

Grossmont Union High School District

El Capitan High School

2008-2009 School Accountability Report Card

**Sue Emerson,
Principal**

**School Address:
0410 Ashwood
St.**

**Lakeside, CA
92040-2406**

619-938-9100

**Robert Collins,
Superintendent**

**District Address:
1100 Murray Dr.
El Cajon, CA
92020-5664**

(619) 644-8000

www.guhsd.net/

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 50 years of 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, provide post-secondary preparation, 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, California Scholarship Federation, the Insight program, and Peer Mentoring. During 2008/09, 1,855 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. Teachers meet weekly as Professional Learning Communities to improve student achievement. SMART Goals are set annually based upon achievement data.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.9%
American Indian	2.4%
Asian	0.3%
Caucasian	65.8%
Filipino	0.7%
Hispanic or Latino	16.7%
Pacific Islander	0.2%
Multiple or No Response	12.9%

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. El Capitan is implementing the district wide Character Counts program. All coaches are required to complete this program.

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 (Press Club), Yearbook, Peer Mentors, 3D Art Club, Academic League, Animal Rights Club, Anime Club, Auto Club, AVID, Band, Barbell Club, Calculus Club, Cheer, Chef's Club, Choral Club, Class Officers, CSF, Dance Company, Dance Team, Digital/Video Production, Drama Club, Ensemble Club, Environmental Club, Faith Club, Fashion Club, Finer Things Club, Fishing Club, FFA, Floral Design, Friday Night Live Club, Friends of Rachel, GSA, Homeless Club, Humanities Club, Interact Club, Invisible Children, Key Club, Link Crew, Military Club, Photo Club, Physics Club, Positive Movement Club, Press Club, Really Loud Gold Crowd, Roots and Shoots Club, RPG Club, Science Club, Space 1261- Art Club, Spanish Club, Specialty Core, Sports Medicine, and Woodchuck 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), LaCrosse (b), 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.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	252	207	192	3656	3109	3856
Suspension Rate	13.4%	10.9%	10.2%	15.3%	12.8%	15.6%
Expulsions	12	7	8	182	195	230
Expulsion Rate	0.6%	0.4%	0.4%	0.8%	0.8%	0.9%

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	516	468	443
10th	448	504	486
11th	503	472	481
12th	419	457	467

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	22	22	20	52	54	64	24	13	11	17	28	28
Mathematics	22	22	22	47	49	44	23	17	13	14	20	19
Science	26	27	30	10	12	7	11	5	5	18	21	24
Social Science	28	28	30	16	20	16	15	6	8	33	45	39

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 2008/09 school year:

New Courses Course Number(s) Department
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Cel Animation 1C, 2C B263/B264 Art
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Performer T510/T511 ROP
 COURSES PENDING UC APPROVAL
 History IB HL1 S096/S097

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 Professional Musical Theatre
 Science 1, 2 Sheltered R023/R024 Science
 Environmental Design I & II J140/J141

Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, 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>

Additional Internet Access/Public Libraries

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

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. In addition to traditional academic counseling, El Capitan High School has an on-site Family Resource Center. The table lists the support service personnel available at El Capitan High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Attendance Clerk	2	
AVID Tutor	4	
Guidance Secretary	1	
Guidance/Academic Counselor	7	
Librarian	1	
Nurse	1	
Psychologist	1	
Social Worker	1	
Speech/Language/Hearing Specialist	1	

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 2009-10 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	82	80	82	1080
Without Full Credentials	2	1	0	8
Working Outside Subject	0	0	9	22

	Misassignments/Vacancies		
	07-08	08-09	09-10
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

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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	75.3%	24.7%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

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:

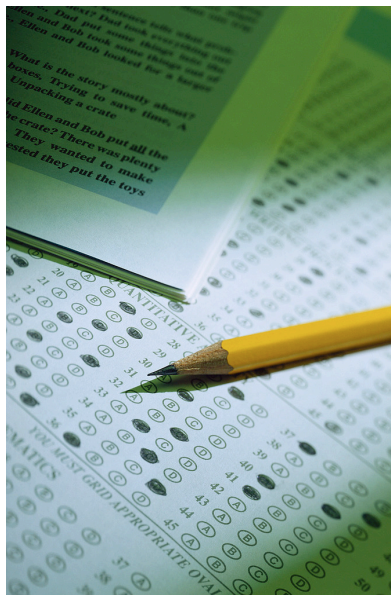
- Acupuncture and Nutrition
- Algebra Workshop
- Asperger's Syndrome
- Assistant Principal Apprenticeship Program
- Assistant Principal Leadership Seminar
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- EL Workshop
- Equity & Diversity Training
- Gang Awareness
- Literacy Assessment
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers, Papers, Papers -- Handling the Paperload
- PLC On-Site Training
- Poverty Training
- Principal Leadership Seminar
- ProACT Training & Refresher
- Rebels With Applause -- Motivating Reluctant Learners
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working and Communicating Effectively with Colleagues
- Working With Challenging Students, Parts I & II

Parent Involvement

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Marissa Tachiquin, Administrative Assistant, at (619) 938-9112. Individual teacher and staff contact information may be found on our school website at <http://elcapitan.guhds.net/>.



California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	43	42	47	43	44	47	43	46	50
Mathematics	25	22	28	22	23	29	40	43	46
Science	29	37	39	32	41	46	38	46	50
History/Social Science	33	38	49	32	37	43	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	24	13	*	33
American Indian	22	26	44	42
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	36	19	26	37
Pacific Islander	*	*	*	*
Caucasian	52	31	42	52
Males	42	28	40	53
Females	53	28	38	44
Socioeconomically Disadvantaged	32	24	20	35
English Learners	5	6	8	13
Students with Disabilities	14	13	8	20
Migrant Education	*	*	*	*

*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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	5	5	5	
Similar Schools Rank	1	1	1	
All Students				
Actual Growth	14	9	25	739
Socioeconomically Disadvantaged				
Actual Growth	-11	14	51	679
Hispanic or Latino				
Actual Growth	-23	3	38	686
Caucasian				
Actual Growth	20	11	24	754
Students with Disabilities				
Actual Growth	33	6	39	535

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.5%	24.7%	62.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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 (2009-10)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	43.4	49.9	48.6	56.2	54.6	52.9	51.0	51.8	52.0
Mathematics	52.5	55.8	49.9	58.7	55.7	51.3	62.8	58.4	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	49.0	31.9	19.1	37.5	42.9	19.7
Males	52.0	35.4	12.6	32.4	42.8	24.8
Females	45.6	28.2	26.2	42.9	42.9	14.1
American Indian	44.4	27.8	27.8	35.3	41.2	23.5
Hispanic or Latino	66.3	26.1	7.6	58.7	28.3	13.0
Caucasian	44.1	33.1	22.8	28.7	49.5	21.9
English Learners	74.5	14.5	10.9	56.4	29.1	14.5
Socioeconomically Disadvantaged	72.3	20.8	6.9	54.9	34.3	10.8
Students with Disabilities	87.2	10.6	2.1	75.0	20.8	4.2

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 2008-09 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.

Completion of High School Graduation Requirements			
	School	District	State
African American	83.3%	*	*
American Indian	76.5%	*	*
Asian	66.7%	*	*
Filipino	60.0%	*	*
Hispanic or Latino	65.0%	*	*
Pacific Islander	33.3%	*	*
Caucasian	76.6%	*	*

* Data was not available at the time of publication.

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
Science	1	32
Social Science	2	148
English	2	140
Fine and Performing Arts	1	43
Foreign Language	1	54
Mathematics	1	31
Totals	8	448
Percent of Students in AP Courses		4.5%

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.

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	68.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	55.1%

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

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 Algebra requirement (concurrent enrollment with Algebra) and a similar foundations for Geometry classes, Foundations for English at the Freshman level, 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			
	05-06	06-07	07-08
Dropout Rate	1.40%	2.20%	1.20%
Graduation Rate	95.30%	92.30%	96.60%

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?	998
What percent of the school's pupils complete a CTE program and earn a high school diploma?	76.4
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	24.7

Career Technical Education (CTE) Programs

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

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
Auto Tech	Site			
Drafting	Site			
Construction	Site			
Cabinetmaking	Site			
Agriculture Business	Site			
Animal Science	Site			
Agriculture Biology	Site			
Video Production	Site			
Photo	Site			
Child Development	Site			
Sports Medicine	Site			
Floral	Site			
Plant and Soil Science	Site			
Culinary Arts	Site			
California Agriculture	Site			
Large Animal Science	Site			
Farm Shop	Site			

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 November of 2009 by the School Safety Committee. The plan was revised to coordinate with other district schools as well as our feeder district using the East Region Readiness and Emergency Management for Schools Model. Administrators received extensive training. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock-down 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.

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. School facilities have been benefited greatly from Prop. H work. Five buildings have been modernized to date. With the recent passing of Prop. U, this will continue modernization for our campus. A new science building is under construction and is scheduled to be completed early in 2010. Plans are underway for subsequent modernization efforts.

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

Maintenance and Repair: District maintenance staff ensures that 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.

School Facility Conditions

Date of Last Inspection: 11/23/2009

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			Bldg. 1300 staff RR - Womens - exhaust fan noisy, motor may be frozen. Rm. 923 - Thermostat cover missing.
Interior		X		Rm. 1151 - Stained ceiling tiles. Rm. 1260 - Floor tiles missing throughout. Rm. 1262 - Plaster damage at the wall corners. Rm. 1371 wood shop - Ceiling tiles missing / stained in the classroom. Rm. 1373 - Damage at several walls. Rm. 1500 ASB - Exterior plaster damage - south wall. Rm. 1405 - Ceiling tiles damaged. Rm. 1404 - Ceiling tiles damaged, graffiti. Rm. 923 - Stained ceiling tiles, acoustic walls tiles missing. Rm. 922 - Stained ceiling tiles. Rm. 921 - Ceiling tiles missing at abandoned HVAC and wall. Bldg. 900 cust / elec - Wall damage. Rm. 927 - Floor tiles missing. Rm. 403 - Stained ceiling and wall tiles. Career center - Stained ceiling tiles. Attendance - Stained ceiling tiles. Finance - Ceiling tiles stained. Gym - Vinyl at ceiling hanging in several areas. Girls PE - Ceiling tiles missing / damaged, hole in terrazzo (south) trip hazard. Weight rm. - Severe ceiling damage. Wrestling rm. - Ceiling tiles damaged. Boys locker rm. - Wall damage at all walls. Rm. 20 - Ceiling tiles hanging. Rm. 9 - Cover base missing at east wall. Relo. RR - Boys - numerous ceiling tiles missing, boys and girls - floor seams separating, east staff - floor damaged. Rm. 380 choir - Flooring damaged throughout the classroom. Rm. 381 - Numerous ceiling tiles missing. AG Classroom - Stained ceiling tiles, tiles missing.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Rm. 927 - Office needs cleaning. Rm. 926 - The teaching area very cluttered. Career center - Window sills need cleaning. Rm. 383 - Equipment rm. needs cleaning.
Electrical		X		Rm. 1150 - Receptacle hanging from the wire mold on the east wall. Rm. 1152 - Receptacle broken on the east wall. Rm. 1151 - 2x4 Cover plate missing at the east wall. Rm. 1371 wood shop - Wire diffuser hanging. Rm. 1373 - Switch plate cover missing in the tool rm., wire diffusers hanging. Shop office - Switch plate cover broken. Rm. 1500 ASB - Diffuser missing in the office. Rm. 1405 - 3 Lights out, 4 diffusers missing, extension cord across the doorway. Rm. 1406 - 1 Light out, 1 light flickering, 2 diffusers missing. Rm. 1404 - No light diffusers or tube protectors. Rm. 1403 - No diffusers or tube protectors. Elec @ rm. 704 - Maintain 5 ft. clearance in front of high voltage elec. panels. Staff lounge - 1 Diffuser missing. Rm. 920 - Diffuser missing. Bldg. 900 cust / elec - Electrical panels blocked. Rm. 1402 - 2 Lights out, all diffusers missing - no tube guards. Rm. 1401 - All diffusers missing - no tube guards. Rm. 603 - Exterior north wall - conductors exposed - possibly irrigation controls. Library - 4 diffusers missing, 5 lights out, several lights flickering. Bldg. 500 mens RR - 1 Diffuser cracked, 1 diffuser missing from breezeway light. Bldg. 500 high voltage elec. rm. - Receptacle missing - exposed conductors. Finance - 1 Diffuser cracked. Book rm. 405B - Extension cords taped across the path of travel. Gym - Diffuser missing in the lobby. Coaches office - Wire diffuser hanging at the south office. Weight rm. - 2 Light out, 1 diffuser cracked, 1 diffuser missing. Rm. 25 - Steel ramp not grounded. Rm. 20 - Steel ramp not grounded, 1 diffuser hanging. Rm. 9 - 1 Light out. Rm. 2 - 1 Diffuser missing. Rm. 380 choir - 3 Diffusers missing in instrument storage, east light switch not operating, 1 diffuser missing in the classroom. AG Classroom - 3 Diffusers missing.
Restrooms/Fountains		X		Bldg. 900 boys RR - 2 Exterior drinking fountains - no handles. Bldg. 500 mens RR - 1 Exterior drinking fountain handle missing. Boys locker rm. - Utility sink - no faucet handles. Pool - 2 Exterior drinking fountains low pressure. Boys locker rm. - 1 Toilet leaking at the floor. Coaches rm. - Toilet partitions rusted.
Safety (Fire Safety, Hazardous Materials)	X			Rm. 1151 - No F.E. Rm. 1260 - No F.E. Rm. 1404 - No FE. Boiler rm. - No fire extinguisher. Rm. 3 - No fire extinguisher. Rm. 383 - No fire extinguisher. Rm. 380 choir - No fire extinguisher. Bldg. 300 mech. - Fire extinguisher missing. Rm. 381 - No fire extinguisher. Rm. 1151 - Peeling paint at the east rafters. Rm. 1260 - Peeling paint at the rafter tails. Rm. 1404 - Peeling paint on the siding. Staff lounge - Peeling paint at the toilet walls - mens, all walls - womens. Rm. 921 - Peeling paint at the light switch. Coaches office - Peeling paint at the radiator in the center office. Weight rm. - Numerous glass jalousies missing. Wrestling rm. - Peeling paint at walls in the north rm. Coaches rm. - Peeling paint at the walls. Equipment rm. 2 - Peeling paint at the mechanical unit / duct.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Rm. 1403 - Concrete damage at the doorway - trip hazard. Bldg. 800 cust. - Concrete damaged, trip hazard. Bldg. 1300 staff RR - Womens - door jamb rotten / damaged. Elec @ rm. 704 - Lock cylinder spinning on north door. Bldg. 900 womens RR - Door jamb rotten. Bldg. 900 boys RR - Door jamb rotted. Rm. 383 - East door jamb damaged. Rm. 380 choir - Door jamb damaged. RR at AG - Door at the mens RR delaminating. AG work shop - Wire glass to the office cracked, south exterior door damaged.

District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 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	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

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, EIA/ LEP, EIA Compensatory Education, Carl Perkins via ROP, GATE, MAA, AVID, 861, Library & Tech , Art and Music Grant, Safe School Funds, Ag Incentive Grant, Tobacco (TUPE), Project Shield, CAHSEE Funding and Supplemental Instruction.

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		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	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.

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 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.

Average Teacher Salaries	
School & District	
School	\$69,856
District	\$68,475
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%