



EL CAPITAN HIGH SCHOOL

10410 Ashwood St., Lakeside, CA 92040 • 938-9100

Bill Sullivan, Principal

School Accountability Report Card

Principal's Message

The staff and administration at El Capitan High School are committed to providing a positive and safe learning environment for all students. Since it's opening in 1959, El Capitan has taken great pride in its accomplishments of rigorous academic achievements and extracurricular programs. El Capitan values not only high academic and behavioral standards, but encourages diverse perspective within a framework of respect. The staff will continue to build on past successes to create an educational environment where students can reach their full potential as individuals. It is the goal of the administration, with the support of an outstanding staff, to continue to work on improving relevant curricula, create programs which stress high levels of integrated skills and a mastery of technology, and expand a positive working relationship with our parents, community members, and local client schools.

School Profile

El Capitan is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections, cross-cultural curriculum, and class and club involvement which includes, but is not limited to, the Positive Movement Club, the Spanish Club, the French Club, California Scholarship Federation, the Insight program, Peer Tutoring, and Peer Mediation. During 2007/08, 1,907 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.5%
American Indian	3.7%
Asian	0.6%
Caucasian	74.3%
Filipino	1.3%
Hispanic	15.9%
Pacific Islander	0.3%
Multiple or No Response	2.3%

Discipline & Climate for Learning

Students at El Capitan are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of El Capitan discipline program is to provide a safe and violent-free learning environment for all students and staff. 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.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	222	314	257	4000	4230	0
Suspension Rate	11.4%	16.2%	13.6%	16.0%	17.3%	0.0%
Expulsions	10	7	12	160	186	0
Expulsion Rate	0.5%	0.4%	0.6%	0.6%	0.8%	0.0%

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: Newspaper, Yearbook, Peer Tutoring, 3D Art Club, Academic Decathlon, Academic League, Art Club, Auto Club, AVID, Band, Book Club, Calculus Club, Choral Club, Class Officers, CSF, Dance Team, Drama Club, DV Production Club, El Capitan Skills USA, Faith Club, Fashion Club, FFA, Floral Design, French Club, V-Team Freshman Orientation, Homemaking Club-FACS, Humanities Club, Interact Club, Key Club, Otaku Seijitsu-Na, Photo Club, Physics Club, Ping Pong Club, Press Club, Really Loud Gold Crowd, Science Club, Spanish Club, Specialty Core, Sports Medicine, Vaquero Marketing, Woodchuck Club, Young Republicans 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: Cheer, Cross Country (b/g), Golf (b/g), Field Hockey, Football, Tennis (b/g), Volleyball (b/g), Water polo (b/g), Basketball (b/g), Soccer (b/g), Softball, Wrestling, Baseball, Gymnastics, Swim (b/g), and Track (b/g). El Capitan recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies, by their classroom teachers, athletic and club banquets, Senior awards night, and graduation ceremony.

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	639	508	516
10th	499	531	448
11th	450	449	503
12th	365	450	419

Enrollment By Program

During the 2005/06 school year 1939 students were enrolled at El Capitan High, of which 13% were students with disabilities, 4% were English Learners, and 18% 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	19	24	22	82	47	52	18	13	24	24	28	17
Mathematics	21	25	22	51	43	47	12	3	23	21	29	14
Science	21	27	26	22	9	10	8	13	11	17	16	18
Social Science	26	30	28	24	15	16	11	4	15	38	45	33

Instructional Time (includes Minimum days)

For the 2005/06, El Capitan offered 180 days of instruction, comprised of 153 regular days. The additional 27 minimum days were utilized for Professional Learning Communities, WASC, and site specific staff development. 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	68,397

School Facilities

El Capitan was originally constructed in 1959 and is comprised of 82 classrooms, 1 gym, 1 cafeteria, 1 library, 1 staff lounge, 4 computer labs, and 4 playgrounds. Recent remodeling included utility upgrades.

Cleaning Process: The principal 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.

Safe School Plan

Safety of students and staff is a primary concern of El Capitan. 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 June of 07 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by classified staff, and classified and certificated staff supervise students during lunch. There is a designated area for student drop-off and pick-up. Visitors (must sign in and receive a visitor's pass at the administration office. Parent drop-off areas are designated at the bottom of the access road in front of the tennis courts. Visitor parking is designated in the staff parking lot and labeled visitor parking.

Counseling & Support Staff

It is the goal of El Capitan 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 Capitan High.

At Risk Interventions

El Capitan provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at El Capitan include: CAHSEE prep in Math and ELA, summer school for remediation, and Algebra support.

Dropout & Graduation Rates

El Capitan believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: before and after school tutorial conducted by highly qualified teachers within their specific subject areas, Foundations for Algebra classes for students struggling with the Basic Algebra requirement (concurrent enrollment with Algebra), California High School Exit Examination Preparation courses, attendance intervention team, Insight program for at-risk students, and the continued expansion of the Family Resource Center.

	Graduation & Dropout Rates		
	03-04	04-05	05-06
Dropout Rate	1.78%	1.28%	1.39%
Graduation Rate	88.90%	84.70%	89.50%

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.**

Advanced Placement Classes

El Capitan High encourages students to continue their education past high school. El Capitan 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	1	88
Fine and Performing Arts	1	39
Foreign Language	1	43
Mathematics	1	27
Science	1	28
Social Science	3	125
Totals	8	350
Percent of Students in AP Courses	18.6%	

UC/CSU Course Completion

Students at El Capitan 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	65.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	32.4%

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

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.

Career Technical Education (CTE) Programs

El Capitan career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at El Capitan have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: COIN 3, Got Plans Career/College night, ASVAB, career center, career speakers, college representatives, incoming freshman four year plan, 10th grade review & college plan.

School Leadership

Leadership at El Capitan is a responsibility shared between district administration, the principal, 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 3.5 years, leadership duties were assumed by Principal Patrick Price. Principal Pat Price has 30+ years of experience in education with positions as assistant principal, and classroom teacher. 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: principal, assistant principals, department chairpersons, head of guidance, manager of school facilities, school resource officer, ASB advisor, and athletic director.

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.guhsd.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.

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).

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	45	42	52	35	39	37	34	31	40	36	35	31	32	28	37
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	36	37	44	27	29	34	25	25	32	37	36	34	29	30	36
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	55	48	62	43	47	41	45	38	49	34	35	27	35	27	37
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	27	24	29	20	20	19	16	22	23	28	24	15	22	17	27
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
	American Indian														
School	53	29	42	18	23	33	* 0	25	9	31	14	* 9	33		
District	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27
State	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30
	Hispanic														
School	26	26	37	18	27	16	29	15	30	27	36	19	23	26	26
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	49	48	56	38	42	41	36	35	42	39	36	34	33	31	39
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	7	8	8	0	4	4	2	5	9	4	6	3	4	2	5
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	8	7	0	12	7	3	* 0	9	29	21	4	* 25	9		
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.*

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.*

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.

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).

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	6	5	5	
Similar Schools Rank	1	1	1	
All Students				
Actual Growth	4	8	14	705
Socioeconomically Disadvantaged				
Actual Growth	17	13	-11	614
Hispanic				
Actual Growth	-13	42	-23	645
Caucasian				
Actual Growth	6	5	20	719
Students with Disabilities				
Actual Growth	-	11	33	484

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.

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.

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.

CAHSEE By Subject

	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	47.5	52.2	49.0	52.5	55.4	51.1	43.4	49.9	48.6
Mathematics	60.4	53.1	45.2	56.4	55.3	46.8	52.5	55.8	49.9

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56.6	25.1	18.3	47.5	39.5	13.0
Males	60.3	24.8	15.0	43.8	42.5	13.7
Females	52.6	25.4	22.1	51.6	36.2	12.2
American Indian	53.3	40.0	6.7	53.3	46.7	0
Hispanic	69.7	20.2	10.1	65.2	25.8	9.0
Caucasian	53.4	25.9	20.8	42.8	42.4	14.8
English Learners	81.8	15.9	2.3	75.0	20.5	4.5
Socioeconomically Disadvantaged	72.4	17.3	10.2	62.5	31.2	6.2
Students with Disabilities	91.1	8.9	0	86.4	13.6	0

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	

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%

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. El Capitan offers a college admission test onsite PSAT one time per year. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	365	29.3%	543	544	0
05-06	450	27.8%	499	520	497
06-07	419	21.5%	506	527	494
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

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

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 Capitan 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	69.4%	30.6%
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 Capitan receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application) SIP, lottery, Carl Perkins, GATE, MAA, AVID, 861, Library & Tech, art, music, dropout prevention, tobacco (TUPE), and tutoring.

Parent Involvement

El Capitan greatly benefits from its supportive parents who volunteer. The school has a strong base of over 300 parent volunteers who assist when called on. Parents are also welcome to join PTSA, athletic boosters. The school also benefits from several community partnerships, including Lakeside Stadium Association, Lakeside Planning Commission, and Barona Band of Mission Indians.

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%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Marissa Vidger at (619) 938-9100.

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%