# El Capitan High School
## School Accountability Report Card
## Reported Using Data from the 2014-15 School Year
### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

**Contact Information (Most Recent Year)**

| School Contact Information | |
|---|---|
| **School Name** | El Capitan High School |
| **Street** | 100 West Farmland Ave |
| **City, State, Zip** | Merced, CA 95348 |
| **Phone Number** | 209-384-5500 |
| **Principal** | Anthony Johnson |
| **E-mail Address** | ajohnson@muhsd.org |
| **Web Site** | http://echs.muhsd.org/ |
| **Grades Served** | 9-12 |
| **CDS Code** | 24-65789-127373 |

| District Contact Information | |
|---|---|
| District Name | Merced Union High School District |
| Phone Number | 209-385-6412 |
| Superintendent | Alan Peterson |
| E-mail Address | apeterson@muhsd.org |
| Web Site | muhsd.org |

**Principal's Message:**

Greetings,

Last school year was a great one where we saw students excel in the classroom, on the playing field, in competition and in our community.  Thanks to the hard work of our students, teachers and support staff, our students ranked first or second in every academic category in our district including 1st overall in Preliminary SAT scores which colleges use as an indicator for student readiness. In athletics, we had four conference champions and a quite a few other great seasons.  Additionally, we boasted a 96% attendance rate and a 96% student involvement rate!

This year we will continue to improve leading up to our very first graduating class! Or at least the first graduating class in over 50 years. We will also implement a college and career day the 1st Wednesday of each month. This is a day we will use to encourage staff and students to wear college gear that represents their alma maters and/or their favorite colleges and universities and or dress to impress for your career of choice. .

Lastly, this past year we saw a tremendous number of students get involved by providing service for their fellow classmates through mentoring as well as in our community.  This year we want to encourage all students to get involved in serving their community.  Our staff, parents and community have been extremely supportive in helping our school get off of the ground very quickly and efficiently and we want to give back.  This year's school hashtag is #ecgauchosgiveback.  When you see a Gaucho doing something positive and serving in our school or community, please #ecgauchosgiveback as you post to your social media platform of choice. Let's continue to tell our story.

Always remember...
Gauchos Demonstrate Integrity
Gauchos Show Compassion
Gauchos Have Pride in Their School and Community

& WE ARE GAUCHOS!

Go Gauchos!

Anthony H. Johnson, Ed.D.
Principal
El Capitan High School
(209) 384-5500
ajohnson@muhsd.org
"Learn, Love, Lead & Leave a Legacy"


Mission Statement:  El Capitan High School is committed to developing 21st century leaders who demonstrate integrity, honor, and compassion as they gain the academic and technological skills needed to achieve excellence in college and career.

Vision Statement:  Learn, Love, Lead, and Leave a Legacy

School Description:  El Capitan High School is the sixth comprehensive high school in the Merced Union High School District and the third comprehensive high school built in the city of Merced.  It is the district's first 1:Web school, with a "bring your own device" option, or the option of using the school supplied Google Chromebook.  All students will have their own device to use at school and at home.  The school is located in North Merced close the UC Merced campus.  The school opened on August 19, 2013 for freshman and sophomore students.  An additional grade level was added for the 2014-2015 and 2015-2016 school years.   El Capitan is rich in diversity:  the multitude of ethnicities, backgrounds, languages spoken, and cultural heritages represented in the student population are a source of strength and learning at the school.

**Student Enrollment by Grade Level (School Year 2014-15)**

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 436 |
| Grade 10 | 394 |
| Grade 11 | 292 |
| Grade 12 | 2 |
| Total Enrollment | 1,124 |

**Student Enrollment by Group (School Year 2014-15)**

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 5 |
| American Indian or Alaska Native | 0.7 |
| Asian | 12.5 |
| Filipino | 1.7 |
| Hispanic or Latino | 61.2 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 17.8 |
| Two or More Races | 0.9 |
| Socioeconomically Disadvantaged | 73.6 |
| English Learners | 10.1 |
| Students with Disabilities | 9.5 |
| Foster Youth | 1.8 |

# A. Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| **With Full Credential** | 28 | 27 | | |
| **Without Full Credential** | 3 | 4 | | |
| **Teaching Outside Subject Area of Competence (with full credential)** | 7 | 11 | | |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 2 | 1 | |
| **Total Teacher Misassignments \*** | 5 | 12 | |
| **Vacant Teacher Positions** | 0 | 2 | |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 94.6 | 5.4 |
| **All Schools in District** | 95.8 | 4.2 |
| **High-Poverty Schools in District** | 95.8 | 4.2 |
| **Low-Poverty Schools in District** | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** 2015, December

Pursuant to the settlement of Williams vs. the State of California, the Merced Union High School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. El Capitan High School is a one:web school. Technology devices at El Capitan (Chromebooks) are used in place of the district books list. Students can have access to the hard copies if needed. The main textbooks used within the district are listed below.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Grades 9-12: High Point, Hampton Brown 2001 (Adopted 2007)<br>Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008)<br>Grade 12: Thomas Learning - 2007 (Adopted)<br>Grade 11: VHPS 2007 (Adopted)<br>Grade 9-10: Xtreme Reading, Strategic Learning Center 2009 (Adopted 2009) (GVHS 9-11)<br>Grades 9-12: Holt 2004 (Adopted)<br>Grades 9-12: Edge,Hampton Brown 2009 (Adopted 2010) | Yes | 0.0 |
| **Mathematics** | Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008)<br>Grades 10-12: Geometry, McDougal/Littell 2007 (Adopted 2008)<br>Grades 11-12: Prentice Hall 2007 (Adopted)<br>Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted)<br>Grade 12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009)<br>Grade 9: Algebra Readiness, McDougal/Littell 2008 (Adopted 2009)<br>Grade 9-12: Algebra 1, Prentice Hall 2001 (Adopted 2005) | Yes | 0.0 |
| **Science** | Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008)<br>Grade 10: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009)<br>Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002)<br>Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002)<br>Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002)<br>Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) | Yes | 0.0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **History-Social Science** | Grade 12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007)<br>Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007)<br>Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007)<br>Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007)<br>Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007)<br>Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999)<br>Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999<br>Grade 10: World History the Modern World 2007<br>Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004)<br>Grade 10: Modern World History, West Publishing 1999, (Adopted 2005)<br>Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006)<br>Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS)<br>Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS) | Yes | 0.0 |
| **Foreign Language** | Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008)<br>Grades 9-12: Santillana USA 2007 (Adopted 2007)<br>Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006)<br>Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997)<br>Grades 9-12: Punjabi (Adopted 2006)<br>Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted)<br>Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005) | Yes | 0.0 |
| **Health** | Grade 9: Health, Prentice Hall 2007 (New Edition 2008) | Yes | 0.0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Visual and Performing Arts** | Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007)<br>Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999)<br>Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995<br>Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000)<br>Grades 9-12: Foundations of Restaurant Management and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS) | Yes | 0.0 |
| **Science Laboratory Equipment (grades 9-12)** | All textbooks are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials<br><br>School provides an adequate supply of lab equipment for its students. | Yes | 0.0 |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

El Capitan High School was constructed in 2013. The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

Cleaning Process: El Capitan High School provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair: A scheduled maintenance program is administered by El Capitan High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

The chart below displays the results of the most recent school facilities inspection.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/1/2015 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | | X | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | X | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

**Overall Facility Rating (Most Recent Year)**

| Year and month in which data were collected: 12/1/2015 | | | | |
|---|---|---|---|---|
| **Overall Rating** | **Exemplary** | **Good** | **Fair** | **Poor** |
| | | X | | |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|---|---|---|---|
| | School | District | State |
| **English Language Arts/Literacy** | 56 | 48 | 44 |
| **Mathematics** | 21 | 20 | 33 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Assessment Results - English Language Arts (ELA)
### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | 11 | 282 | 278 | 98.6 | 18 | 26 | 41 | 15 |
| **Male** | 11 | 282 | 140 | 49.6 | 21 | 29 | 36 | 14 |
| **Female** | 11 | 282 | 138 | 48.9 | 14 | 22 | 45 | 17 |
| **Black or African American** | 11 | 282 | 19 | 6.7 | 42 | 16 | 42 | 0 |
| **American Indian or Alaska Native** | 11 | 282 | 5 | 1.8 | -- | -- | -- | -- |
| **Asian** | 11 | 282 | 38 | 13.5 | 8 | 21 | 45 | 26 |
| **Filipino** | 11 | 282 | 3 | 1.1 | -- | -- | -- | -- |
| **Hispanic or Latino** | 11 | 282 | 157 | 55.7 | 20 | 31 | 38 | 10 |
| **White** | 11 | 282 | 52 | 18.4 | 12 | 17 | 44 | 27 |
| **Two or More Races** | 11 | 282 | 4 | 1.4 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 11 | 282 | 213 | 75.5 | 22 | 31 | 36 | 10 |
| **English Learners** | 11 | 282 | 12 | 4.3 | 58 | 33 | 8 | 0 |
| **Students with Disabilities** | 11 | 282 | 20 | 7.1 | 50 | 20 | 20 | 10 |
| **Students Receiving Migrant Education Services** | 11 | 282 | 4 | 1.4 | -- | -- | -- | -- |
| **Foster Youth** | 11 | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | 11 | 282 | 277 | 98.2 | 48 | 31 | 17 | 4 |
| **Male** | 11 | 282 | 140 | 49.6 | 49 | 30 | 15 | 6 |
| **Female** | 11 | 282 | 137 | 48.6 | 46 | 32 | 20 | 2 |
| **Black or African American** | 11 | 282 | 18 | 6.4 | 56 | 28 | 17 | 0 |
| **American Indian or Alaska Native** | 11 | 282 | 5 | 1.8 | -- | -- | -- | -- |
| **Asian** | 11 | 282 | 38 | 13.5 | 21 | 29 | 39 | 11 |
| **Filipino** | 11 | 282 | 3 | 1.1 | -- | -- | -- | -- |
| **Hispanic or Latino** | 11 | 282 | 156 | 55.3 | 54 | 35 | 9 | 1 |
| **White** | 11 | 282 | 53 | 18.8 | 51 | 23 | 17 | 9 |
| **Two or More Races** | 11 | 282 | 4 | 1.4 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 11 | 282 | 211 | 74.8 | 53 | 31 | 14 | 2 |
| **English Learners** | 11 | 282 | 12 | 4.3 | 83 | 17 | 0 | 0 |
| **Students with Disabilities** | 11 | 282 | 19 | 6.7 | 74 | 16 | 11 | 0 |
| **Students Receiving Migrant Education Services** | 11 | 282 | 3 | 1.1 | -- | -- | -- | -- |
| **Foster Youth** | 11 | -- | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| **Science (grades 5, 8, and 10)** | | 66 | 48 | | 56 | 43 | | 60 | 56 |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 43 |
| All Students at the School | 48 |
| Male | 50 |
| Female | 47 |
| Black or African American | 38 |
| American Indian or Alaska Native | -- |
| Asian | 48 |
| Filipino | -- |
| Hispanic or Latino | 36 |
| White | 74 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 4 |
| English Learners | 0 |
| Students with Disabilities | 39 |
| Students Receiving Migrant Education Services | 45 |
| Foster Youth | -- |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2014-15)**

El Capitan High School's primary objective is to prepare students for success in college and careers.

All students complete a six–year plan with his/her respective counselor to assess academic strengths/weaknesses, determine short and long term goals, and create a tentative 4-year plan of courses. Students are guided toward intervention and tutorial services to assist them with their academic goals and areas in need of improvement. This plan is then reinforced and reviewed each year during course registration time with the student's counselor.

El Capitan High School provides a comprehensive Career Technical Education program through courses offered in Agriculture, Technology, and the Sciences. In addition, there are a number of courses on campus that work to develop entry level job skills such as shop classes, computer programming, and graphic arts.

**Career Technical Education Participation (School Year 2014-15)**

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | 394 |
| % of pupils completing a CTE program and earning a high school diploma | n/a |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | n/a |

**Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 97.95 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | |

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Subject** | **School** | | | **District** | | | **State** | | |
| | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** |
| **English-Language Arts** | | 58 | 60 | 55 | 50 | 43 | 57 | 56 | 58 |
| **Mathematics** | | 64 | 61 | 58 | 56 | 45 | 60 | 62 | 59 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

| | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| **Group** | **Percent Not Proficient** | **Percent Proficient** | **Percent Advanced** | **Percent Not Proficient** | **Percent Proficient** | **Percent Advanced** |
| **All Students in the LEA** | 49 | 26 | 25 | 47 | 39 | 15 |
| **All Students at the School** | 40 | 29 | 31 | 39 | 42 | 19 |
| **Male** | 45 | 29 | 26 | 36 | 46 | 18 |
| **Female** | 35 | 29 | 37 | 42 | 39 | 19 |
| **Black or African American** | 42 | 37 | 21 | 58 | 37 | 5 |
| **Asian** | 38 | 31 | 31 | 24 | 41 | 34 |
| **Hispanic or Latino** | 49 | 26 | 26 | 47 | 41 | 12 |
| **White** | 18 | 36 | 45 | 23 | 46 | 31 |
| **Socioeconomically Disadvantaged** | 53 | 25 | 22 | 48 | 40 | 12 |
| **English Learners** | 100 | | | 100 | | |
| **Students with Disabilities** | 88 | 4 | 8 | 92 | 4 | 4 |
| **Students Receiving Migrant Education Services** | 55 | 9 | 36 | 55 | 36 | 9 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2014-15)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **Four of Six Standards** | **Five of Six Standards** | **Six of Six Standards** |
| **9** | 19.50 | 20.40 | 35.00 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (Most Recent Year)**

El Capitan involves key stakeholders in providing information, feedback, and input on District issues. Parents/guardians can increase their knowledge of educational offerings and opportunities related to extra and co-curricular activities by attending one of the school's parent information opportunities such as back to school night, muffins for moms, donuts for dads, family movie nights, and Gaucho Fest. In addition, El Capitan offers parent education opportunities and parenting skills development through our parent technology and language classes, Partners in Education workshops, Family Education/Engagement workshops, and regularly held EL meetings. Parents are also invited to participate in a variety of ways to support student activities including band, athletics, English Learner Advisory Committee (ELAC), and School Site Council (SSC). Because transportation is identified as a barrier for parental involvement, El Capitan provides busing for parents for many of these events.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

• High school dropout rates; and
• High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | | | | | | | 13.10 | 11.40 | 11.50 |
| Graduation Rate | | | | | | | 78.87 | 80.44 | 80.95 |

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

| Group | Graduating Class of 2014 | | |
|---|---|---|---|
| | School | District | State |
| | | | |

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | | 8.70 | 4.88 | 9.69 | 7.02 | 5.38 | 5.07 | 4.36 | 3.80 |
| Expulsions | | 0.00 | 0.25 | 0.08 | 0.09 | 0.71 | 0.13 | 0.10 | 0.09 |

**School Safety Plan (Most Recent Year)**

Safety of students and staff is a primary concern of El Capitan High School. Through curriculum, instruction, and discipline policies students are provided both a safe and positive learning environment. El Capitan High School maintains an excellent rapport with the local police department in issues of campus safety. The campus is properly supervised before and after school, and during breaks by teachers, all four administrators, and the campus liaisons.

All visitors must sign in at the Principal's Office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

The school's safety program is fully compliant with federal and state regulations, and the School Site Safety Plan is updated annually by the Safety Committee. ECHS staff has adopted the Character Counts framework and celebrates student and staff success on a regular basis. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly, and all staff have been trained on coordinating an evacuation from the school.

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)**

| AYP Criteria | School | District | State |
|---|---|---|---|
| **Made AYP Overall** | Yes | No | Yes |
| **Met Participation Rate: English-Language Arts** | Yes | No | Yes |
| **Met Participation Rate: Mathematics** | Yes | No | Yes |
| **Met Percent Proficient: English-Language Arts** | N/A | N/A | N/A |
| **Met Percent Proficient: Mathematics** | N/A | N/A | N/A |
| **Met Attendance Rate** | N/A | N/A | Yes |
| **Met Graduation Rate** | N/A | Yes | Yes |

**Federal Intervention Program (School Year 2015-16)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | Not in PI | In PI |
| **First Year of Program Improvement** | | 2008-2009 |
| **Year in Program Improvement*** | | Year 3 |
| **Number of Schools Currently in Program Improvement** | N/A | 5 |
| **Percent of Schools Currently in Program Improvement** | N/A | 83.3 |

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| **English** | | | | | 31 | 7 | 3 | 19 | 28 | 15 | 6 | 25 |
| **Mathematics** | | | | | 32 | 2 | 7 | 14 | 31 | 4 | 12 | 20 |
| **Science** | | | | | 33 | 2 | 5 | 13 | 34 | | 11 | 18 |
| **Social Science** | | | | | 34 | 2 | 4 | 14 | 29 | 5 | 17 | 12 |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 4 | 390 |
| **Counselor (Social/Behavioral or Career Development)** | 2 | N/A |
| **Library Media Teacher (Librarian)** | 1 | N/A |
| **Library Media Services Staff (Paraprofessional)** | 1 | N/A |
| **Psychologist** | 1 | N/A |
| **Social Worker** | 0 | N/A |
| **Nurse** | 1 | N/A |
| **Speech/Language/Hearing Specialist** | 0 | N/A |
| **Resource Specialist** | 0 | N/A |
| **Other** | 0 | N/A |

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | **Total** | **Supplemental/ Restricted** | **Basic/ Unrestricted** | |
| **School Site** | $5,349 | 823 | $4,526 | $66,176 |
| **District** | N/A | N/A | $4,952 | $66,901 |
| **Percent Difference: School Site and District** | N/A | N/A | -8.6 | |
| **State** | N/A | N/A | $5,348 | $74,908 |
| **Percent Difference: School Site and State** | N/A | N/A | | |

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2014-15)**

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs:

- Economic Impact Aid (EIA)
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $44,367 | $44,363 |
| **Mid-Range Teacher Salary** | $65,877 | $71,768 |
| **Highest Teacher Salary** | $84,283 | $92,368 |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | | $121,276 |
| **Average Principal Salary (High)** | $114,858 | $133,673 |
| **Superintendent Salary** | $185,658 | $210,998 |
| **Percent of Budget for Teacher Salaries** | 37% | 36% |
| **Percent of Budget for Administrative Salaries** | 6% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

**Advanced Placement (AP) Courses (School Year 2014-15)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| **Computer Science** | | N/A |
| **English** | 3 | N/A |
| **Fine and Performing Arts** | | N/A |
| **Foreign Language** | | N/A |
| **Mathematics** | 1 | N/A |
| **Science** | 1 | N/A |
| **Social Science** | 4 | N/A |
| **All courses** | 9 | .6 |

* Cells with N/A values do not require data.  Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year.  The district/site focus of professional development was refining and providing support regarding instructional norms, integration of technology, restorative justice (Urban Essentials 101), literacy strategies, higher order thinking questioning strategies, rigor (including depth of knowledge), and the integration of Common Core State Standards (CCSS) and performance tasks.

Ongoing professional development at ECHS consists of support through the instructional coaching model and through an on-site professional development calendar.  The 2015-2016 calendar allows for the following sessions:
• Writing
• Citing Textual Evidence (DIGGS)
• Rigor
• Relevance
• Instructional Norms
• Technology Integration

ECHS offers a unique master schedule in which a daily teacher collaboration period is offered in order to allow on-going monitoring of student achievement, while also providing an opportunity to refine and recommend instructional strategies to meet students' needs.  Students' performance on signature assessments and assignments is analyzed by subject specific teacher teams during the daily collaboration time in order to immediately adjust instruction.