

EL CAJON VALLEY HIGH SCHOOL

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

Paul Dautremont, Principal

School Accountability Report Card

Principal's Message

I want to welcome you to El Cajon Valley High School.

This is an exciting time in the history of El Cajon Valley High School. We have recently received several large grants that have allowed us to hire additional staff in order to expand the course offerings and systems of support for students and families. We are also offering additional elective and Honors courses to meet students' needs. We will now have many new programs before and after school to assist students who need to improve upon their math and reading skills along with programs to deepen the learning of those students who have already mastered these essential skills.

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 vision statement: 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.

School Profile

El Cajon Valley High School is a comprehensive high school located in the Grossmont Union High School District. During the 2006/07 school year, 2081 students were enrolled in grades nine through twelve. We employ 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. ECVHS is a school wide Title I program, as 1267 or 60.9% 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.

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 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 by Ethnic Group

2006-07

| | Percentage |
|-------------------------|------------|
| African American | 11.5% |
| American Indian | 0.6% |
| Asian | 1.5% |
| Caucasian | 35.4% |
| Filipino | 1.5% |
| Hispanic | 46.7% |
| Pacific Islander | 1.0% |
| Multiple or No Response | 1.6% |

Professional Learning Communities

All teachers are highly qualified and teach a rigorous, relevant curriculum within their area of expertise. Teachers work in teams to address four critical questions:

- What do students need to learn?
- How will we know when students have learned?
- How will we respond when students experience difficulty in learning?
- How will we provide enriching experiences to students who have already mastered essential knowledge and skills?

Quality Education Investment Act (QEIA) at ECVHS:

In May of 2007, El Cajon Valley High School received a multi-year grant (up to seven years) to improve student achievement and provide the needed supports. ECVHS will focus all efforts around the goal of improving student achievement through the implementation of the tiered intervention model with the work of the Professional Learning Communities as the foundation. This model will be based on:

QUALITY INSTRUCTION/ FIRST TEACHING

- Implementation of the Professional Learning Community Model of teacher teams school-wide, in all subject areas.
- Standards-based engaging curriculum with ongoing assessment and monitoring that focuses on Rigor/Relevance/Relationships

STAFF DEVELOPMENT

- PLC coaches to assist with the implementation of the PLC model
- School-wide staff development to address staff, student and family engagement in the educational process

ACADEMIC SUPPORT AND INTERVENTIONS

- Strategic, data-driven, with clear entrance and exit criteria to include all students (regular, special education, and English Learners) who have been identified as needing extra support

SOCIAL-EMOTIONAL SUPPORT

- Family Resource Center (FRC)/Case-Management Referral Process - Integrated and coordinated system of supports for students and families that focuses on improving student achievement

ASSESSMENT AND MONITORING SYSTEM

- Design and implementation to include frequent diagnostic tests as well as annual standardized assessments
- Designed with input from staff, students and families to address their needs for data collection and reporting

COLLABORATION/ENGAGEMENT

- Focused on improving communication with-in and between the: Professional Learning Community teams; students, parents and staff; community partners, and post-secondary education partners

For more details, please see the QEIA website: <http://www.cde.ca.gov/nr/ny/yr07/yr07rel62.asp>

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:

- Class Offices
- ECV Players
- German Club
- Leo's Club
- Library Club
- Christian Club
- Thought Magazine
- Hip Hop Club
- Dance Team
- Virtual Enterprise
- Marching Band
- Legend
- Peer Mentors
- Link Crew
- AVID 2009
- Junior Achievement
- Club Chevere
- Elite Mathematics Club
- CARE Club
- Read and Discover
- Smoke Signal
- Academic League
- Chess Club

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

Fall Sports - August-November

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

Winter Sports - November-February

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

Spring Sports - February-May

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

The Cheer Squad season runs all year long.

| Suspensions & Expulsions | | | | | | |
|--------------------------|--------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 04-05 | 05-06 | 06-07 | 04-05 | 05-06 | 06-07 |
| Suspensions | 312 | 467 | 484 | 4000 | 4230 | 0 |
| Suspension Rate | 14.2% | 22.2% | 24.1% | 16.0% | 17.3% | 0.0% |
| Expulsions | 22 | 12 | 19 | 160 | 186 | 0 |
| Expulsion Rate | 1.0% | 0.6% | 0.9% | 0.6% | 0.8% | 0.0% |

Enrollment By Grade

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

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 |
| 9th | 805 | 563 | 528 |
| 10th | 562 | 538 | 504 |
| 11th | 430 | 484 | 510 |
| 12th | 405 | 523 | 468 |

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.

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|--------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| English | 21 | 24 | 20 | 63 | 37 | 58 | 26 | 19 | 33 | 13 | 10 | 6 |
| Mathematics | 19 | 21 | 21 | 46 | 32 | 42 | 18 | 8 | 15 | 3 | 1 | 3 |
| Science | 15 | 20 | 26 | 28 | 8 | 5 | 15 | 12 | 16 | 2 | 1 | 2 |
| Social Science | 23 | 37 | 24 | 21 | 6 | 19 | 29 | 17 | 28 | 5 | 16 | 6 |

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 Minutes By Grade Level | | |
|--------------------------------------|------------------|----------------|
| | Minutes Required | Actual Minutes |
| 9th-12th | 64,800 | 64,806 |

School Facilities

El Cajon Valley was originally constructed in 1954 and is comprised of 82 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.

Recent remodeling has included complete retrofitting of infrastructure (water, sewer, power and I&T), new bleachers and modernization of restrooms in the gym, new landscaping of our quad area including a shade structure in the lunch area, remodeling of classroom buildings to include heating/air conditioning and upgraded technology.

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

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

Technology:

El Cajon Valley is committed to providing student access to technology on our campus. Many students do not have access to computers at home, yet they are required to do research, write reports and essays (word-processed with spreadsheets and graphs) and produce presentations on PowerPoint. Students save their work on the network storage and access it from networked computers anywhere on campus. They are taught basic technology skills including word processing, information literacy, presentation skills, spreadsheet skills, Internet and email skills, and use of courseware (curriculum) specific software. These are skills needed to meet standards and for success in school as well as in the workplace.

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, during, and after school by certificated staff, classified staff, and the administration. 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.

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 Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Counselor | 4 | 4.00 |

At Risk Interventions

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

- Brave Adventure (a summer program for incoming ninth graders)
- Freshmen Academics
- Sophomore Study Skills
- Comprehensive English Learner Program
- Extra support classes in core areas – during the school day & after school

- After school tutorials
- Night Library four days a week
- CAHSEE prep classes
- Credit Retrieval Program
- Drop-out Prevention Program
- Instructional aides and teacher assistants
- Computer Labs
- Career Center
- After school enrichment programs
- Link Crew, Peer Tutors & Mentors
- Support groups
- GEAR UP (college readiness program)
- Research-based staff development

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.

Curriculum Development

All curriculum development in the Grossmont Union High School District 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 2006/07 school year:

- New Courses Course Number(s) Department
- Advanced Video
- Production 1, 2 Y512/Y513 Non-Departmental
- Beginning Video
- Production 1, 2 Y510/Y511 Non-Departmental
- Dental Introduction T195 ROP
- French 1, 2 HL IB G035/G036 Foreign Language
- Human Anatomy 1C, 2C R400/R401 Science
- Medical P.E. 1, 2 P700/P701 Physical Education
- Technical Theatre 3, 4 T501/T502 ROP

Dropout & Graduation Rates

The graduation rate for El Cajon Valley High School for 2007 was 98.5%. We have many support programs on campus to retain students and support them toward a successful graduation.

| | Graduation & Dropout Rates | | |
|-----------------|----------------------------|--------|--------|
| | 03-04 | 04-05 | 05-06 |
| Dropout Rate | 0.36% | 0.27% | 2.18% |
| Graduation Rate | 96.00% | 93.80% | 98.50% |

Completion of High School Graduation Requirements

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/>. **Data was not provided by the district.**

CAT-6

The CAT-6 is not offered at the high school level.

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>.

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.

| Percentage of Students in Healthy Fitness Zone 2006-07 Test Results | |
|--|-------|
| 9th Grade | |
| School | |
| School Overall | N/A |
| School (Boys) | N/A |
| School (Girls) | N/A |
| District | |
| District Overall | 0.8% |
| District (Boys) | 0.5% |
| District (Girls) | 1.2% |
| State | |
| State Overall | 29.3% |
| State (Boys) | 30.1% |
| State (Girls) | 28.4% |

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

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

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.

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

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

| | CAHSEE By Subject | | | | | | | | |
|-------------|-------------------|----------|-------|---------|----------|-------|---------|----------|-------|
| | 2004-05 | | | 2005-06 | | | 2006-07 | | |
| | School | District | State | School | District | State | School | District | State |
| English | 36.5 | 52.2 | 49.0 | 37.3 | 55.4 | 51.1 | 30.4 | 49.9 | 48.6 |
| Mathematics | 37.2 | 53.1 | 45.2 | 39.9 | 55.3 | 46.8 | 41.2 | 55.8 | 49.9 |

API School Results

| | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
|---------------------------------|-------|-------|-------|-----------------------|
| Statewide Rank | 2 | 2 | 2 | |
| Similar Schools Rank | 5 | 3 | 3 | |
| All Students | | | | |
| Actual Growth | 9 | -10 | -9 | 604 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | 15 | 0 | -10 | 588 |
| African American | | | | |
| Actual Growth | -27 | 9 | -41 | 540 |
| Hispanic | | | | |
| Actual Growth | 35 | -21 | -5 | 591 |
| Caucasian | | | | |
| Actual Growth | 23 | -22 | 7 | 632 |
| Students with Disabilities | | | | |
| Actual Growth | - | 6 | -1 | 432 |
| English Learners | | | | |
| Actual Growth | - | -11 | -14 | 558 |

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 50 students with valid scores.

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 Programs

| | School | District |
|---------------------------------|-----------|-----------|
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2004-2005 |
| Year in PI (2007-08) | - | Year 3 |
| # of Schools Currently in PI | - | 2 |
| % of Schools Identified for PI | - | 8.00% |

CAHSEE By Student Group

| | English | | | Mathematics | | |
|---------------------------------|----------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 69.6 | 20.4 | 10.0 | 58.8 | 30.6 | 10.6 |
| Males | 72.5 | 18.9 | 8.6 | 56.2 | 31.8 | 12.0 |
| Females | 66.5 | 22.0 | 11.5 | 61.4 | 29.4 | 9.2 |
| African American | 80.8 | 15.4 | 3.8 | 71.2 | 23.1 | 5.8 |
| Hispanic | 74.5 | 19.6 | 6.0 | 63.8 | 28.1 | 8.1 |
| Caucasian | 60.9 | 21.9 | 17.2 | 50.7 | 34.9 | 14.5 |
| English Learners | 83.2 | 14.8 | 2.0 | 68.0 | 25.4 | 6.6 |
| Socioeconomically Disadvantaged | 70.8 | 21.6 | 7.6 | 62.2 | 27.0 | 10.8 |
| Students with Disabilities | 93.0 | 4.7 | 2.3 | 88.6 | 6.8 | 4.5 |

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

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.

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.

| Advanced Placement Classes | | |
|-----------------------------------|--------------|------------|
| | # of Courses | Enrollment |
| English | 2 | 77 |
| Fine and Performing Arts | 1 | 23 |
| Foreign Language | 1 | 23 |
| Mathematics | 1 | 8 |
| Science | 1 | 17 |
| Social Science | 2 | 100 |
| Totals | 8 | 248 |
| Percent of Students in AP Courses | | 12.3% |

SAT I Test Results

| | Grade 12 Enrollment | % Seniors Tested | Average Verbal | Average Math | Average Writing |
|----------|---------------------|------------------|----------------|--------------|-----------------|
| School | | | | | |
| 04-05 | 405 | 21.0% | 439 | 461 | 0 |
| 05-06 | 523 | 21.6% | 443 | 441 | 439 |
| 06-07 | 468 | 13.0% | 442 | 458 | 451 |
| District | | | | | |
| 04-05 | 4,986 | 0.35% | 514 | 527 | 0 |
| 05-06 | 5,395 | 0.34% | 497 | 511 | 493 |
| 06-07 | 5,999 | 0.31% | 484 | 502 | 483 |
| State | | | | | |
| 04-05 | 409,576 | 35.7% | 500 | 522 | 0 |
| 05-06 | 383,460 | 40.5% | 495 | 516 | 496 |
| 06-07 | 441,198 | 36.9% | 493 | 513 | 492 |

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 Enrollment | |
|--|------------|
| | Percentage |
| % of Student Enrollment in Courses Required for UC/CSU Admission | 58.6% |
| % of Graduates Who Completed All Courses Required for UC/CSU Admission | 24.0% |

* Duplicated Count (one student can be enrolled in several courses).

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.

http://edtech.guhhsd.net/textbooks/textbook_adoption.php

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

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.

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.

NCLB Compliant Teachers

| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
|----------------------------------|--|--|
| School | 70.3% | 29.7% |
| District | 74.0% | 26.0% |
| High-Poverty Schools in District | 0.0% | 0.0% |
| Low-Poverty Schools in District | 75.5% | 24.5% |

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.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 62 days to staff development annually for the past three years. Topics for staff development during the 2007/08 school year included:

- A Kinder, Gentler Classroom
- AP Workshop
- Conscious Classroom Management
- Data Analysis
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Diversity Training – Toward Equity
- Educational Benefits of a Teacher Website
- Edu-Soft Training
- Effective EL Strategies
- Evidence-Based Coaching for Peer Support
- Gang Awareness
- Geometry Assessment
- Google for Educators
- Literacy Training
- Making Vocabulary Stick At Any Level
- Nuts & Bolts of Teaching
- Outrageous Teaching!
- PLC English Workshops

- PLC Math Workshops
- PLC Science Workshops
- PLC Visual & Performing Arts Workshops
- PLC World Languages
- Poverty Training
- Reducing the Paperload
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Stop Bullying Now
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Unicorn Library Automated System Training
- Using Rubrics to Improve Student Learning
- Walk in the Shoes of a Student with AS
- Web 2.0 for Your Classroom
- WebQuests Made Easy
- Working With Challenging Students

District Expenditures

Grossmont Union High spent an average of \$9,030 to educate each student, based on 2006-07 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.

Expenditures per Pupil

| School | |
|---|---------|
| Total Expenditures Per Pupil | \$9,030 |
| From Restricted Sources | \$0 |
| From Unrestricted Sources | \$0 |
| District | |
| From Unrestricted Sources | \$0 |
| Percentage of Variation between School & District | N/A |
| State | |
| From Unrestricted Sources | \$4,943 |
| Percentage of Variation between School & State | N/A |

District Revenue Sources

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."

GEAR UP This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds is also used to provide college scholarships to low-income students. (Used to fund teachers, TAs, field trips, incentives, PSAT, school supplies, support staff and other college preparation activities for parents and students.)

CARL PERKINS/TECH PREP The purpose of Perkins is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy.

Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice. (Used to support Business, Media, and Telecommunications Pathways.)

State Programs

ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM Develop fluency in English and academic proficiency of English learners (Used to fund EI Coordination, Instructional Aides, and staff development for English Learners.)

AVID Designed to increase school-wide learning and performance and to ensure that all students, most especially the least served students in the middle, are capable of completing a college path.

ADVANCED PLACEMENT EXAMS AP programs provide incentives for public comprehensive high schools in California to provide GATE and other students access to rigorous, college-level courses.

CAHSEE Funding supports intensive instruction and services for eligible students in the class of 2007 and the class of 2008 who are required to pass the California High School Exit Examination (CAHSEE) and have failed one or both parts of the examination. Intensive instruction and services may include, but are not limited to, all of the following: individual or small group instruction; the hiring of additional teachers; purchasing, scoring, and reviewing diagnostic assessments; counseling; designing instruction to meet specific needs of eligible pupils; and appropriate teacher training to meet the needs of eligible pupils. (Used to fund CAHSEE support classes and support materials.)

GATE Provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools that have been identified as gifted and talented. Special efforts are made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities.

SCHOOL COUNSELORS Provides \$200 million to increase the number of counselors available for students in grades 7- 12. Ongoing funding.

10th GRADE COUNSELING The purpose of this program is to ensure that every student, upon reaching age 16 or prior to the end of the tenth grade, receives a review of academic progress and counseling related to educational options.

SCHOOL SAFETY & VIOLENCE PREVENTION

District To establish programs and strategies that promote school safety and emphasize violence prevention among children and youth in public schools. Funds may be used for conflict resolution personnel and training, communication devices, safety infrastructure, law enforcement collaboration, and other violence prevention purposes. (Used for School Resource Officer)

HOURLY PROGRAMS Used to fund extended day and summer school.

SAFE SCHOOLS Used to fund safety supplies and communication.

MAA Funds generated through the MediCal billing and enrollment process. Used for interventions and the Family Resource Center.

TUPE - Tobacco Use/ Prevention Education Grant

QEIA – Quality Education Investment Act Grant – used to support our PLC work and response to intervention pyramid.

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

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Parent Involvement

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. El Cajon Valley High School has two Open Houses (one in the fall and one in the spring), that are designed for parents to meet the teachers and learn about the classes and expectations. Student achievement is highlighted through the monthly Hall of Braves luncheons provided by our Culinary Arts program. Students are nominated from each department for their excellence and invited to attend a luncheon in their honor with their parents. An extensive school newsletter, "The Drumbeat", is sent home three times a year. El Cajon Valley also communicates regularly with both parents and the community through group emails that provide ongoing updates.

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 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 sponsored by the Gear-Up Program. 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.

Contact Information

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

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.

Average Salary Information
Teachers - Principal - Superintendent
2005-06

| | District | State |
|------------------------------|-----------|-----------|
| Beginning Teachers | \$33,932 | \$39,456 |
| Mid-Range Teachers | \$59,249 | \$66,091 |
| Highest Teachers | \$77,520 | \$82,529 |
| Elementary School Principals | - | - |
| Middle School Principals | - | \$104,975 |
| High School Principals | \$113,250 | \$116,464 |
| Superintendent | \$163,317 | \$171,138 |

| Salaries as a Percentage of Total Budget | | |
|--|-------|-------|
| Teacher Salaries | 37.8% | 37.4% |
| Administrative Salaries | 5.0% | 5.2% |

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

| Average Teacher Salaries | |
|---------------------------|----------|
| School & District | |
| School | \$67,854 |
| District | \$60,266 |
| Percentage of Variation | 12.59% |
| School & State | |
| All High School Districts | \$62,833 |
| Percentage of Variation | 7.99% |

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.