

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

Dear El Cajon Valley Parents and Students,

I want to welcome you to the 2008-2009 school year at El Cajon Valley High School. As always, the entire staff and I are looking forward to working with you and your students in achieving their high school goals.

Whether you are a returning student or new to ECV I want to encourage all of the students to get involved during their time here. Whether through sports, clubs or student government, getting involved is a sure way to increase student success in school and make high school a much more enjoyable experience. I also want to encourage parents to get involved. We have several opportunities for parents who wish to contribute to the success of their students and to the ECV community. These include serving with PTSA, the School Site Council, the English Learner Advisory Committee, the Family Resource Center, or just by attending school events. There is something for everyone. I want to let you know that we are looking forward to working with you as partners in the education of your children. Should you have any questions or feel the need to speak to someone about your child's progress I encourage you to contact their teachers, our Guidance Department, the Assistant Principals' office or myself to assist you.

This is an exciting time in the history of El Cajon Valley High School. ECV was the only high school in the county to receive a Quality Education Investment Act grant that which has 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.

On behalf of the El Cajon Valley staff, I wish you the best of luck in the upcoming school year.

Sincerely,

Paul Dautremont
Principal El Cajon Valley High School

School Profile

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.

El Cajon Valley High School is a comprehensive high school located in the city of El Cajon and is part of the Grossmont Union High School District. In 2007-08, 2110 students were enrolled in grades nine through twelve. ECVHS employs over 120 teachers, including six counselors, and a classified staff of over 50 to support our students. Our campus reflects the diverse cultural and socioeconomic makeup of the community. Many families settle in the community because of the affordable housing and the diversity in the community. Many of our students are recent immigrants, with the majority coming from Spanish speaking and Mid-Eastern countries.

ECVHS is a school-wide Title I program - 68.4% of our students (October 2008 CBEDS update) qualify for free or reduced lunch. The purpose of Title I funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

School Leadership: Leadership at El Cajon Valley is a responsibility shared between district administration, the Principal, Assistant Principals, instructional staff, students, and parents. The 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. Paul Dautremont is the Principal. Mr. Dautremont has 16 years of experience in education. He has held positions as a teacher and Assistant Principal prior to becoming El Cajon Valley High School'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
- Department Chairs
- Academy Leads
- School Site Council
- English Learners Advisory Committee (ELAC)
- Student Senate
- Navigation Team
- Program Coordinators
- Professional Learning Community Team Leads
- Parent Teacher Student Association (PTSA)
- Associated Student Body (ASB)
- Class Officers

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	11.3%
American Indian	0.8%
Asian	1.3%
Caucasian	33.3%
Filipino	1.5%
Hispanic or Latino	49.2%
Pacific Islander	1.0%
Multiple or No Response	1.7%

Curriculum and Instruction - The Base of the Pyramid of Interventions

Professional Learning Communities: All teachers are highly qualified and teach a rigorous, relevant curriculum within their area of expertise. Teachers work in teams of Professional Learning Communities 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?

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.

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/ne/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:

- | | |
|---|---|
| <input type="checkbox"/> Class Offices | <input type="checkbox"/> ECV Players |
| <input type="checkbox"/> German Club | <input type="checkbox"/> Leo's Club |
| <input type="checkbox"/> Library Club | <input type="checkbox"/> Christian Club |
| <input type="checkbox"/> Thought Magazine | <input type="checkbox"/> Hip Hop Club |
| <input type="checkbox"/> Dance Team | <input type="checkbox"/> Virtual Enterprise |
| <input type="checkbox"/> Marching Band | <input type="checkbox"/> Legend |
| <input type="checkbox"/> Peer Mentors | <input type="checkbox"/> Link Crew |
| <input type="checkbox"/> AVID 2009 | <input type="checkbox"/> Junior Achievement |
| <input type="checkbox"/> Club Chevere | <input type="checkbox"/> Elite Mathematics Club |
| <input type="checkbox"/> CARE Club | <input type="checkbox"/> Read and Discover |
| <input type="checkbox"/> Smoke Signal | <input type="checkbox"/> Academic League |
| <input type="checkbox"/> 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	467	466	504	4230	3656	3109
Suspension Rate	22.2%	23.2%	24.2%	17.3%	15.3%	12.8%
Expulsions	12	19	14	186	182	195
Expulsion Rate	0.6%	0.9%	0.7%	0.8%	0.8%	0.8%

Enrollment By Grade

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

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	563	528	537
10th	538	504	526
11th	484	510	545
12th	523	468	478

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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	24	20	25	37	58	52	19	33	14	10	6	21
Mathematics	21	21	25	32	42	37	8	15	17	1	3	4
Science	20	26	37	8	5	9	12	16	4	1	2	15
Social Science	37	24	37	6	19	12	17	28	15	16	6	24

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 100, 200, and 500 classroom buildings to include heating/air conditioning and upgraded technology. The onstruction of a new science building will be completed by Winter 2009.

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.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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 January 2009 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.

Safety

El Cajon Valley High School prides itself on having a safe, clean, and orderly campus. Students are expected to behave as respectful individuals while at school and during extra-curricular activities. Teachers, Campus Supervisors, classified employees, and administrators hold the students accountable for their behavior.

Positive adult role models affect the climate of the school. Disciplinary consequences are firm and fair. A myriad of interventions is available to see that students experience meaningful consequences. Additionally, in accordance with the education code, all teachers are notified of student suspensions/expulsions as well as of student who have been arrested for crimes of a violent nature.

There are several district programs for students who are considered "first offenders" in breech of drug, alcohol, or violence policies. STEP (System to Encourage Peace) is a three-day program for students involved in a first fight. These students attend this training on Chaparral's campus, the district's alternative school site. Here, students receive training in conflict resolution and anger management. Days absent from El Cajon Valley are counted as field trip days, so a student is not liable for attendance. Students who are caught with controlled substances or are under the influence as a first offense attend the PATH (Pointing Adolescents Towards Health), a five-day intervention, is held at Chaparral High School, and also codes absences from El Cajon Valley as field trip days. PASS, a program for students who have completed the PATH Program but have been caught a second time under the influence of a controlled substance or alcohol.

The Grossmont Union High School District employs the services of Interquest Canine Detection, an organization that trains and employs dogs as sniffing agents for alcohol, tobacco, drugs, or weapons. A full-time School Resource Officer employed by the El Cajon Police Department conducts investigations, participates on the school safety committee and assists in the coordinating and conducting emergency drills. The police department has filed El Cajon Valley's emergency plan and building configurations so they can then be immediately accessed should a situation arise.

Counseling & Support Staff

Results-based comprehensive guidance program: ECVHS offers a results-based comprehensive guidance program driven by the National Standards for School Counseling. There are six counselors and four academic advisors that service the four grade levels. Additionally, El Cajon Valley completed the final year in the federal Gear UP Grant whose main role is to prepare students for college/post-secondary education. The Gear Up staff members stay with their students from middle school through high school. The Counselors work closely with the Family Resource Center through the weekly interdisciplinary case-management team meetings and referral process to connect students and families to outside agencies that provide additional support services.

Family /Community Resources: The El Cajon Valley Family Resource Center operates with the mission of offering support, conducting outreach and providing information to the ECVHS community with the ultimate goal of improving student success. It is a collaborative effort between the school, families, and the community to provide services for our students and their families. The community partners provide referrals, resources, supervision, expertise, mentoring, college and career preparation, teen and parent mediation, and other mental health services.

It is the goal of El Cajon Valley High to assist students in their academic success as well as in their social and personal development. 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.

School-wide Risk Intervention and Student Support

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 school-wide programs are in place at El Cajon Valley High School:

- Brave Adventure (a summer program for incoming ninth graders)
- Freshmen Academics (English/Math teacher teams, small classes)
- Sophomore Study Skills incorporated into an extended year-long English class
- Comprehensive English Learner Program
- Special Education and Support Classes
- Extra support classes in core areas – during the school day & after school
- Alternative Education Programs on campus
- 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 tutorials and enrichment programs
- Link Crew, Peer Tutors & Mentors
- Family Resource Center
- Friday Night Live
- GEAR UP (college readiness program)
- Results-based comprehensive guidance program
- Research-based Professional Development

The table lists the support service personnel available at El Cajon Valley High.

Dropout & Graduation Rates

The CDE graduation rate for El Cajon Valley High School for 2006-2007 was 89.6%. Site data for graduation showed an increase of 55 students in the number of seniors who earned a diploma in 2007-2008. We have many support programs on campus to retain students and support them toward a successful graduation.

Drop-out Prevention: ECVHS has a full-time Drop-out Prevention Specialist (DPS) who works closely with the Administration, Guidance Department and Family Resource Center to improve student attendance. Positive attendance incentives include daily attendance recognition ("Be in it to win it") monthly perfect student attendance luncheons, and quarterly attendance recognition. To address students with chronic attendance issues, the DPS participates in Academic Intervention Meetings, SST meetings, and Case Management meetings to coordinate efforts with other staff members. In addition, the DPS establishes attendance contracts and participates in the SART/SARB process. Home visits and daily phone calls are used as well.

Graduation & Dropout Rates

	04-05	05-06	06-07
Dropout Rate	0.27%	2.18%	2.84%
Graduation Rate	93.80%	98.50%	89.60%

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 2007-08 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.

CAT-6

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

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Aides for Severely Handicapped	7	5
Assistant Principal	4	4
Athletic Director	1	.333
Attendance Clerk	2	2
AVID Tutor	10	As Needed
Band/Music Director	1	As Needed
Bilingual Instructional Assistant	8	5.2
Campus Supervisor	7	7
Career Specialist	1	.375
Case Manager	2	1.5
Categorical Programs Facilitator	1	1
Computer Instructional Assistant	1	As Needed
Computer Lab Aide	1	1
Computer Technician	1	1
Counseling Technician	4	4
Counselor	6	6
District Academic Coach	2	As Needed
EIA/LEP Instructional Coordinator	1	.333
Guidance Secretary	1	1
Learning Center Teacher	1	1
Librarian	1	1
Library Technician	1	1
Literacy Coach	1	.333
Math Coach	1	.333
Nurse	1	1
Prevention Specialist	1	1
School Psychologist	1	1
School Resource Officer	1	1
Special Education Aides	8	4.6
Speech Therapist	2	1.2
Teacher on Special Assignment	3	1
Technology Coordinator	1	.333
Title I Clerk	1	.5
Title I Coordinator	1	.2

Completion of High School Graduation Requirements

	School	District	State
African American	67.0%	*	*
American Indian	33.0%	*	*
Asian	100.0%	*	*
Filipino	70.0%	*	*
Hispanic or Latino	72.0%	*	*
Pacific Islander	67.0%	*	*
Caucasian	79.0%	*	*

* Data was not available at the time of publication.

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 2007-08 Test Results

9th Grade

School

School Overall	23.1%
School (Boys)	30.8%
School (Girls)	15.4%

District

District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%

State

State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*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.

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.

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.

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. 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.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	2	2	
Similar Schools Rank	3	3	1	
All Students				
Actual Growth	-10	-9	28	632
Socioeconomically Disadvantaged				
Actual Growth	0	-10	26	614
African American				
Actual Growth	9	-41	59	599
Hispanic or Latino				
Actual Growth	-21	-5	25	616
Caucasian				
Actual Growth	-22	7	29	661
Students with Disabilities				
Actual Growth	6	-1	39	471
English Learners				
Actual Growth	-11	-14	14	572

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	37.3	55.4	51.1	30.4	49.9	48.6	38.9	54.6	52.9
Mathematics	39.9	55.3	46.8	41.2	55.8	49.9	39.6	55.7	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	61.1	35.5	3.4	60.4	27.5	12.2
Male	67.6	29.9	2.5	59.8	29.9	10.2
Female	53.2	42.3	4.5	61.0	24.5	14.5
African American	69.6	30.4	-	76.1	15.2	8.7
Hispanic or Latino	62.2	34.9	2.9	61.2	29.6	9.2
White	57.6	37.1	5.3	55.6	27.8	16.5
English Learners	77.6	22.4	-	72.2	23.1	4.7
Socioeconomically Disadvantaged	66.1	31.8	2.1	61.9	26.6	11.4
Students with Disabilities	90.9	9.1	-	89.1	10.9	-

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. El Cajon Valley High School currently offers the following AP classes.

Art History	English Literature
English Language	Spanish Language
Spanish Literature	Calculus
European History	American History
Government	

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	75
Fine and Performing Arts	1	9
Foreign Language	1	29
Mathematics	1	24
Social Science	2	119
Totals	7	256
Percent of Students in AP Courses		2.9%

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 2007-08 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	92	107	105	1029
Without Full Credentials	1	0	0	24
Working Outside Subject	0	0	0	0

Misassignments/Vacancies				
	06-07	07-08	08-09	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

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 2007/08 school year:

New Courses Course Number(s) Department

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Cel Animation 1C, 2C B263/B264 Art
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Professional Musical Theatre
 Performer T510/T511 ROP
 Science 1, 2 Sheltered R023/R024 Science

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	55.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	22.5%

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

Career Technical Education Participation

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

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	986
What percent of the school's pupils complete a CTE program and earn a high school diploma?	69.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	25.5

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.

Vision: Career Technical Education engages all students in quality learning and teaching resulting in students mastering career and academic skills necessary to be productive and contributing members of the 21st century.

Mission: El Cajon Valley High School will deliver high quality programs endorsed by industry to prepare students for postsecondary success.

Goals for 2008-2009

El Cajon Valley High School will recruit and retain more students in the existing Video Production, Media and Business Pathways. The Photography, Video Production, and Printing and Graphics teachers will collaborate on developing alternative sequences in the Arts, Media and Entertainment Industry Sector.

Planning for new pathways in Welding and Biotechnology will continue by identifying staff teams (core and career pathway teachers, administrator and counselor), identifying industry advisory committees and refining pathway curriculum. Professional development for staff includes externships and skills training to implement current industry standards and practices in the classrooms.

To prepare for life after high school, students will participate in career/college development activities at each grade level to ensure that all students are ready for the transition after graduation.

Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, 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. 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://portal.guhhsd.net/GUHSD/depts/edserv/curriculum/textbook>

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
General Business 1/2	El Cajon Valley High School			
Virtual Enterprise 1/2/3	El Cajon Valley High School			
Restaurant Services	El Cajon Valley High School			
Graphics 1/2	El Cajon Valley High School			
Printing and Graphics	El Cajon Valley High School			
Video Production 1/2	El Cajon Valley High School			
Video Production 3/4	El Cajon Valley High School			
Accounting 1/2	El Cajon Valley High School			
Business and Computers	El Cajon Valley High School			
Welding	El Cajon Valley High School			
Photography 1/2	El Cajon Valley High School			
Photography 3/4	El Cajon Valley High School			

Additional Internet Access/Public Libraries

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

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 2006-07 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.

District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 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	\$9,711
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	\$5,300
Percentage of Variation between School & State	N/A

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	74.9%	25.1%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 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.

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 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

- AP Workshop
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Data Analysis
- Differentiated Instruction for the Teenage Brain
- Edu-Soft Training
- Effective EL Strategies
- Effective Teambuilding
- Equity & Diversity Training
- FACT Training
- Gang Awareness
- Health Workshop
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC Counselor Workshops
- PLC On-Site Support
- Poverty Training
- Principal/Asst. Principal Leadership Seminars
- ProACT Training
- Rebels With Applause: Motivating Reluctant Learners
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working With Challenging Students

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:

Federal Programs

ASSETS – 21st CCLC After School Safety and Enrichment for Teens. Funds after school enrichment programs for students and parent education activities

CARL PERKINS 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)

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 funds are also used to provide college scholarships to low-income students. (Used for director's salary, students services including tutors, data evaluation, PIQE, supplies, TAs, field trips, incentives, PSAT , college preparation activities)

***TITLE I: SCHOOL WIDE PROGRAM** - Upgrade the entire educational program of the school. The purpose of Title I funding is to "ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state assessments."

State Programs

Arts & Music Block Grant - May be used for the following purposes:

Implementing or increasing staff development opportunities, as necessary to support standards-aligned dance, music, theatre, and visual arts instruction, hiring of additional staff, or purchase of new materials, books, supplies, and equipment

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.

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)

***ECONOMIC IMPACT AID/ENGLISH LEARNER PROGRAM** - "Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant. A school shall use EIA funds to support programs and activities designed to assist English learners achieve proficiency in the English language and to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils. EIA-LEP is for ELs only (Used to fund EL Coordination, Instructional Aides, Materials/Supplies, postage, parent meetings and Professional Development for English Learners)

***ECONOMIC IMPACT AID/SCE** – EIA-SCE Helps educationally disadvantaged students succeed in regular program (Used to fund Instructional Aides for English Learners)

***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 who have been identified as gifted and talented. Used for conferences, books, field trips ,admissions, materials, and supplies

HOURLY PROGRAMS – funds academic support classes and tutorials in before and after school programs

Instructional Materials Block Grant – funds must be spent on locally adopted standards-aligned instructional materials and in-service training related to use of instructional materials.

MAA - Funds generated through the MediCal Billing and enrollment process. Used to fund Case Managers in Family Resource Center.

***QEIA** – Quality Education Investment Act Grant – used to support ECVHS' QEIA Alternative Plan

SAFE SCHOOLS -Used to fund safety supplies and communication

Supplemental School Counseling Program (799) - Provides \$200 million to increase the number of counselors available for students in grades 7- 12. Ongoing funding. Funds 2 counselors.

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.

TUPE - Tobacco Use/ Prevention Education Grant (.15 FTE to TUPE Coordinator for 3 years) Remainder materials, supplies, registrations to support program.

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		
2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

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. This is a nine week course for parents to help them understand all aspects of the high school experience. Parents who participate are honored with a certificate in a graduation ceremony at the conclusion of the program.

After meeting with the following parent groups:

PTSA, School Site Council, ELAC, Parent Support Group and soliciting additional parent input through the parent email group list, the following parent involvement policy was developed:

El Cajon Valley High School Parent Involvement Policy 08-09

Communication:

Provide home communication in a variety of media (phone calls, post mail, postcards, email, school website, home visits, flyers posted in complexes, churches, stores, etc.) and in key languages (English, Spanish, Arabic). Provide incentives for students to return information.

Improve the Parent Section on the school web site to include all important dates (student and parent activities) as well as information on all of the support programs and how to access them.

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

Parent Outreach & Education:

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

Create a parent-to-parent model of parent outreach and education.

Specific Parent Education Topics:

- ECVHS 101, school basics (Specific sessions for different language groups)
- Report Card 101, how to read and understand the report card
- Testing 101 – Standardized testing
- Student Support 101 – What is offered, how to access it, how to help your child succeed at school.
- Transcripts 101 – What does my child need to take to graduate and/or to go to college?
- College Preparation – Everything from applications to financial aid

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.

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.

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.

Average Teacher Salaries

School & District

School	\$65,244
District	\$64,549
Percentage of Variation	1.07%

School & State

All High School Districts	\$65,574
Percentage of Variation	0.51%

