajon Valley High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Completion

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
58.6%	20.0%
* Duplicated Count (one student can be enrolled in several courses).	

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT-1					
SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
El Cajon Valley High					
03-04	366	18.9%	450	455	0
04-05	405	21.0%	439	461	0
05-06	523	21.6%	443	441	439
Grossmont Union High					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

Advanced Placement Classes

El Cajon Valley High encourages students to continue their education past high school. El Cajon Valley High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005/06, 145 students participated in taking the exams. Of the 145 students, 71 exams were scored as "3" or better.

Advanced Placement Classes

Advanced Placement Classes		
	# Classes	Enrollment
English	6	160
Fine and Performing Arts	2	30
Foreign Language	2	2
Science	2	12
Social Science	8	190
All Courses	20	394

School Leadership

Leadership at El Cajon Valley is a responsibility shared between district administration, the principal, assistant principals instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 2 years, leadership duties were assumed by Principal Paul Dautremont. Mr. Dautremont has 14 years of experience in education. He has held positions as a teacher and assistant principal prior to becoming El Cajon Valley's Principal. 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
- Academy Leads
- Professional Learning Community Team Leads
- School Site Council
- Parent Teacher Student Association (PTSA)
- English Learners Advisory Committee (ELAC)
- Associated Student Body (ASB)
- Student Senate
- Class Officers

Staff Development

El Cajon Valley High School has been engaged in staff development focusing on engaging students in a standards-based curriculum, monitoring their progress and providing extra help to those students not meeting standards. An educational consultant has been working to train our teachers to use best practices in the classroom with this year's focus on Marzano's effective classroom strategies that can be implemented across all curricular areas. After analyzing student performance data and receiving staff input, the three areas of critical need continue to be:

- Literacy
- Numeracy

- Connectivity – Improving Student and Parent Engagement with the educational process and the school community

To address these needs, our staff development will focus on:

- Training the staff in the utilization of effective classroom strategies for literacy and numeracy.
- Professional Learning Community training and implementation
- Student motivation and content relevance

Each staff member will commit to an Individual Professional Development Plan that will be used to guide and monitor ongoing professional development.

Instructional Time (includes Minimum days)

For the 2005/06, El Cajon Valley offered 180 days of instruction, comprised of 141 regular days. The additional 13 minimum days were utilized for staff development, teacher discretionary time, our participation in the CIF football championships, STAR testing and California High School Exit Exam testing. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (includes Minimum days)

Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
9th-12th	64,800	64,806